Assessment

Assessing pupils progress is a critical aspect of ensuring that every learner receives an education that is tailored to their individual needs. Effective assessment serves multiple essential purposes:

1. **Identifying Individual Needs**
   Assessment enables staff to gain a clear understanding of a pupil's specific strengths, difficulties, and barriers to learning. This understanding forms the foundation for planning effective support strategies and setting future targets.
2. **Informing Targeted Support and Interventions**
   Through assessment, appropriate interventions and support plans can be developed to help pupils access the curriculum. This may include differentiated teaching, specialist resources, or additional adult support.
3. **Monitoring Progress and Impact**
   Ongoing assessment is key to tracking the progress of pupils and identifying any barriers to learning. It ensures that support strategies are effective and allows for timely adjustments to be made where progress is limited.
4. **Supporting Inclusive Practice**
   Assessment data informs curriculum planning and classroom practice, helping ensure that pupils can participate fully in learning alongside their peers.
5. **Promoting Collaboration with Families and Pupils**
   Assessment provides a basis for meaningful dialogue with parents, carers, and pupils themselves. This partnership approach ensures that the support provided aligns with the pupil's lived experience and long-term goals.

Pupils at Hollywater School are assessed termly based on a range of factors unique to them. Evidence for this assessment is varied and moderated. Sources include developmental assessment frameworks, engagement profiles, understanding of engagement motivators, recorded observations (video, photographs, written), pupil progress meetings and professional opinion. The developmental assessment frameworks that form part of this process are also matched to the needs of the individual pupil and the overarching aims of the curriculum pathway that they are currently accessing.

Progress and attainment is judged using the following criteria :

- **Emerging**: Beginning, initiating, progressing, evolving, exploring.
- **Developing**: Advancing, improving, growing, maturing, refining.
- **Secure**: Established, proficient, confident, assured, accomplished.

These are recorded as Red, Amber and Green respectively for each area of development within their curriculum pathway. Pupil progress reviews are undertaken termly in October (baseline data and expected outcomes), March (mid-year data) and June/July (end of year data) and are led by the Deputy Headteacher.

At Hollywater School we strongly believe that:

"Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress" (Hargreaves, 2006, Carpenter, 2010).

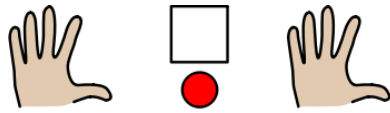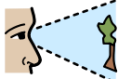**Earwig – Hollywater School assessment tool**

At Hollywater School we use Earwig as an assessment tool to map pupil progress against an individualised curriculum. Part of this process is an assessment for learning cycle to ensure personalisation of planning and delivery of activities.
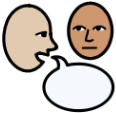

This assessment for learning cycle is used to assess progress against pupils personalised curriculum pathway. Teachers use it to evidence, assess and track progress. Linking evidence to support progress towards targets. Within the evidence gathering process teachers make comments on progress linked to learning objectives, they use photos/videos to evidence progress made and they make judgements on level of support needed and level of engagement shown. This evidence gathering process then enables the teacher to identify next steps in the pupils learning.

Within each piece of evidence gathered by class teachers on Earwig we will also record the level of support that was needed using the following abbreviations :

Earwig criteria for support	Abbreviation	Explanation
EXPERIENCE RECORDED Experience recorded	ER	Experience recorded are often recorded as part of their learning journey, noting: Sensory engagement and responses Communication attempts and preferences Physical and emotional well-being

		Participation in routines, therapeutic activities, and social interactions
SENSORY EXPERIENCE Sensory experience	SE	Sensory experience is any experience that involves your senses detecting and processing stimuli from your environment. It's how you connect with and understand the world around you.
HAND-OVER-HAND Hand over hand	HOH	Hand over hand support enables the pupil to learn or experience an activity by guiding their hands with the support of an adult's hands
HAND-UNDER-HAND Hand under hand	HUH	Hand under hand support is where the adult's hands support from underneath, gently encouraging the pupil to participate in an activity without taking over. The pupil can feel the motion and choose whether to join in, allowing for more autonomy and consent. It's particularly useful when encouraging exploration, independence, or sensory experiences.
VISUAL SUPPORT Visual support	VS	Visual support involves using images, objects, symbols, photos, or written words to:

			Enhance understanding of routines, instructions, or concepts
			Reduce anxiety by making environments and expectations more predictable
			Support communication for pupils who are non-verbal or have limited speech
			Encourage independence by showing what needs to be done without relying only on verbal language
SPOKEN HELP Verbal support		SH	Spoken help is when an adult: • Gives instructions • Provides reassurance • Describes actions or objects • Asks guiding questions • Labels emotions, choices, or outcomes The goal is to support the pupil's understanding, encourage engagement, or promote independence through clear, purposeful speech.
INDEPENDENT WORK		IW	Independent work refers to tasks or activities that a pupil

			completes on their own, with little or no direct support from an adult.
Independent work			

Earwig is not only used to assess progress against curriculum pathways. It is also used for evidencing and tracking progress against individual Personalised Learning Plan targets related to Cognition and Learning, Communication and Interaction, Personal, Social, Emotional and Mental Health and Physical and Sensory Development. These are linked to pupil's aspirations as set out in their Education Health & Care Plans (EHCP). Links are made to Preparation for Adulthood and developmental plans provided by Health professionals such as Speech and Language Therapists, Physiotherapy, Occupational Therapists and Mental Health professionals. Earwig provides a platform that allows clear and precise overviews of pupil progress towards their aspirational outcomes and ambitions.

Within EHCPs students will be set targets for their individual developmental level that will enable and allow for progress. Each target will have three parts which are assessed termly after their annual review. For each part teachers assess whether the student is working towards in the target which means they still require adult prompting or achieved where the student can complete the target with minimal adult support in a number of ways.