



Kent Special Schools Statement of assessment for children and young people of all abilities

In Kent Special Schools there is a continuum of assessment to cover the age range 0-25 of all abilities (incorporating the EYFS). The continuum encompasses a broad range of accreditations and programmes of study so that schools can demonstrate the impact of their curriculum on students' ability to gain appropriate skills, acquire knowledge and develop understanding for the next stages of life. The continuum measures progress and determines where progress is inadequate so that appropriate intervention can be provided swiftly.

Kent Special Schools Principles of assessment:

1. Assessment is at the heart of teaching and learning

At Ifield School this means that we will use the principles of assessment for learning to enable students to know what they have achieved, and to talk about what they feel they have achieved and what they hope to achieve next. Assessment for Learning will be used to plan the next steps of learning for each individual pupil.

2. Analysis of assessment information will improve the quality of teaching

At Ifield School this means that pupil progress will be recorded and analysed on a regular basis. (Teachers will meet three times per year with the Senior Leadership Team to have a professional discussion about rates of progress and how to improve them further.) All teachers and Teaching Assistants will know which pupils are making good progress and which are making less than good progress so that appropriate support can be planned.

3. Assessment will be accurate, consistent, reliable, free from bias, understood by all and increase parental confidence

At Ifield School this means that teaching staff will be trained to assess progress accurately and support will be offered where necessary. Where there are doubts about a pupil's attainment, work will be moderated within the school.

4. Assessment will draw a wide range of evidence to provide a complete picture of student achievement over time

At Ifield School this means that a combination of written evidence, photographic evidence, video evidence and staff observations will be used to inform the assessment process.

5. Assessment will be used to set high expectations for all students, to celebrate achievement and to inform the next steps for students, their families and teachers

At Ifield School this means that planning will reflect high expectations within the learning intentions and an indication of the type and level of support needed for individual pupils. The learning intentions and success criteria will be conveyed appropriately to pupils so that they are involved in their own learning journey.

6. The reliability of teacher assessment will be achieved through rigorous moderation

At Ifield School this means that pieces of work or other evidence will be regularly submitted for moderation within the school, among other Kent Special Schools and among other mainstream schools. In this way, we will be confident of our judgements.

The Kent Special Schools Algorithm in Pupil Asset

Special Schools in Kent have worked with a company called Pupil Asset to develop a bespoke assessment tool that will enable teachers to assess the progress of pupils of all abilities and ages, using an agreed algorithm. The Kent Special Schools algorithm was developed using historic pupil progress data covering a three-year period, across all year groups. A selection of Kent special schools provided data for the development of the progress algorithm. This data represented the progress of pupils with PSCN, SEMH and C&I needs. The algorithm was developed and tested by the KASS core data group. The algorithm is referenced to but not driven by progress expectations within Progression Guidance.

The algorithm takes account of progress from differing start points and their expected “flight paths” as is evident in our collective data.

Expected progress is generally more challenging than Progression Guidance median. The tables below illustrate the predicted flight paths from various starting points. The Pupil Asset tool enables targets to be generated from any starting point as pupils join our schools at different times.

Predicted flight paths YR – Y11

End YR	PAPs (Pupil Asset Points)	Predicted PAPs gain per year	End Y2	PAPs	End Y6	PAPs	End Y11	PAPs
P1i beg	2	2	P1i emb	6	P2i beg	14	P2ii emb	24
P1i beg+	3	2	P1i emb+	7	P2i beg+	15	P2ii emb+	25
P1i dev	4	2	P1ii beg	8	P2i dev	16	P3i beg	26
P1i dev+	5	2	P1ii beg+	9	P2i dev+	17	P3i beg+	27
P1i emb	6	2	P1ii dev	10	P2i emb	18	P3i dev	28
P1i emb+	7	2	P1ii dev+	11	P2i emb+	19	P3i dev+	29
P1ii beg	8	2	P1ii emb	12	P2ii beg	20	P3i emb	30
P1ii beg+	9	2	P1ii emb +	13	P2ii beg+	21	P3i emb+	31
P1ii dev	10	2	P2i beg	14	P2ii dev	22	P3ii beg	32
P1ii dev+	11	2	P2i beg+	15	P2ii dev+	23	P3ii beg+	33
P1ii emb	12	2	P2i dev	16	P2ii emb	24	P3ii dev	34
P1ii emb +	13	2	P2i dev+	17	P2ii emb+	25	P3ii dev+	35
P2i beg	14	2	P2i emb	18	P3i beg	26	P3ii emb	36
P2i beg+	15	2	P2i emb+	19	P3i beg+	27	P3ii emb+	37

