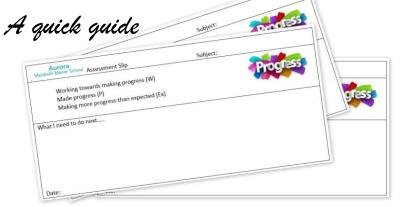
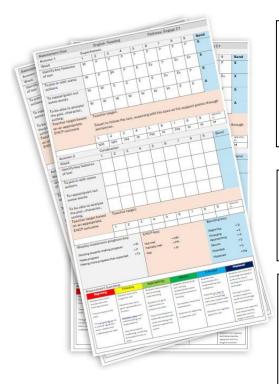
Assessment at Meldreth Manor

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)



2. 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



- 3. 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
- 4. 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
- 5. 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	Students have been	Students show a clearer	Students demonstrate	Students can	Students can retain this
introduced to the	taught the skill	and increasing	this learning	demonstrate this	knowledge and apply it
learning outcome		understanding	independently within	independently with	to the next step in
	Students have been		the current scheme of	confidence	learning even if it is not
They are aware of the	given opportunities to	Students are given	learning		immediate
skills	develop	opportunities to		Students are able to	
		practice the skills	The students show they	recall this knowledge	The pupils require
They are not able to do it	Students show some	'	understand it	with some support after	minimal support to
without significant	understanding and	They are working more		a short gap of learning	recall this knowledge
input, support and	independence	independently but with	Students are beginning		over extended time
scaffolding from staff		some prompting and	to apply this skill	Students can regularly	
	They need explicit	indirect support from		apply this skill	Students can regularly
	scaffolding, modelling	adults			and independently
	and support from an				apply this skill in a range
	adult				of contexts