



If the skills in our bespoke development continuum are what we are teaching and believe are important, it is clear that our pupils should be assessed against those skills and of course against EHCP targets. As well as national assessment tools, we also use an on-line pupil-information system and we have created our own bespoke assessment tools and reporting profiles. We firmly believe we should measure what is important and not what is irrelevant and have grasped the governments 'life without levels' directive along with their advice regarding Knowledge and Skills balance in schools, to provide parents, careers, stakeholders and of course ourselves, with meaningful information rather than merely impractical numbers. We use a wide range of bespoke, as well as national frameworks, to assess the whole child's development: a basket of tools to ensure that we offer our pupils a range of methods and approaches through which to show us their ability.

EARWIG ACADEMIC: this programme incorporates:

EYFS PLUS Bridge Framework: This is our own enhanced version of the DfE EYFS framework, used with pupils in Reception classes.

EHCP targets (Personal to Pupil) these are entered onto our on-line system, with additional interim targets entered as necessary and student's progress towards them is assessed as:

Green	Fully achieved
Amber	Working towards
Red	Beginning

Parents and staff alike will see this colour coded assessment for each of the primary and sub targets and be able to obtain an instant and meaningful picture of pupil progress.

TBS Cognitive and Behaviour Standards

Drawing on the work of the AET and other expert practitioners, we have created a bespoke assessment tool that, as with the EHCP targets, records progress against a simple but effective Green, Amber and Red rating system. There is a large bank of practical skills standards, covering topics such as Road Safety, Personal Care and Independence.

TBS Language and Comprehension Standards

This simple and unique summative assessment tool enables teachers to select a single, explicit sentence from four different areas in order to accurately provide an objective picture of each Child's actual communication style and range:

- Verbal ability
- Signing proficiency
- Picture and Symbols proficiency
- Comprehension
- Writing Skill (from Mark making onwards)
- Switch use
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We also assess the chronological Reading Age of each child.

Comprehension and Listening skills

Can infer implied meaning when listening to descriptions or events (e.g. It was very cloudy so she hurried home before she got wet. What did the girl think was going to happen?)

Can answer explicit, simple questions related to a familiar event or story (e.g. What colour is the book? Where did the girl go?)

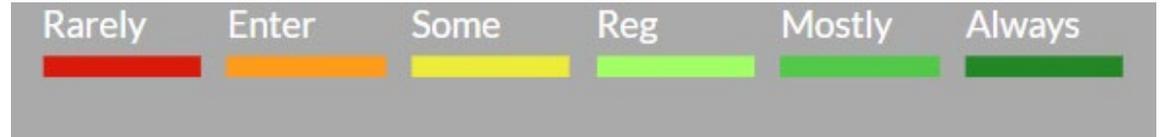
Reliably follows 3-step oral instructions

Reliably follows 2-step oral instructions

Usually responds appropriately to simple requests which contain one key word, sign or symbol in familiar situations (e.g. sit down, it's home time, you need your coat)

Listening to others is a developing skill

TBS Engagement Standards plus



TBS Social and Personal Development Standards

These standards are currently built around a simple, progressive framework laid, in large part, on our interpretation of the Rochford Review's 'Learning Lenses'. Teachers assess pupil ability and willingness to deploy each skill using a continuum of six levels, from 'Rarely' to 'Always'. These standards are applied to all pupils and are particularly important, alongside EHCP targets, for making useful assessments of PMLD and pupils whose progress is in very small steps or where maintenance of skill and engagement is a key measure.

The Engagement areas comprise:

- Explorative and Curious: interested in learning and exploring
- Imitation: able to cop, mimic and learn by following others and observation
- Anticipation: predicts what might happen; thinks ahead
- Realisation and Discovery actively tries to understand or work things out and make them happen
- Persistence: Keeps trying even when tasks are difficult; shows resilience; keeps going

OCR and ASDAN

KS4 students work towards qualifications from OCR and ASDAN as well. Their progress towards these qualifications is similarly recorded as part of our assessment process.

** Assessment tools that we use

Teddy Talk Test (from The Communications Trust): This is a simple speech and language assessment It enables us to identify a child's ability to listen and understand oral instruction plus recognise objects and verb instructions and also measure a child's speech & language development relative to their chronological age.

British Picture Vocabulary: This is a one-to-one test that assesses a child's receptive vocabulary; for each question, the teacher says a word and the pupil responds by selecting a picture from four options that best illustrates the word's meaning.

As no reading is required, BPVS3 can be used to assess language development in non-readers and especially pupils with expressive language impairments and non-verbal children. Because no spoken response is required, the assessment may be administered to pupils with autism and other related communication difficulties or those with English as an Additional Language (EAL). To help with administration to pupils who may be colour blind the illustrations have black outlines and the colours are vivid.

LUCID LASS: Pinpoints specific areas of need and is taken by pupils who have a high probability of dyslexia. It gives a more detailed indication of a pupil's particular strengths and weaknesses that may impact reading. Pre-verbal children with good independence and concentration skills can access the assessment.

It is available in two versions: for ages 8-11 and for 11-15 and assess

Working memory	Phonological awareness	Spelling
Phonological processing	Reasoning	Single word, sentence and non-word reading

CoPS is taken by younger pupils and gives a more detailed indication of a pupil's particular strengths and weaknesses that may impact learning.

It assesses Working memory; Phonological awareness; Phonological processing; Auditory discrimination; Colour discrimination. Pre-verbal children can access the system and high-level teacher support is permitted.

Sandwells Early Numeracy Test assesses a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language. It requires minimal writing and is suitable for pre-verbal pupils.

YARC: The York Assessment of Reading for Comprehension is a one-to-one, diagnostic reading assessment that enables you to assess your pupils' reading and comprehension skills from an early age through to the end of secondary school. This test is for verbal children who can read independently. It comprises:

Early Reading

The early reading suite comprises four short tests specifically designed for 4-7-year olds or older pupils with reading difficulties. These tests assess a pupil's phonological skills, alphabetic knowledge and word reading in a time-efficient and flexible way. They are among the most sensitive type of assessments for beginner readers and may be administered up to three times during a school year.

Passage Reading Primary

Comprising fiction and non-fiction texts, the passage reading primary suite has been developed to identify the reading (decoding) and comprehension skills. It assesses accuracy, reading rate and comprehension in one single test.