End YR	PAPs (Pupil Asset Points)	Predicted PAPs gain per year	End Y2	PAPs	End Y6	PAPs	End Y11	PAPs
P2i dev	16	2	P2ii beg	20	P3i dev	28	P4 beg	38
P2i dev+	17	2	P2ii beg+	21	P3i dev+	29	P4 beg+	39
P2i emb	18	2	P2ii dev	22	P3i emb	30	P4 dev	40
P2i emb+	19	2	P2ii dev+	23	P3i emb+	31	P4 dev+	41
P2ii beg	20	2	P2ii emb	24	P3ii beg	32	P4 emb	42
P2ii beg+	21	2	P2ii emb+	25	P3ii beg+	33	P4 emb+	43
P2ii dev	22	2	P3i beg	26	P3ii dev	34	P5 beg	44
P2ii dev+	23	2	P3i beg+	27	P3ii dev+	35	P5 beg+	45
P2ii emb	24	2	P3i dev	28	P3ii emb	36	P5 dev	46
P2ii emb+	25	2	P3i dev+	29	P3ii emb+	37	P5 dev+	47
P3i beg	26	2	P3i emb	30	P4 beg	38	P5 emb	48
P3i beg+	27	2	P3i emb+	31	P4 beg+	39	P5 emb+	49
P3i dev	28	2	P3ii beg	32	P4 dev	40	P6 beg	50
P3i dev+	29	2	P3ii beg+	33	P4 dev+	41	P6 beg+	51
P3i emb	30	2	P3ii dev	34	P4 emb	42	P6 dev	52
P3i emb+	31	2	P3ii dev+	35	P4 emb+	43	P6 dev+	53
P3ii beg	32	2	P3ii emb	36	P5 beg	44	P6 emb	54
P3ii beg+	33	2	P3ii emb+	37	P5 beg+	45	P6 emb+	55
P3ii dev	34	2	P4 beg	38	P5 dev	46	P7 beg	56
P3ii dev+	35	2	P4 beg+	39	P5 dev+	47	P7 beg+	57
P3ii emb	36	2	P4 dev	40	P5 emb	48	P7 dev	58
P3ii emb+	37	2	P4 dev+	41	P5 emb+	49	P7 dev+	59

P4 – 1 emb +

End YR	PAPs	Predicted PAPs gain per year	End Y2	PAPs	End Y6	PAPs	End Y11	PAPs	Accreditation
P4 beg	38	3	P5 beg	44	P7 beg	56	P9 dev+	71	none
P4 beg+	39	3	P5 beg+	45	P7 beg+	57	P9 emb	72	ELC 1
P4 dev	40	3	P5 dev	46	P7 dev	58	P9 emb+	73	ELC 1
P4 dev+	41	3	P5 dev+	47	P7 dev+	59	1 beg	74	ELC 1
P4 emb	42	3	P5 emb	48	P7 emb	60	1 beg +	75	ELC 1
P4 emb+	43	3	P5 emb+	49	P7 emb+	61	1 dev	76	ELC 1
P5 beg	44	3	P6 beg	50	P8 beg	62	1 dev+	77	ELC 1
P5 beg+	45	3	P6 beg+	51	P8 beg+	63	1 emb	78	ELC 1
P5 dev	46	3	P6 dev	52	P8 dev	64	1 emb+	79	ELC 1
P5 dev+	47	3	P6 dev+	53	P8 dev+	65	2 Beg	80	ELC 2
P5 emb	48	3	P6 emb	54	P8 emb	66	2 Beg +	81	ELC 2
P5 emb+	49	3	P6 emb+	55	P8 emb+	67	2 Dev	82	ELC 2
P6 beg	50	3	P7 beg	56	P9 beg	68	2 Dev+	83	ELC 2
P6 beg+	51	3	P7 beg+	57	P9 beg+	69	2 Emb	84	ELC 2
P6 dev	52	3	P7 dev	58	P9 dev	70	2 emb+	85	ELC 2
P6 dev+	53	3	P7 dev+	59	P9 dev+	71	3 Beg	86	ELC 2
P6 emb	54	3	P7 emb	60	P9 emb	72	3 Beg +	87	ELC 2
P6 emb+	55	3	P7 emb+	61	P9 emb+	73	3 Dev	88	ELC 2
		3	P8 beg	62	1 beg	74	3 Dev+	89	ELC 3
		3	P8 beg+	63	1 beg +	75	3 Emb	90	ELC 3
		3			1 dev	76	3 emb+	91	ELC 3
		3			1 dev+	77	4 Beg	92	ELC 3
		3			1 emb	78	4 Beg +	93	ELC 3
		3			1 emb+	79	4 Dev	94	ELC 3
		3					4 Dev+	95	ELC 3
		3					4 Emb	96	ELC 3
		3					4 emb+	97	ELC 3

