Assessment Model at Linden Lodge

At Linden Lodge, the ongoing process of assessing progress ensures that each student is kept at the very centre. Accurate and on-going assessment is fundamental to the setting of challenging goals and creating stimulating opportunities for learning. We use a range of assessment tools to track and measure progress over time.

Figure 1: The Assessment model at Linden Lodge

Overview of Curriculum Pathways

At Linden Lodge we have developed seven departments that cater for pupils with variety of needs. Below table explains how the curriculum pathways feature within every department.

Early Years Foundation Stage + (2-5 years)						
Pupils follow the EYFS curriculum through the Early Years. This is a developmental curriculum, which plays a diagnostic role in establishing which of the four Curricula the child begins at the end of Early Years. The three key areas on the core EYFS curriculum are: Communication and Language, Physical Development and Personal, Social and Emotional Development.						
Primary Department (5-11 years)			Secondary Department (11-16 years)			The Alba Centre (2-19 years).
Pre-formal Pathway + (For pupils with Vision and Sensory Impairment who need a sensory based curriculum).	Semi-formal Pathway + (For pupils with Vision and Sensory Impairment who need a life skills based curriculum).	Formal Pathway + (For pupils with Vision and Sensory Impairment who need an accessible modified National Curriculum).	Pre-formal Pathway + For pupils with Vision and Sensory Impairment and profound and multiple leaning difficulties. Pupils are based in The Harris Centre	Semi-formal Pathway + (For pupils with Vision and Sensory Impairment who need a life skills based curriculum).	Formal Pathway + For pupils with Vision and Sensory Impairment who need an accessible modified National Curriculum). (The Minerva Centre).	Pupils follow MSI Curriculum. Pupils are based in The Alba Centre for deafblind. This pathway covers all abilities and the curriculum is based on the Victoria School curriculum bridging PMLD, SLD and beyond.
o My Communication o My Cognition o My Body o Me and My Community o My Care and Independence	o My Communication o My Thinking o My Body o Myself o My Creativity o Me and My Community	o English (Language and Literature) o Maths o Science (Biology, Physics, Chemistry) o Humanities o Modern Foreign Languages o Creative Arts (Art, Music) o Physical Education o PSE (RSE, RE, PSHCE) o Life Skills and Independence o Careers o Computing	o My Communication o My Cognition o My Body o Me and My Community o MY Care and Independence	o My Communication o My Thinking o My Body o Myself o My Creativity o ME and My Community	o English (Language and Literature) o Maths o Science (Biology, Physics, Chemistry) o Humanities o Modern Foreign Languages o Creative Arts (Art, Music) o Physical Education o PSE (RSE, RE, PSHCE) o Life Skills and Independence o Careers o Computing	
Post 16 Pathway +						
Pre Formal Curriculum (For pupils with Vision and Sensory Impairment who need sensory based curriculum).		Semi-Formal Curriculum (For pupils with Vision and Sensory Impairment who need a life skills based curriculum).		Formal Curriculum (For pupils with Vision and Sensory Impairment who need an accessible modified National Curriculum).		

