

Assessment, Recording and Reporting Policy

The Brook Primary Special School



Approved by:	Governing Body	Date: February 2022
Last reviewed on:	n/a	
Next review due by:	Every Two years unless statutory changes are required	

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This policy lays out the assessment, recording and reporting practices, approaches and systems of The Brook Special Primary School (The Brook). This policy has been created so that...

1. All staff understand the expectations of them and what they can expect from each other in relation to this area of school practice
2. Governors understand where children are going in their learning and what they achieve or where they will develop to
3. Parents/carers understand and know exactly where their children are in terms of their development and their progress.

The purpose of this document is to show how pupil progression in all areas of the curriculum is planned, assessed, responded to and reported at all levels.

Planning, assessment, record keeping and reporting are inter-related. They are all integral parts of the teaching and learning process.

The Purpose of Assessment

Assessment is an integral part of teaching and learning and should be evident in every lesson. It serves several purposes:

- ‘formative’ (*Assessment for Learning*) provides information for the teachers to plan the next steps in pupils’ learning. Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next steps should be.
- ‘diagnostic’ and ‘functional’ assessment provides more detailed information about pupils’ individual strengths and weaknesses
- ‘summative’ assessment provides a means for the recording of overall achievement of a pupil in a systematic way usually at the end of a term, year or key stage.

Aims of Assessment

- To establish as accurately and honestly as possible the pupil’s level of functioning in all areas of the curriculum;
- To provide a starting point/baseline for future decisions regarding the pupil’s individual curriculum needs and learning programmes in order to set achievable goals;
- To relate back to the pupil’s Education Health and Care Plan
- To monitor progress and acknowledge achievements;
- To demonstrate continuity, progression and development for individual pupils;

- To report achievements to parents/carers and to provide a basis for discussion with parents/carers and other professionals regarding the pupil's progress and future needs;
- To monitor the appropriateness of the individual teaching programmes devised;
- To inform future planning;
- To offer teachers the means to evaluate their teaching methods.

A good teacher will:

- identify each pupil's strengths and the priority areas for their future learning
- establish where the pupils are in their learning
- identify an appropriate curriculum approach for each pupil
- identify "next steps" for each pupil and carefully plan a route to their learning destination expressed as a clear learning objective
- make regular checks on progress over time by identifying progress within individual lessons or a series of lessons
- make adjustments to the "next steps" as pupil progress dictates
- evaluate and improve the teaching strategies for each pupil
- support pupils, where appropriate, to monitor and assess their own learning
- identify, celebrate and share achievement using evidence to adapt what happens in the classroom to meet the pupil's needs

Assessment and recording pupil progress, general process

Pupil progress at The Brook is accomplished through phased planning. Pupils advance through the Brook Spiral Curriculum developing specific knowledge and skills related to curriculum subjects through experiential and direct teaching experiences.

“Facts, information, and skills acquired by a pupil through experience or education; the theoretical or **practical understanding of** a subject”, or, “awareness or familiarity gained by experience of a fact or situation.” (*Oxford Dictionary definitions*)

Knowledge: Defined on short and medium planning (subject overviews and schemes of work) by curriculum subject leaders. ‘I Know statements’ form the destination or learning outcome of the incremental learning process. The understanding of ‘I know statements’ should become deep-rooted in the pupil’s long term memory. ‘I know statements’ are further related to the grasping of concepts and ideas. ‘I know statements’ form the stepping stones for pupil learning at The Brook.