End YR	PAPs	Predicted PAPs gain per year	End Y2	PAPs	End Y6	PAPs	End Y11	PAPs	Accreditation
		3					5 Beg	98	GCSE G or 1/FS1/BTEC L1 P
		3					5 Beg +	99	GCSE G or 1/FS1/BTEC L1 P
P7 beg	56	4	P8 dev	64	2 Beg	80	5 Dev	100	GCSE G or 1/FS1/BTEC L1 P
P7 beg+	57	4	P8 dev+	65	2 Beg +	81	5 Dev+	101	GCSE G or 1/FS1/BTEC L1 P
P7 dev	58	4	P8 emb	66	2 Dev	82	5 Emb	102	GCSE G or 1/FS1/BTEC L1 P
P7 dev+	59	4	P8 emb+	67	2 Dev+	83	5 emb+	103	GCSE G or 1/FS1/BTEC L1 P
P7 emb	60	4	P9 beg	68	2 Emb	84	6 Beg	104	GCSE F or 1/FS1/BTEC L1 P
P7 emb+	61	4	P9 beg+	69	2 emb+	85	6 Beg +	105	GCSE F or 1/FS1/BTEC L1 P
P8 beg	62	4	P9 dev	70	3 Beg	86	6 Dev	106	GCSE F or 1/FS1/BTEC L1 P
P8 beg+	63	4	P9 dev+	71	3 Beg +	87	6 Dev+	107	GCSE F or 1/FS1/BTEC L1 P
P8 dev	64	4	P9 emb	72	3 Dev	88	6 Emb	108	GCSE F or 1/FS1/BTEC L1 P
P8 dev+	65	4	P9 emb+	73	3 Dev+	89	6 emb+	109	GCSE F or 1/FS1/BTEC L1 P
P8 emb	66	4	1 beg	74	3 Emb	90	7 beg	110	GCSE E or 2/FS1/BTEC L1 M
P8 emb+	67	4	1 beg +	75	3 emb+	91	7 beg+	111	GCSE E or 2/FS1/BTEC L1 M
		4	1 dev	76	4 Beg	92	7 dev	112	GCSE E or 2/FS1/BTEC L1 M
		4	1 dev+	77	4 Beg +	93	7 dev+	113	GCSE E or 2/FS1/BTEC L1 M
		4			4 Dev	94	7 emb	114	GCSE E or 2/FS1/BTEC L1 M
		4			4 Dev+	95	7 emb+	115	GCSE E or 2/FS1/BTEC L1 M
		4			4 Emb	96	8 beg	116	GCSE E or 2/FS1/BTEC L1 M
		4			4 emb+	97	8 beg+	117	GCSE E or 2/FS1/BTEC L1 M
		4					8 dev	118	GCSE E or 2/FS1/BTEC L1 M
		4					8 dev+	119	GCSE E or 2/FS1/BTEC L1 M
		4					8 emb	120	GCSE D or 3/FS1/BTEC L1 D
		4					8 emb+	121	GCSE D or 3/FS1/BTEC L1 D
		4					9 beg	122	GCSE D or 3/FS1/BTEC L1 D
P9 beg	68	5	1 emb	78	5 Beg	98	9 beg+	123	GCSE D or 3/FS1/BTEC L1 D
P9 beg+	69	5	1 emb+	79	5 Beg +	99	9 dev	124	GCSE D or 3/FS1/BTEC L1 D
P9 dev	70	5	2 Beg	80	5 Dev	100	9 dev+	125	GCSE D or 3/FS1/BTEC L1 D

End YR	PAPs	Predicted PAPs gain per year	End Y2	PAPs	End Y6	PAPs	End Y11	PAPs	Accreditation
P9 dev+	71	5	2 Beg +	81	5 Dev+	101	9 emb	126	GCSE D or 3/FS1/BTEC L1 D
P9 emb	72	5	2 Dev	82	5 Emb	102	9 emb+	127	GCSE D or 3/FS1/BTEC L1 D
P9 emb+	73	5	2 Dev+	83	5 emb+	103	10 beg	128	GCSE D or 3/FS1/BTEC L1 D
		5	2 emb	84	6 beg	104	10 beg+	129	GCSE D or 3/FS1/BTEC L1 D
		5	2 emb+	85	6 beg+	105	10 dev	130	GCSE D or 3/FS1/BTEC L1 D
		5			6 dev	106	10 dev+	131	GCSE C or 4/FS2/BTEC l2 P
		5			6 dev+	107	10 emb	132	GCSE C or 4/FS2/BTEC l2 P
		5			6 emb	108	10 emb+	133	GCSE C or 4/FS2/BTEC l2 P
		5			6 emb+	109	11 beg	134	GCSE C or 4/FS2/BTEC l2 P
		5					11 beg+	135	GCSE C or 4/FS2/BTEC l2 P
		5					11 dev	136	GCSE C or 4/FS2/BTEC l2 P
		5					11dev+	137	GCSE C or 5/FS2/BTEC l2 P
		5					11 emb	138	GCSE B or 5/FS2/BTEC L2 M
		5					11 emb+	139	GCSE B or 6/FS2/BTEC L2 M
1 beg	74	6	3 beg	86	7 beg	110	12 beg	140	GCSE B or 6/FS2/BTEC L2 M
1 beg +	75	6	3 Beg +	87	7 beg+	111	12 beg+	141	GCSE A or 7/FS2/BTEC L2 D
1 dev	76	6	3 Dev	88	7 dev	112	12 dev	142	GCSE A or 7/FS2/BTEC L2 D
1 dev+	77	6	3 Dev+	89	7 dev+	113	12 dev+	143	GCSE A* or 8/FS2/BTEC L2 D
1 emb	78	6	3 Emb	90	7 emb	114	12 emb	144	GCSE A* or 8/FS2/BTEC L2 D
1 emb+	79	6	3 emb+	91	7 emb+	115	12 emb+	145	GCSE A* or 8/FS 2/BTEC L2 D