Figure 2: School Departments and Curricular Pathways at Linden Lodge.
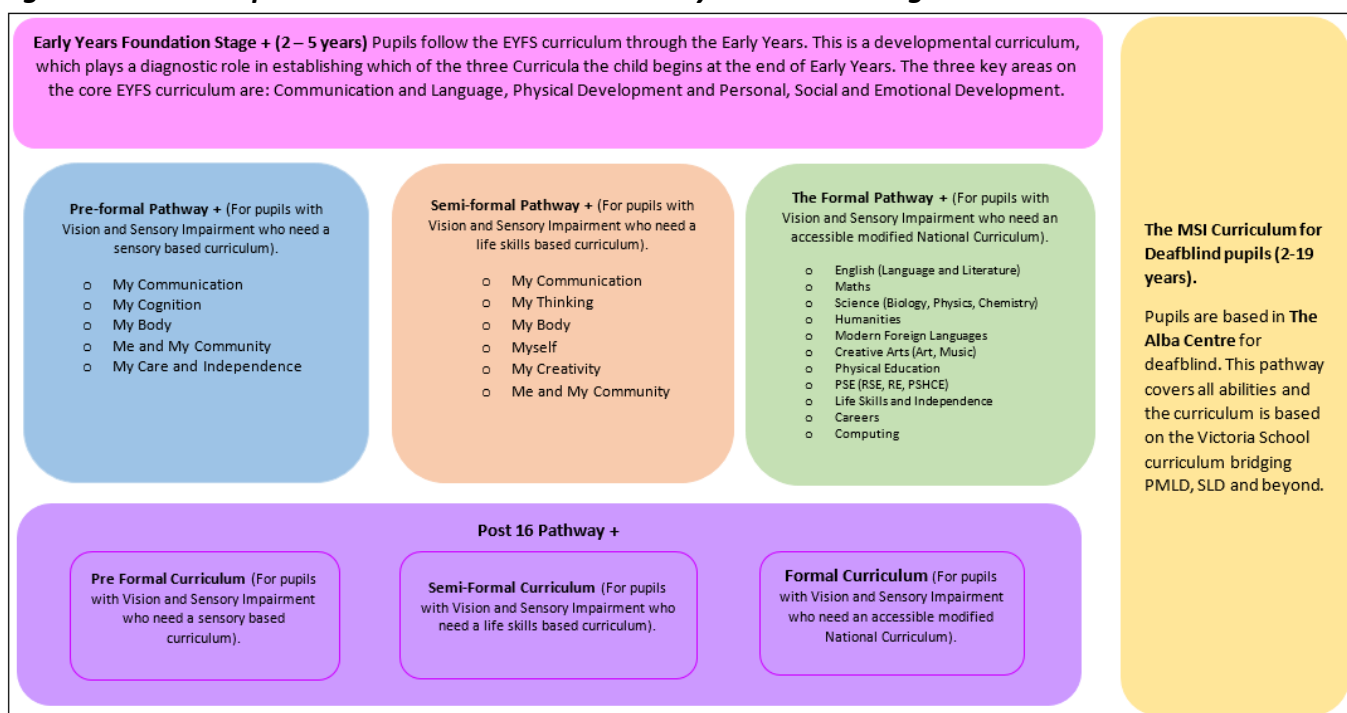

Figure 3: The curricular pathways at Linden Lodge.

All curriculum pathways and areas have coherence with the SEND Code of Practice and enables authentic co-construction processes between teaching teams, multi-agency professionals and families.

Overview and Context

At Linden Lodge, summative reporting on pupil progress is based on evaluations of how each individual pupil has responded to their termly Personal Learning Goals Maps (or 'PLGs') over a school year. This ensures the meaningful implementation of each individual Education, Health and Care Plan (EHCP) and a curriculum which enables holistic development towards the 'Aspirational Outcomes' outlined within them. All PLG's relate to the curriculum pathways, termly themes and teaching and learning priorities for each individual pupil.

My Thinking

To appreciate what happens next and plan for this during my lessons

My Communication

To anticipate phrases and activities within familiar activities and in time proactively join in

Myself

To begin to organise my days around a concept of now and next

Pupil Name:
Class:
Pathway: Semi-Formal
Communication Colour:
Communication Mode:

Aspirational EHCP Termly Goals

C&L

To develop function with objects during the story and demonstrate excitement for next activity within a familiar activity

C&I
To anticipate and demonstrate emotional response to the prospect of what is happening next

P&S
To find familiar activities and learning stations with support

SEMH
To be able to express an emotional response to what is happening next

My Creativity

Express my feelings and emotions both vocally, physically and creativity with objects i.e. sand play

