

Changing children's worlds; inspiring, exploring, learning



**East Midlands**  
SEND Training Hub



# Linear Assessment Grids

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# Linear Assessment at Brackenfield

- Brackenfield School provides education for children with cognition and learning difficulties
- After the statutory reporting of P Scales ceased to exist Brackenfield recognised the need for an assessment system that could be easily understood by both staff within the school, parents and external parties
- Brackenfield also recognised that there was a need for a common language so that conversations across settings could happen easily
- Due to slower rate of linear progress that children with LD often make it was also necessary to be able to track small steps of progress and to easily identify gaps in knowledge and understanding

# Brackenfield Levels

- Brackenfield Levels are based on age equivalences. The assessment system has been based on the EYFS age bandings and the end of year and end of key stage expectations from the National Curriculum.
- In order to set the content of the levels we used the EYFS framework for B1 to B15. Post level B15 used the National Curriculum end of year expectations.
- The 4 Lifeskill Areas are based on the Preparation for Adulthood guidelines. The lifeskill subjects specifically focus on teaching the functional skills that our pupils will require in later life. For some, this means equipping them with the skills to make simple but nutritious meals or to maintain good hygiene; for others it might mean creating a CV or catching a bus independently.
- Each level is the approximate equivalent of 4 months development in a neuro-typical child. Brackenfield Levels currently ranges from B1 to B33; so 4 months old to 11 years age equivalency.

# Linear Assessment at Brackenfield

In order to systematically and objectively assess linear progress we use Brackenfield Levels in the following areas:

- Literacy – Reading
- Literacy – Writing
- Numeracy
- Communication and Language
- Expressive Art and Design
- Physical Development and PE
- Good Health (Lifeskill)
- Independent Living (Lifeskill)
- Community Participation (Lifeskill)
- Employment (Lifeskill)

		School Year	EYFS	National Qualifications Framework	
Pre-formal	B1		0 – 11 months		
	B2		0 – 11 months		
	B3		8 – 20 months		
	B4		8 – 20 months		
	B5		16 – 26 months		
	B6		16 – 26 months		
	B7		22- 36 months		
Semi-Formal	B8		22 – 36 months	Vocational Pathway Qualifications (Entry 1 Continuum)	
	B9		30 – 50 months		
	B10		30 – 50 months		
	B11		30 – 50 months		
	B12		40 – 60 months		
	B13		Reception		40 – 60 months
	B14		Reception		40 – 60 months
	B15		Reception		Early Learning Goal
Formal	B16	1		Entry Level 1 Aim Awards: PSD	
	B17	1			
	B18	1			
	B19	2			
	B20	2			
	B21	2			
	B22	3		Entry Level 2 Aim Awards: PSD	
	B23	3			
	B24	3			
	B25	4			
	B26	4			
	B27	4			
	B28	5		Entry Level 3 Aim Awards: PSD	
	B29	5			
	B30	5			
	B31	6			
	B32	6			
	B33	6			

## Curriculum

Our curriculum is designed with the understanding that each pupil will have unique starting and destination points. Our curriculum structure has 3 broad levels:

### Pre-formal

- Pupils at very early stages of development
- Functioning typically between birth and 36 months
- Learning to Play - Inspiring

### Semi Formal

- Pupils at early stages of development
- Functioning typically between 30 and 60 months
- Topic based learning and learning through play - Exploring

### Formal

- Pupils at later stages of development
- Functioning typically between 5 and 11 years
- Subject specific learning - Learning

The three levels of curriculum complement our Pathways. The model is based on the work of Dr Penny Lacey and Peter Imray at Swiss Cottage School (Challenge Partners, 2017).