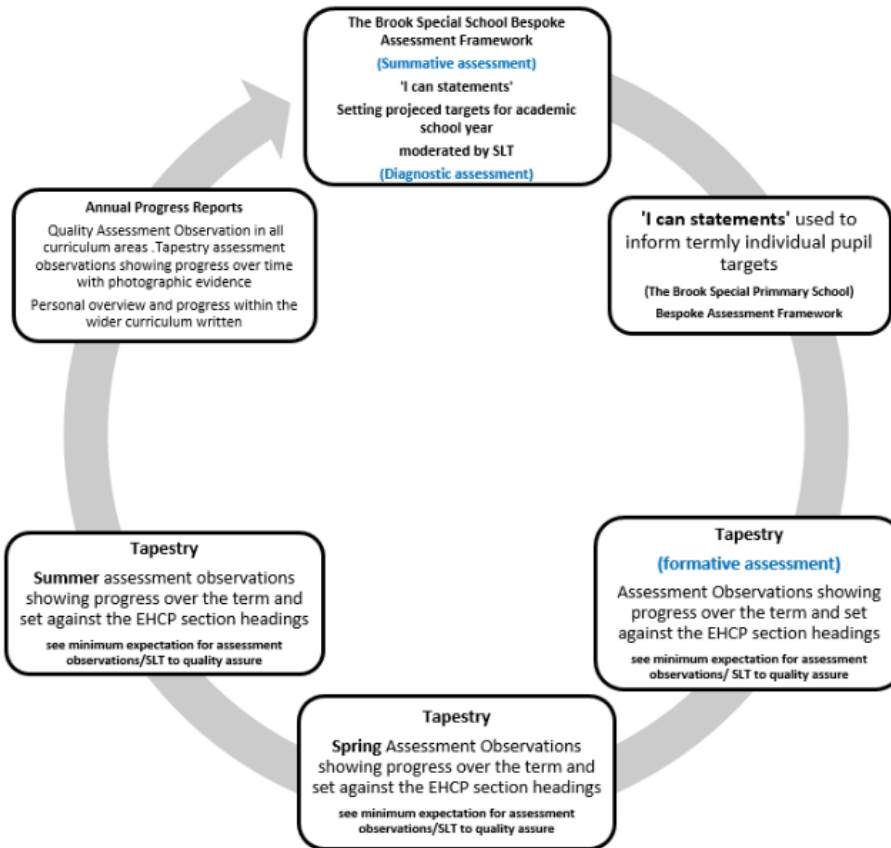
Skills: Skills: “the ability to do something well; expertise”, or, “a particular ability. (*Oxford Dictionary definitions*)

Skills are also defined on medium and long term planning as ‘I can statements’. They are presented as learning objectives of a lesson. Pupils at The Brook increase their ability to develop skills whilst requiring decreasing adult support. This depends on the pupils’ learning approach (sensory, emerging, functional). Pupils will typically move from exposure to a sensory experience with spoken and physical support and thereafter working towards independently completing a task.

Skills typically tend to move towards knowledge when they are generalised. This means that they can be demonstrated by a pupil in different settings and contexts. A pupil should be able to transfer acquired skills to different situations to reach a particular stepping stone or ‘I know’ statement.



The Brook Special Primary School Cycle Assessment, Recording and reporting Progress



Minimum expectations for pupil assessment at The Brook Primary Special School - Year 2021-2022

Pupil Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Baselining and Pupil predictions	Continuous Baseline and observation of all pupils against Assessment framework 'I can' statements					Yearly predictions for next academic year reviewed in individual teachers meetings with DHT/CAC	
Use of Assessment Framework		Teachers to input baseline information for individual pupils		Review of pupil progress so far. Changes within system made if required		Final achieved progress input into assessment framework- Progress graphs created using this information	
Tapestry Assessment Observations	Tapestry used to gather Assessment observations during the baseline process	1st round of Assessment observations for all subject areas- These will be directly linked to targets set using the new framework and 'I can' statements	Some subject areas require a Spring Assessment observation. These should be prepared in Tapestry for: See Tapestry Tracker in Appendix A		2nd round of Assessment observations for all subject areas- These will show progress over time and be linked to first round of Assessment Observations completed in Autumn 2. These will also be used as part of pupils' progress reports.		
Tapestry Spontaneous Observations	Spontaneous Observations can be done at any time during the term. These can make up part of the parental journal and can also be printed and placed in pupil chat books, work books.						
Termly Targets	Summer targets from previous year used in the baseline process	Targets identified to inform planning, pupils individual needs and progress (Evidence gathered in Tapestry Trackers) These are identified termly and revised when necessary as children's needs change and develop.					
Phonics Tracker		Pupils tracked on phase 1 and 2		Pupils tracked on phase 1 and 2		Pupils tracked on phase 1 and 2	
Data Analysis Deputy Head Teacher	Analysis of new class data shared with individual teachers			Mid- year progress reported on and shared with individual teachers		Final pupils' progress shared with DHT and input into assessment framework.	
AQA Awards	The AQA Unit Award Scheme is invaluable as it is an important pathway for our students to receive accreditation for their achievements. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability. Furthermore, through allowing amendments and writing our own units, we are able to expand and customise units to our pupil's individual learning interests and needs.						
		1 st topic area identified and AQA units identified and added to the scheme of work		2 nd topic area identified and AQA units identified and added to the scheme of work		3 rd topic area identified and AQA units identified and added to the scheme of work	
Progress Reports		Quality assessment observation in all curriculum areas. Tapestry assessment observations showing progress over time with photographic or video evidence. Prep of Annual progress report documentation (Admin) in Summer 2				Personal overview within the wider curriculum written and quality assured by Head teacher	