Me and My Community

Develop my understanding of what I and 'the class' are doing next

My Body

Develop my gross motor skills so I am able to access what is happening next

Figure 4: Example of a Personal Learning Goals Map for a pupil following the semi-formal pathway.
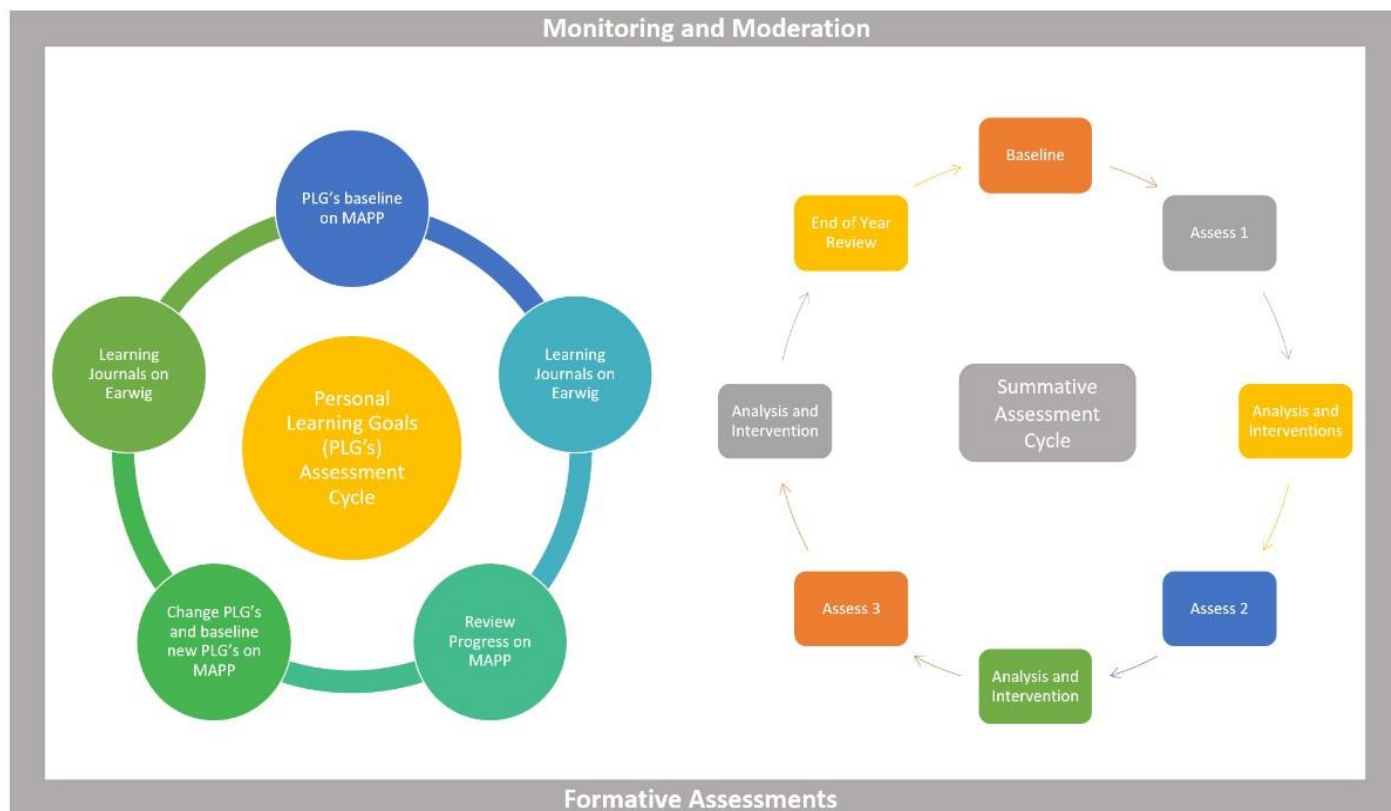
The Assessment Cycle

Figure 5: Termly assessment cycle at Linden Lodge.

The Assessment Cycle reflects the formative and summative processes for all pathways. Progress with personal learning goals is tracked numerically using the 'Mapping and Assessing Pupil Progress' (MAPP) assessment tool. MAPP facilitates nuanced reporting around the *extent* to which a pupil is gaining overall proficiency within it. When using 'MAPP' teachers use a 1-10 scale to record developments in independence, fluency, maintenance and generalisation. This captures attainment relating to goals which address barriers to engagement and priorities for learning.

Formative and Summative Assessment Systems

Developmental Assessment Systems: Development Matters, Pre-Key Stage Standards, Accreditations, Deafblind Assessment, Functional Vision Assessments and Audiological Reviews

- Aspirational Outcomes linked to strenths and needs within four areas of SEN and 7 learning characteristics