# Assessment Grids

Our assessment grids allow the small steps of linear progress to be recorded over time

## Assessment Grids



### *Linear Progress over Time*

**Pupil Name**

**Baselined:**

RAG	Description of Colour	MER
	Objective is securely and consistently met independently	100
	Pupil is working towards meeting objective securely and independently	50
	Objective is not met	0

Academic Year	Class	Teacher
2019 - 2020		
2020 - 2021		
2021 - 2023		
2023 - 2024		



## Physical Development and PE Assessment Grid

Level	Academic Year Equivalent	Age Equivalent	Learning Objectives <i>Assessment for Learning</i>	BASELINE	Summative Assessment 2019-2020 Date and RAG					
					MER 1	MER 2	MER 3	MER 4	MER	
			Physical Development: Moving and Handling- EYFS / Physical Development: Health and Self Care- EYFS / National Curriulum							
B1	EYFS Nursery	0-11 Months	Turns head in response to sounds and sights.	0	0	0	0	0		
			Gradually develops ability to hold up own head	0	0	0	0	0		
			Makes movements with arms and legs which gradually become more controlled.	0	0	0	0	0		
			Responds to and thrives on warm, sensitive physical contact and care.	0	0	0	0	0		
			Percentage of Level Achieved	0	0	0	0	0		
Notes/Evidence:										
B2	EYFS Nursery	0-11 Months	Rolls over from front to back, from back to front.	0	0	0	0	0		
			When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.	0	0	0	0	0		
			Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.	0	0	0	0	0		
			Reaches out for, touches and begins to hold objects.	0	0	0	0	0		
			Explores objects with mouth, often picking up an object and holding it to the mouth.	0	0	0	0	0		
			Expresses discomfort, hunger or thirst.	0	0	0	0	0		
			Anticipates food routines with interest.	0	0	0	0	0		
			Percentage of Level Achieved	0	0	0	0	0		
Notes/Evidence:										

Each assessment grid is colour coded so it is easily identifiable where the content has come from





# Numeracy Assessment Grid

Level	Academic Year Equivalent	Age Equivalent	Learning Objectives <i>Assessment for Learning</i>	BASELINE	Summative Ass 2019-202 Date and R		
			EYFS Number / EYFS SSM / End of Year - place value and number / End of year - measure / End of Year Fractions / End of Year Geometry / End of year statistics		MER 1	MER 2	M
B1	EYFS Nursery	0-11 Months					
B2			Notifies changes in number of objects/images or sounds in group of up to 3.	100	100	100	
			Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.	100	100	100	
			Percentage of Level Achieved	100	100	100	
Notes/Evidence:							
B3	EYFS Nursery	8 - 20 Months	Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.	100	100	100	
			Recognises big things and small things in meaningful contexts.	0	0	50	
			Percentage of Level Achieved	50	50	75	
Notes/Evidence:							
B4	EYFS Nursery	8 - 20 Months	Has some understanding that things exist, even when out of sight.	100	100	100	
			Gets to know and enjoy daily routines, such as getting-up-time, mealtimes, nappy time, and bedtime.	100	100	100	
			Percentage of Level Achieved	100	100	100	
Notes/Evidence:							
B5	EYFS Nursery	16 - 26 Months	Knows that things exist, even when out of sight.	100	100	100	
			Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.	50	100	100	
			Uses blocks to create their own simple structures and arrangements.	0	0	50	

Areas for development are easily identified and progression can be clearly seen

[illegible]

# Bespoke Systems

- The grid in this example is bespoke to Brackenfield
- We operate 4 Monitoring Evaluation and Review (MER) Windows in a school year so our system is divided into 4
- If you're school runs a different assessment cycle we can adapt the grids to suit the needs of your school
- We can also change the content to be suitable for your school

For more information please contact  
[cpd@brackenfield.derbyshire.sch.uk](mailto:cpd@brackenfield.derbyshire.sch.uk)

# Assessment at Brackenfield

- Linear Assessment is not the only measure of progress
- Brackenfield School measure progress in many ways in order to provide a contextualized and well rounded picture of a child's progress and areas of strength and need.
- We recognise that some of our students, due to their complex needs, may never developmentally acquire certain skills; i.e. they may not progress in a linear manner; therefore we also assess progress laterally. Lateral Progress is concerned with the refinement and strengthening of skills over time (Sissons, 2018).
- If you would like more information about our whole assessment system (linear and lateral) fit together please contact us at [cpd@brackenfield.derbyshire.sch.uk](mailto:cpd@brackenfield.derbyshire.sch.uk)



*“teaching learning and teaching  
how to overcome the barriers to  
learning”*