Baseline Assessments

Before a pupil's admission to the school, a meeting with the class teacher, either at home, current childcare setting or school takes place either before starting at school or soon after. If there is a Team Around the Child (TAC) process in place, a transfer meeting takes place and information is handed over to the school through the key stage leader and/or teacher.

Termly individual targets

Individual learning objectives for pupils are defined as 'I can statements'. 'I can statements' are taken from the Brook's Bespoke Assessment Framework and/or schemes of work as well as long term planning and match all areas of the curriculum. Individualised learning objectives are then adapted to meet the pupil's individual needs and EHCP long term targets.

Individual targets for curriculum areas are gathered in Tapestry tracker documents and are based on the pupil's learning needs as identified within the Brook spiral curriculum. Teachers will refer to levels in The Brook Special School Assessment Framework to adopt a designated tapestry tracker template.

For more details about individual target see Appendix A

Planned Assessment observation- Using Tapestry

All pupils take part in designated assessments that are directly linked to their individualised targets; these are set against the EHCP headings with specific emphasis on outcomes. These are tracked throughout the year. These assessment observations are then collated to create a progress journal which evidences pupil progress throughout the year and these, in turn, inform the annual progress report writing process.

Planned assessment observations are completed using 4 elements:

- Assessment against 'I can statements'
- Recording the level of adult support needed to complete an assessment. These are: sensory exposure or experience, spoken support, physical support. independence
- Evaluative comments
- Providing 'Next steps' or the next learning objective or an 'I can statement' towards which the pupil will work.

Spontaneous observations- Using Tapestry

Alongside designated assessments we also seek to identify key achievements outside the planned learning outcomes. Assessment of pupils occurs continuously in the classroom and around school. This usually involves unplanned observations of pupils in the many different contexts that occur in school life. Such observations often provide useful clues to individual needs and competencies, and are part of the planning and assessment process.

We are also aware of ‘wow’ moments; this is where a pupil engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult’s attention for the first time or accepting close proximity with another pupil). These significant steps need to be noticed, shared and recorded and they form part of the Tapestry assessments.

Self Assessment-involving pupils

Whenever possible, pupils are involved in their own assessment by reflecting on their experiences and setting their own targets. We involve pupils in recognising and assessing their progress in ways that reflect their level of understanding. We want our pupils to recognise their success and feel pleased with their achievements; this increases their self-awareness and improves their self esteem.

Baseline Assessments- new starters/ in year transfer

For these pupils, observations take place within the first two weeks of their arrival in school period and judgements are made using the criteria of progress against the Brook School’s Bespoke tracking System. This information is then inputted into the system and a baseline is set. These pupils’ progress is then tracked using this system which is updated by teachers and their teams every term.

For more details about baselining pupils see Appendix B

Early Days transitions/reviews/EYFS baseline

New Early Years pupils at The Brook begin their first academic school year in reception classes after a planned transition process started in the previous academic school year in partnership with parent/carers and previous educational settings.

After a 6 weeks’ settling in period, the pupil’s parents/ carers are invited to take part in an Early Days Review to evaluate the general transition and adaptation of their child to The Brook. If required, action points are then agreed to ensure that the pupil’s needs are being appropriately met both academically and emotionally.

