

Assessment at Meldreth Manor

A quick guide

- Each lesson, Class Leads and TAs use Assessment Slips to record by ticking if a student has made progress (i. Working towards making progress. ii. Made progress. iii. Making more progress than expected)

- Each lesson, Class Leads and TAs use Assessment Slips to also record a progress comment. Progress comments detail the next steps a student needs to work towards

- Each week, Class Leads use Assessment Grids (Maths, English; Reading and English: Writing) to make a professional judgment of student progress. Class Leads use the weeks accumulated Assessment Slips to support their weekly holistic assessment of if a student has either i. Worked towards making progress. ii. Made progress. or is iii. Making more progress than expected

- Class Leads set a bespoke single target to assess progress against a student's EHCP/IEP desired outcomes. Each week, Class Leads use class observations and evidence from Assessment Slips to assess if a student has either i. Not met, ii. Partially met or iii. Met this target

- Every half term Class Leads' band students based on this holistic progress data. We use the Aurora banding descriptors (below). In this way, we monitor and track progress over time allowing us to support each students individual progress journey. This informs adaptive planning and provides the evidence for greater intervention.

Beginning	Emerging	Approaching	Secure	Extended	Mastered
Students have been introduced to the learning outcome	Students have been taught the skill	Students show a clearer and increasing understanding	Students demonstrate this learning independently within the current scheme of learning	Students can demonstrate this independently with confidence	Students can retain this knowledge and apply it to the next step in learning even if it is not immediate
They are aware of the skills	Students have been given opportunities to develop	Students are given opportunities to practice the skills	The students show they understand it	Students are able to recall this knowledge with some support after a short gap of learning	The pupils require minimal support to recall this knowledge over extended time
They are not able to do it without significant input, support and scaffolding from staff	Students show some understanding and independence	They are working more independently but with some prompting and indirect support from adults	Students are beginning to apply this skill	Students can regularly apply this skill	Students can regularly and independently apply this skill in a range of contexts
	They need explicit scaffolding, modelling and support from an adult				