

Target Setting (discussed and set at the annual review).

The targets set in the annual review should reflect the long term targets from the EHCP, be appropriate and worthwhile for the student. They will also require a minimum of three success criteria on which progress can be judged. Against each target, there should be a note of which pathway the target sits within.

These will be as follows:

- College – Communication, Community Links and Participation, Health and Wellbeing, Developing and Managing Relationships, Functional Maths, Enterprise and Work Related Skills, Creative Development.
- Sensory Curriculum – Communication, Physical, Creative, Therapeutic, Personal or Experiences.
- Pathways and National Curriculum – Pathway 1, Pathway 2, Pathway 3, NC1, NC2 (this could be NC-L2 or NC-U2 depending on subject), NC 3 and NC 4.
- Children in EYFS will have progress judged against targets from the adapted Early Learning Goals Documents for Southview School.

Reflect and Share

Learning teams will reflect on the progress being made and if the target is appropriate to continue with. Information will be shared with all those involved in the children where appropriate (e.g. ECHP meetings, home/school communication books and parent evenings). Targets may be changed prior to an annual review in partnership with parents / carers.

Our Assessment Cycle

Plan, Teach and Learn

Using our curriculum maps, lessons will be planned to meet the topics of a subject and adapted to meet the needs of our student.

Teachers will use the broad topics, student targets and their knowledge of pupils to teach lessons that are appropriate for each student.

Evidence and Assessment

Our main method of collecting evidence is via 'Earwig'. Evidence against targets should be regularly updated. This can be written statements, photos or videos

Our school should take pride in the achievements and experiences we provide outside of the academic curriculum, and this should be captured as well. This could be (among other things) trips out of school, visitors in school, work experience, communication and physical achievements. It can also be moments that show how much they enjoy their school life and celebrates the community we have.

Assessments

Assessments against targets will be carried out at the end of each term. They will be assessed for that term as:

- Needs attention
- Some progress
- Expected progress
- Strong progress

If a target is judged as needs attention or some progress made, a small comment from the teacher will need to be added on Earwig.

Assessments are individual to each child. Teachers will make the judgement on what 'expected' and 'strong' progress should look like in line with the success criteria from their annual reviews.

At the end of the year, teachers will give an overall judgement around the ECHP areas (Cognition and Learning, Personal Social and Emotional, Independence and Self Help, Communication, Physical) that takes into account all aspects of their education.