The end of the 6 week period combines with the **Reception Baseline Assessment** provided by the Standard & Testing Agency. Only those pupils who are identified by teachers as making appropriate progress through initial check points on the Early Years ‘Development matters’ curriculum take part in the reception baseline assessment.

Person Centred Reviews

These reviews fulfil the legal requirement to review a child’s Education Health and Care Plan annually and to report to parents on the child’s progress. We involve parents in the Person Centred Review process by seeking their views on their child’s progress and priorities for the

following year. We also share with parents the progress made against termly targets. Teachers write a full report of the activities in which each pupil has taken part and the progress they have made. For pupils at the end of a key Stage, the Person Centred review is when the EHCP targets and outcomes are robustly reviewed and updates to the EHCP are recommended to the Local Authority.

Annual Progress Reports

The annual progress reports are a culmination of pupil progress at The Brook. They are collated at the end of the academic year and are quality assured by the head teacher and members of the Senior Leadership Team.

Annual progress reports include:

- general pupil information
- 'My Story so far' : a summary of the pupil's progress during that academic year at The Brook
- Head teacher comment
- An overview of tapestry and assessment observations
- Reports from multi agency professionals when applicable
- A summative overview of pupil progress

For more details about annual progress reports see Appendix C

Subject specific systems

Phonics tracker

Pupils' progress in Phonics for the different phases in the Little Wandle scheme of work, is assessed on the Phonics Tracker system at the end of the autumn and summer term. This enables class teachers to record termly progress and provides a cumulative record of pupil progress in phonics during their time at the Brook.

AQA

Core and fundamental subjects such as Literacy, Maths, Science and PSHE are assessed using The Brook's bespoke assessment framework. In Foundation subjects, such as Humanities and Visual Arts, progress –where appropriate - is assessed during focus themed projects mapped against learning outcomes prescribed by the AQA awarding body. External accreditation is gained when the outcomes meet the criteria.

Brook Spiral Curriculum assessment and recording approaches

EYFS

Early Years pupils are assessed against all prime and specific areas of learning and development using The Brook's EYFS summative assessment framework. Termly progress against individual targets is also recorded and communicated to parents/carers through the Tapestry online learning journal.

Pre Key stage standards

Pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the standard required for national curriculum and teacher assessment tests. These pupils' progress is recorded against the criteria in the Brook's Assessment framework.

Pupils making rapid progress in core subjects work in partnership with The Willow Primary School in order to access Key stage 2 national curriculum subject of studies and are assessed against the appropriate benchmark criteria.

Engagement

Pupils who are working below both the national curriculum level and the pre key stage standards and who are not engaged in subject-specific studies, are assessed using the Brook's Engagement assessment framework.

For more details about The Brook summative assessment framework see Appendix D

Standards & Testing Agency

Although pupils at The Brook do not meet the desired levels to participate in EYFS/Ks1/Ks2 National testing, pupils who are making rapid progress in phonics (as identified on Phonics Tracker and are in year 2) take part in the year 2 phonics screening test. EYFS pupils moving consistently towards Early Learning Goals will take part in the Reception Baseline Assessment within the first 6 weeks of starting Reception at The Brook.

Recovery curriculum

Pupils' wellbeing and 'levels of need' (in terms of behaviour support) at The Brook are monitored using the Brook Wellbeing Radar. Class teachers and SLT refer pupils in need of additional support to the Brook Wellbeing team. The referred pupil's wellbeing is monitored every two weeks. The progress of pupils in need of additional support is recorded and assessed against learning objectives taken from the Brook's Recovery curriculum; this curriculum has a specific focus on PSHE and general wellbeing alongside core and foundation subjects.

Parents/carers

Parents/carers are seen as partners in the education of their child. They are invited to the statutory Person Centred Reviews and are also invited to open evenings where they can review progress and termly targets. They are also welcome to come and discuss their child's progress at other times.

Parents/carers are sent a copy of their child's individual timetable, class timetable, termly targets (evaluated and new) and newsletter at the beginning of each term. Parents can ask to see teacher planning and planning overviews and these are all available on the school's website.