EHCP

Readiness to learn

- Mapping and Assessing Pupils Progress
- Engagement Profile
- Initial Assessment Framework
- Deafblind Assessment
- Functional Vision Assessments
- Audiological Reviews
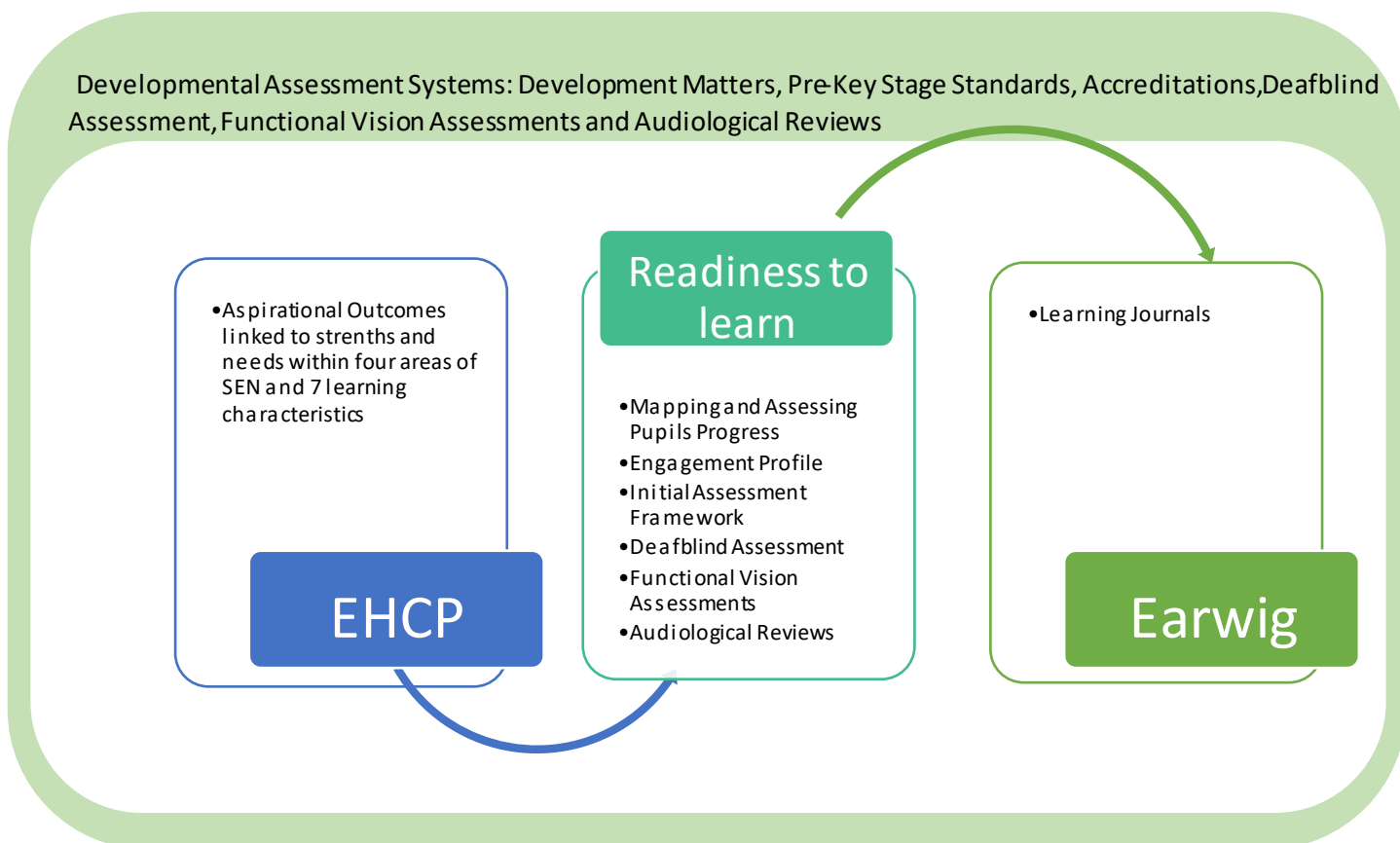
- Learning Journals

Earwig

Figure 6: Formative and Summative Assessment Systems at Linden Lodge.

In addition to PLG's, insights generated through additional assessment systems inform overall judgements about the quality of progress made across the school (holistic data). Due to the diversity and complexity of the school population, the suites of additional assessments are pre-agreed with the Multi-Academy Trust stakeholders, Trustees, therapy team and other professionals who enhance the school provision.

