



Everybody is a genius.
But if you judge a **fish** by its ability
to **climb** a tree, it will live its
whole life **believing** that it is stupid.

- Albert Einstein

Special schools frequently have to make do with systems designed for mainstream schools, plugging the gaps with a mix of extra systems and spreadsheets to approximate the unique needs of their pupils and staff.

'Forcing the fit' in this way will not allow us to analyse the true progress pupils are making.

"We will have a completely personalised approach to learning and we want an assessment package that reflects this."

At Bader we will use a tailor made tracking and assessment system designed by the head teacher and other special school practitioners. The system is designed to work with other preexisting assessment packages alongside other bespoke targets born from the EHCP and individual need. This can be a behavior target, a friendship target and targets linked to the whole school Change Maker principles. Below is an example of a pupil and some of the assessments we are able make using Smart Rubric;

attendance
bravery
health and safety level 2
confidence
communication targets - salt
leuven scales - wellbeing
friendship
maths mastery
Intensive Interaction
gcse assessments
behaviour
adaptability



Name – Bader Academy

- Track pupils against personalised targets based on well formulated EHCP's
- Linked assessments to live tracking tools which informs both summative and formative approaches for the teacher and the leaders.
- Assessments link to evidence portfolio stored centrally and easily uploaded using computer uploads, photo, video and written evidence.
- Individual Learning Journey are collated which link to assessments and are printed off to support parent-teacher conversations, pupil progress meetings with other professional should it be required
- Learners have supported access and control of the assessments to aid understanding of next steps, pupil agency and independence.
- Assessments are made using a variety of tools and packages which support personalisation. One pupil could be using B-squared and another using Entry levels, whilst another has more targets for social and emotional aspects.
- Progress will be tracked for individuals, class teams, needs, age, stage, gender, attendance and any other sub group the school think is important.
- Regular moderation of assessment will be carried out by printing off assessments and working with staff or remotely by accessing the app on a phone or computer.
- Pupil progress meeting will allow leaders to support and challenge teachers with targets and assessment
- Whole school progress toward EHCP's will be moderated at Trust level though the HT Assessment network.

A+

Typical Pupil Progress Cycle – An Example