Teachers have regular contact with parents by phone and through a home/school book which is written in regularly. For more details see Home/school agreement.

Monitoring , support and moderation

Monitoring and support

Senior Leaders are required to help teachers carry out the following:

- Ensure they know what is expected of them with regards to assessing pupils;
- Make well-founded judgements about pupils' attainments and progress;
- Track the attainments and progress of individual pupils and pupil groups over time and compare the progress made by different groups of pupils to ensure that no group is disadvantaged;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor classroom and colleagues' practice in assessment and the use made of assessment information;
- Collate information that enables the Governing Body to evaluate practice across the school.

Moderation

Internal moderation

As experts in their fields, the Deputy Head teacher, Co-ordinator for Curriculum and Assessment and Curriculum leads ensure moderation takes place termly and that judgements on progress are monitored and shared with all teachers. The Co-ordinator for Curriculum and Assessment also assists the Deputy Head Teacher in the monitoring of schemes of work and in supporting curriculum leaders to keep developing their curriculum areas.

A pupil case study of each type of learner (EYFS, engagement, sensory, emerging and functional) are created for core subjects. These case studies form a golden thread of a pupil’s curricular progress during an academic school year. Case studies also provide teachers with a reference point so that they can compare and balance personal observations and assessments.

Class teams select 2 pupils in their class who have different learning approaches. These pupils are moderated against prime areas of the Development Matters Curriculum guidance (PSED, Communication and Language). The aim of the exercise is to illustrate the ‘spiky’ profile that most of our learners present on The Brook Spiral Curriculum. For example, a year 6 pupil could meet most pre-key standards for specific subjects and units such as numbers in Mathematics, whilst simultaneously meeting level 2 Early Years’ standards. This explains the disparity between our pupils’ cognitive and chronological age.

External moderation

As members of the Special Schools Assessment Network we invite the Grove and Vale schools to quality assure and moderate our practice and implementation.

Monitoring teaching, learning and the curriculum development

Curriculum leaders write detailed annual, action plans for their curriculum area, setting out clear and achievable goals that include Training, resourcing and quality of implementation. (see below a figure detailing an example of a yearly core subject action plan)

Maths				
Priority	Success Criteria	Who will do this	Evaluation	Time Frame When to be delivered
<ul style="list-style-type: none"> CPD for curriculum leads 	Curriculum leads to attend borough wide CPD sessions, for specific subjects.	SLT CL	Curriculum leads and SMT awaiting practical information from Haringey education Partnership.	Summer 2
	Brook SMT and CL to deliver learning walks focussing on Maths.	SLT	Organisational and logistic aspects of the session are being planned by Brook SLT and the CL for Maths	Autumn 2021
<ul style="list-style-type: none"> Devise curriculum framework 	Curriculum leads and KS1 lead to devise long term plan for Maths	CL CAC	Plan is finalised but needs to be presented to staff	Spring1
	Curriculum team to develop 3 I’s(intend, implementation, impact) rationale for Curriculum Policy	CT	Timeframe for curriculum rationale, development and completion has been set.	Spring1
	Class teachers to integrate learning objectives of the Maths cyclic mapping and SOW in short term planning.	All teachers	Class teachers have started to follow the Maths mapping cycle and the new Schemes of Works for their short term planning.	Spring1
	Devise Maths Sow for KS1 and KS2 in a new format (medium term planning)	CL CAC	New SOW have been devised for a 3 years cycle.	Spring1
	Add tasks and descriptions for students following an Engagement profile to the new SOW.	CL CAC DHT	Activities and descriptions of the learner profiles are in the process of being added to the new SOW format.	Spring2 – Summer1
	Curriculum Links with Willow for development of Curriculum for planning and resourcing related to functional learners and high achievers.	CL CAC DHT	White Rose maths resources made available to all teachers through collaboration with Willow lead for Maths.	Autumn Term 2
<ul style="list-style-type: none"> Resourcing 	Adapted and targeted resources to be purchased, prepared and distributed to class teachers.	CL	Ordering to happen at the end of every term, for the following term. Orders already completed for Spring term been	Termly

