



If the skills above are what we are teaching and believe are important, it is clear that our pupils should be assessed against those skills and of course against EHCP targets (which will embrace the skills above). Using an on-line pupil-information system, we have created our own bespoke assessment tools and reporting profiles. We firmly believe we should measure what is important and not what is irrelevant and have grasped the governments 'life without levels' directive along with their advice regarding Knowledge and Skills balance in schools, to provide parents, careers, stakeholders and of course ourselves, with meaningful information rather than merely impractical numbers. We use a wide range of bespoke, as well as national frameworks, to assess 'the whole child's' 'development.

EYFS PLUS Bridge Framework: This is our own enhanced version of the DfE EYFS framework, used with pupils in The Little Brooks Nursery and Reception classes.

Pupil's personal EHCP target: these are entered onto our on-line system and student's progress towards them is assessed as:

Green	Fully achieved
Amber	Working towards
Red	Beginning

Parents and staff alike will see this colour coded assessment for each of the primary and sub targets and be able to obtain an instant and meaningful picture of pupil progress.

TBS Cognitive and Behaviour Standards.

Drawing on the work of the AET and other expert practitioners, we have created a bespoke assessment tool that, as with the EHCP targets, records progress against a simple but effective Green, Amber and Red rating system. From the large bank of practical skills standards, covering topics such as Road Safety, Sensory Processing and Emotional Regulation, teachers will select those most relevant for each child each.

TBS Language and Comprehension Standards

This simple and unique summative assessment tool enables teachers to select a single, explicit sentence from four different areas in order to accurately provide an objective picture of each Child's actual communication style and range:

- Verbal proficiency
- Signing proficiency
- Picture and Symbols proficiency
- Comprehension and Listening ability
- We also assess the chronological Reading Age of each child

TBS Engagement Standards plus TBS Social and Personal Development Standards

These standards are currently built around a simple, progressive Framework laid upon our interpretation of the Rochford Review's 'Learning Lenses'. Teachers assess pupil ability and willingness to deploy each skill using a continuum of six levels, from 'Rarely' to 'Always'. The standards are:

- Explorative and Curious: interested in learning and exploring
- Imitation: able to copy, mimic and learn by following others and observation
- Anticipation: predicts what might happen; thinks ahead
- Realisation and Discovery actively tries to understand or work things out and make them happen
- Persistence: Keeps trying even when tasks are difficult; shows resilience; keeps going

For students working at **Pre-National Curriculum** or **National Curriculum**, we will also assess them against the published standards.

OCR and ASDAN

KS4 students work towards qualifications from OCR and ASDAN as well. Their progress towards these qualifications is similarly recorded as part of our assessment process.

All of the progress measures are recorded alongside evidence, including pictures and teacher annotations of work and are available on-line, as a chronological as well as graphical 'moment in time' statements

TBS = The Bridge School