Additional Assessment Systems Informing Holistic Data on Learning and Progress

Assessment System:	Pathway:
Development Matters	Early Years Foundation Stage
Mapping and Assessing Pupils Progress (MAPP)	EYFS, Semi-Formal, Formal, Pre-Formal, P-16
Phase Profile	MSI Pathway
Pre-key Stage Standards	Formal, Semi-Formal
English and Maths standardised assessment	Semi-formal and Formal
English, Maths, Science National Curriculum Assessments	Formal

Routes for Learning	Pre-formal
Accreditations	From Ks3 – all pathways
Engagement Profile	Pre-formal
Deafblind Assessment	All Pathways
Functional Vision Assessments	All Pathways
Audiological Reviews	All Pathways

Evaluations of pupil progress therefore, is based on 'Holistic Data' that has been generated through a combination of both 'hard data' (for example from 'Engagement Profile' and 'Development Matters') and 'soft data' (from PLG' using MAPP). We contextualise progress through the use of both 'hard data' and 'soft data' to reflect the full picture of progress.

Figure 7: Using both 'hard data' and 'soft data' to inform 'holistic data' on the progress made by each pupil.
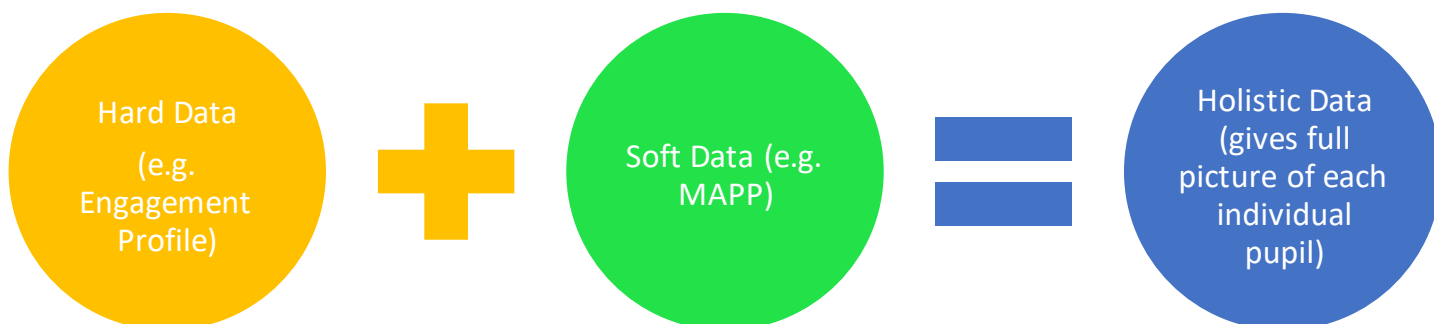
Moderation

The school utilises a combination of internal and external moderation within the assessment cycle. This is anchored by the Earwig through the learning journals to promote deep critical analysis and reduce subjectivity.

Every class teacher has a member of leadership as their leadership mentor. Joint knowledge of the Education, Health, and Care Plan for the pupils within the class is at the heart of this moderation process.

Moderation schedule

Termly planning	Weekly/daily planning	PLG's/MAPP	Class timetables	Learning Journals entries via Earwig	Assessments	Observations	Curriculum coverage
Completed and uploaded onto the system at the end of 2nd week of each half term.	A sample of 1 weeks planning ready for moderation during the 4th week of each term.	New PLG's updated and on the system by the end of the 1st week of each term (including MAPP).	Class timetables moderated and signed off every term.	LJ entries completed by the end of each term (in relation to LJ requirements guidelines).	Baseline assessments (new learners only) – Autumn term (after first 6 weeks). Assessment cycle: Autumn, Spring and Summer.	Class teacher observations twice per year (Autumn and Summer). Peer to peer observations once per year (spring term).	End of year summary on rolling plan by class teams shared during summer transition meetings.
Moderated by leaders.	Moderated by leaders.	PLG's moderated termly.	Moderated by leaders.	LJ moderation once each term.	Moderated by leaders.	Moderated by leaders.	Cross school coverage analysis by leaders.

Analysis of Progress Data – how we define holistic progress Holistic Data

A series of triangulated professional dialogues are in place to inform evidence-based judgements on the holistic progress of each pupil. This includes co-constructed targets in line with the context of each pupil. The teacher, Senior Leader, Therapists, and Middle Leaders make informed decisions about whether or not achievement and progress for each individual is:

- **Exceeding:** surpasses expectations

- **Expected:** steady progress made, as forecasted and projected

- **Below Expected:** below our forecasted co-constructed expectation