<ul style="list-style-type: none"> Quality of implementation 	Teachers to attend share and inspire sessions related to Maths following the learning walk taking place.	CL CAC SMT	Organisational and logistic aspects of the session are being planned by Maths CL.	Autumn 2
	Teacher's observation delivered by SMT a CL focusing on Maths during learning walks.	SLT	Organisational and logistic aspects of the session are being planned by Brook SLT.	Autumn 2021
<ul style="list-style-type: none"> Impact 	Visible and measurable student monitoring and progress in individual targets evaluation and on the tapestry online learning journal.	All Teachers SMT	Targets and online learning journal are continually being monitored by phase leaders and lead for Teaching and Learning.	Spring1- Summer2
	Moderation for assessments to be developed for Maths as part of Learning walks throughout the school for next academic year.	SMT CL	Learning walk has been planned for the next academic year and moderation dates will be agreed.	Academic 2021 to 2022

- o SLT: Senior Leadership Team
- o CL: Curriculum Leaders
- o CT: Curriculum team
- o CAC: Curriculum and Assessment co-ordinator
- o DHT: Deputy Head teacher

	Achieved
	Work in progress
	Not Started

Curriculum leads work with a member of SLT to carry out supportive 'Learning Walks' monitor how their curriculum area is being planned for and assessed. Through this system, they offer advice on how teachers can develop lessons and resources within their classroom and they organise 'share and inspire' sessions in which best practice and ideas are shared. All of this information is then collated to provide an overall picture of teaching and learning in the school.

School Improvement Partner

The role of the school improvement partner is a crucial part of our quality assurance framework. This colleague is very experienced in all aspects of SEND and is independent of the school. This colleague is able to carry out robust observations of teaching and learning; can discuss progress with individual teachers; can interrogate curriculum leads and assure that all assessment protocols are robust and that our data analysis provides a springboard for individual target setting.

General impact of the curriculum, recording and assessment

How do all staff at The Brook Special School know that our curriculum is having the desired impact?

	Pupils	Support Staff	Teachers	Curriculum Leads	Senior Leadership
	<ul style="list-style-type: none"> Can communicate with more confidence about what they have learned, using correct terminology. Are enthused and engaged in a wide range of curriculum areas. Can communicate their ideas about specific characteristics of subjects. Can show adults examples of their learning and describe the 'why?' Behind work they have produced. Demonstrate good learning behaviours in all lessons. Are able to make thoughtful links between subjects. Can access, enjoy and make expected progress within the spiral curriculum - regardless of their starting points and level of needs they may have. 	<ul style="list-style-type: none"> Are more knowledgeable about strategies/approaches to Teaching and Learning, behaviour and life skills. Have higher levels of confidence in supporting the teacher delivering all areas of the curriculum. Able to articulate the why? What? when? Of the curriculum. Are able to give feedback to the teacher and class team about what is working well. Are acutely aware of the expectations within a lesson and the individual targets for their pupils Able to use effective use of assessment to show pupil progress Support and applying sound pedagogical practices. Understand the importance of the sequence of learning Seek support from their class teacher and colleagues when they are less confident. 	<ul style="list-style-type: none"> Are more knowledgeable. Have higher levels of confidence in delivering all areas of the curriculum. Can give senior leaders and subject leads feedback about what is working well. Are acutely aware of how children are coping with the taught content. Teach consistently well; applying sound pedagogical practices in all lessons. Plan coherent learning journeys based on the unit overviews. Seek support from subject leads when they are less confident. Teaching and learning engages learners and helps pupils to question the world around them and strive to always be learning. 	<ul style="list-style-type: none"> Are experts in their subject area leading to a higher level of confidence in supporting teachers Can communicate the impact of the curriculum across the school to SLT through observation/learning walks. Are able to show the impact of their curriculum area, planning and sequence on pupil progress across the school Can identify areas for further development Can present with confidence to stake holders: <ul style="list-style-type: none"> Other professionals Ofsted Governors Parents/Carers 	<ul style="list-style-type: none"> Can identify the impact of the sequential approach to the curriculum with teaching and learning across the schools. Can identify areas for development and make decisions to address them. Can be confident that cations from Ofsted are being addressed and that standards are rising. Can track pupil progress over time and present this to stake holders <ul style="list-style-type: none"> Other professionals Ofsted Governors Parents/Carers
Visitors and Governors	<ul style="list-style-type: none"> Give us positive feedback about pupil engagement and behaviour in lessons. Understand the vision of the school and its curriculum intent, implementation and impact. Comment on the high-quality work that they see. Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development. 		Parents and Carers	<ul style="list-style-type: none"> Give us positive feedback about their children's attitudes to school. Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest). Share Tapestry uploads on their child journal, showing learning taking place at home and the transference of skills. 	
School Improvement Adviser	<ul style="list-style-type: none"> Ensures quality, provides feedback and identifies impact Provides written documentation to support findings Provides challenge to move Teaching and Learning forward 				

APPENDICES

Appendix A

Please see below templates for target trackers connected to individual learning approaches

EYFS



Early Years Tapestry Assessment Monitoring Tracker Autumn 2021

All Assessment Tapestry observations should contain the following information

'I can' statement, Level of support, Evaluative comment and Next steps

Area of learning:	Pupil:									
Communication and Language (Listening and Understanding and Speaking)	Autumn									
Literacy (Phonics) (Comprehension, Word reading and Writing)	Autumn									
Mathematics (Number and Numerical Patterns)	Autumn									
Understanding the World (Past and present, People, Culture and Communities and The Natural World)	Autumn									
Personal, Social and Emotional Development (Self-regulation, Managing self and Building relationships)	Autumn									
Physical Development (Gross motor skills and Fine Motor Skills)	Autumn									
Expressive Arts and Design (Creating with materials and Being imaginative)	Autumn									

Engagement



Engagement and Sensory Tapestry Assessment Monitoring Tracker 2021-22

All Assessment Tapestry observations should contain the following information

'I can' statement, Level of support, Evaluative comment and Next steps

Area of learning		Pupil:											
<p>Exploration Pupils can build on initial reactions to a new stimulus or activity; <i>for example, they display more than an involuntary or startled reaction to an activity.</i> Pupils are sometimes interested in and curious about the stimulus or activity; they become more exploratory when an activity becomes more established. The pupil begins to develop new knowledge and skills.</p>		Autumn											
<p>Realisation Pupils begin to interact with a new stimulus or activity or discover a new aspect of a familiar stimulus or activity. They display behaviours that show they want more control of the stimulus or activity. Pupils show Realisation because they can use their newly developed skills or knowledge in new ways and in different contexts or environments</p>		Autumn											
<p>Anticipation Pupils show the following features: prediction, expectation or association between a stimulus or activity and an event. They are sometimes able to anticipate that a familiar activity is about to start or finish by interpreting cues or prompts.</p>		Autumn											
<p>Persistence Pupils can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity.</p>		Autumn											



Engagement and Sensory Tapestry Assessment Monitoring Tracker 2021-22

All Assessment Tapestry observations should contain the following information

'I can' statement, Level of support, Evaluative comment and Next steps

<p>I show my Persistence through intentional changes such as changes in their gaze, posture and hand movement. I can apply my skills and or knowledge so that I can achieve my desired outcome.</p>													
<p>Initiation Pupils can investigate a stimulus or activity in different ways in order to bring about a desired outcome. They can be spontaneous and independent during a familiar activity without waiting for direction. The pupil can understand the impact they have on their environment in order to achieve a desired outcome. I can develop my independence skills.</p>		Autumn											

Pre Key Stage Standards



Tapestry Assessment Monitoring Tracker 2021 - 2022
(Underpinned by Early years Foundation Stage)

All Assessment Tapestry observations should contain the following information

'I can' statement, Level of support, Evaluative comment and Next steps

Area of learning:	Pupil:								
Communication and Language	Autumn 2								
Communication and Language	Spring 2								
Communication and Language	Summer 2								
Literacy	Autumn 2								
Literacy	Spring 2								
Literacy	Summer 2								
Mathematics	Autumn 2								
Mathematics	Spring 2								
Mathematics	Summer 2								

Personal, Social and Emotional Development	Autumn 2								
Personal, Social and Emotional Development	Spring 2								
Personal, Social and Emotional Development	Summer 2								
Understanding the World (Science and Humanities)	Autumn 2								
Understanding the World (Science and Humanities)	Spring 2								
Understanding the World (Science and Humanities)	Summer 2								

Please check the mapping document for Curriculum coverage

Assessment weeks that will take place at the end of every term will give you valuable time to assess progress of your child over the whole term

Please remember to create your assessment Tapestries using the 4 elements as listed above so that there is a consistency of approach across the whole school

Pupils on the Engagement Profile follow the Engagement Profile Tapestry Tracker

Appendix B

Please see below an example of baselining figures at The Brook

Year*	Assessment Year No/Date*	Name	UPN	Start Year	Gender	School Year	Class	Free School Meals	Saved Date	Birthday	Total E Levels	Reading Standard	Listening Standard	Writing Standard	Speaking Standard	Number Standard	Geo_Mea standard	Phonics Standard	PSHE Standard	E Level Target	Reading Target	Listening Target	Writing Target	Speaking Target
2021-2022	1	x		Sep-21	M	2	Lacewing	T	11/02/2022	28/07/2015	0.00	0.05	0.08	0.24	0.20	2.40	0.40	0.10	0.10	0.31	0.36	0.65	0.58	
2022-2023	2																							
2023-2024	3																							
2024-2025	4																							
2025-2026	5																							
2026-2027	6																							
2027-2028	7																							
2028-2029	8																							
Baseline	0	x		Sep-21	M	2	lacewing Cla	T	20/10/2021	28/07/2015	0.00	0.05	0.08	0.24	0.20	2.40	0.40	0.10	0.10					
2029-2030	9																							
2030-2031	10																							
2031-2032	11																							
2032-2033	12																							
2033-2034	13																							

Where data has been moderated those values will be exported, otherwise the automatically calculated values will be used. Moderated values are shown in blue.

Select Year for export and click below

Home Export data to external file **This sheet is for ADMIN only please do not edit without asking first** Covid-19 extra Reset a previous year's data with current

*Assessment years are calculated based on the assessment start date which is on the home page. If this is wrong then you will not get the correct years in Column A


*Assessment Years are not necessarily the same as school years as assessments may not start when a pupil has just left Reception for Year 1

*This can be used at the start of a new year when end of year data was not properly saved for a previous academic year

*You may need to enter the school year by hand to make sure it is correct

Appendix C

Please see below an example of a progress report template



ANNUAL PROGRESS REPORT 2019/20

Photo of child

Pupil's name:

Date of Birth:

Class teacher:

Year Group:

Attendance from 1st September 2017 – July 2018

Comment on attendance:

Head Teachers Comments:

Story so far Personal Overview
Personal, Emotional and Social Development

? Has made great progress since last year. He is managing his impulses and beginning to develop friendships with peers in class and our paired classes. He loves to share his interests, such as riding scooters at break time and playing chase in the swimming pool.

Going into the swimming pool and being at ease in the water has been a significant achievement as he was too anxious to do this last year. He is also showing more focus and independence in literacy and maths activities. His confidence in ICT has grown.

He can type his whole name and he has coded simple sequences to control a robot. As part of this he can lead morning circle time navigating his way through the various activities on the Interactive Whiteboard.

He has gradually become more comfortable with developing friendships and will now play alongside his friends rather than relying on adults to interact with him. He is very motivated by yellow foods, playdough, the physio ball and bubbles and he also has learnt to calm himself down by using a chewy stick.

His playful and giggly nature brings joy to the classroom and we can rely on him to bring the boogie to any celebration as he loves to dance. It has been a delight to work with him and see him develop this year. Well done?!

Some photos here of general nice things

My Tapestry progress Journal

Overview of Tapestry and the assessment observations

At The Brook School we use 'Tapestry' as a tool for gathering evidence of your child's progress. This allows users to easily record and view learning outcomes that have been taught, and measure the depth of understanding that your child has reached. The Tapestry observations in this progress journal are linked directly to the targets set for your child every term and provide along with teachers evaluative comments, evidence of progress over time.

Appendix D

Please see below an example of a bespoke summative assessment framework at The Brook

