



KISIMUL GROUP

Education Policy

Assessment

Woodstock House

The implementation of this policy is the responsibility of all members of the teaching staff.

ASSESSMENT is an integral part of teaching and learning and serves several purposes:

- Formative - i.e. provides information for the teacher to plan the next steps in the pupil's learning.
- Diagnostic - i.e. provides more detailed information about individual pupil's strengths and weaknesses.
- Summative - i.e. provides a 'snapshot' in time of each pupil's achievements.

THE RESPONSIBILITY OF EDUCATION STAFF

Teachers will use assessment to help pupils move towards developing a positive self-image, increasing their confidence as learners and taking pride in achievement, with the aim of enabling them to reach their full potential. Assessment must be central to educational experiences and aim to:

- Focus on how pupils learn
- Foster motivation
- Aim to help pupils know how to improve
- Recognise all educational achievement
- Inform teacher planning

Classroom Assistants will support teachers to carry out the school's assessment processes.

The Head Teacher and Senior Leadership will monitor assessment strategies throughout the school.

COLLECTION OF ASSESSMENT DATA

The main routes to the collection of assessment data are as follows:

- The application of standardised cognitive tests (carried out by Assistant Educational Psychologists) and standardised SaLT and OT assessments
- The comparison of pupils' levels of attainment with level descriptors via B Squared
- The evaluation of pupils' past performance in previous settings, based on evidence samples, if available

- The evaluation of performance, based on continuous monitoring of records
- The evaluation of performance, based on observation
- The structured questioning of parents and other professionals, eg. during baseline assessments
- The termly entering of data on B Squared, supported by evidence
- End of term P level Assessment of National Curriculum tests (PACE)

ASSESSMENT IS CARRIED OUT:

- **Day to Day**
 - Teachers share learning objectives with Classroom Assistants and pupils during lessons
 - Teachers' write comments on pupils' work or evidence sheets, using the school's feedback system, giving feedback to pupils about their learning and supporting Classroom Assistants to help pupils progress by raising awareness of their next steps
- **Weekly**
 - Classroom Assistants (and pupils if able) will select and store examples of evidence of progress in pupils' electronic assessment files, under the guidance of teachers
 - Weekly monitoring feedback forms to be completed on all taught lessons
 - Teachers set lesson objectives for each subject, based on assessment data/schemes of work/accredited course criteria
- **Half-termly**
 - Teachers ensure that pupils' achievements of assessment criteria are updated on B Squared at least every half term
- **Termly**
 - Termly curriculum meetings between Teachers and Education Leadership provide a forum for reviewing pupils' progress and lesson planning, based on individual pupils' targets
 - Education Leadership updates pupils' progress tables with current B Squared attainment levels
 - The school celebrates achievement in plenaries and assemblies
 - Therapists monitor progress against the therapy goals they have set
 - Teachers and therapists evaluate and set ILP targets: one for each Statemented or EHCP outcome/need
 - Teachers moderate their own and each other's assessments using PACE assessments
- **Annually**
 - Parents and carers are invited to look at pupils' workbooks and portfolios at all reviews

- At reviews, the school re-visits Education and Health Care Plans/Statements to ensure that the objectives outlined in these documents are being targeted and met
- A member of the Education Leadership Team cross moderates samples of pupils' work with staff at the Lincolnshire Kisimul Schools (Swinderby and Acacia) each year

CURRICULUM AND DEVELOPMENTAL ASSESSMENT

The table below gives information on the curriculum and developmental areas that are subject to assessment for the purposes of planning targets and learning plans. *Requirements are marked *; M = assessed through moderation.*

The National Curriculum	B Squared Assessment against P or NC levels	M
	Annual Review	*
	ILP evaluations	*
	PACE	M
Barriers to learning: behaviour, communication and sensory needs	AEP assessments	*
	SaLT assessments	*
	OT assessments	*
	Other therapy reviews	*
	Annual Review and other professional reports	*
Independent Living Skills	Baseline Assessment	*
	Annual Review	*
	ILP evaluations	*
ASDAN – range of modules	Moderation at ASDAN centre	M
	Annual Review	*
	Internal Moderation	

PLANNING

Based upon each pupil's needs assessment and curriculum entitlement and the school's schemes of work, each teacher must draw up a realistic and meaningful Weekly Plan which contains targets for each pupil.

The content of the Weekly Plan will come from two distinct directions, which could be described as 'top down' or curriculum-driven and 'bottom up' or needs-driven. Teachers must ensure that lesson planning is carefully structured so that it combines both strands.

(See subject-specific Education Policies).

It is important to remember that each pupil's Statement/EHCP lists objectives/outcomes for the pupil to achieve. Addressing these objectives becomes the statutory responsibility of the school on admission.

As ASD affects pupils' ability to generalise learning or bring previous learning to new tasks, pupils are more likely to learn if programmes are planned and delivered in small steps, as this isolates and clarifies the new skill.

RECORDING PUPIL PROGRESS

The purpose of recording pupil progress is to support the teaching, monitoring and assessment process. It is therefore essential that recording is accurate and that it is undertaken regularly and consistently. This data will be entered onto B Squared at least half-termly, to ensure progress is regularly recorded.

ASSESSMENT FOR LEARNING

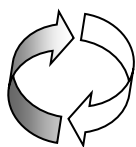
Teaching staff must ensure that assessment for learning is continuous and meets the following criteria:

- **Accurate** linking achievements to P-scale or NC level descriptors
- **Reliable** judgements based on a range of evidence
- **Useful** identifying barriers to learning and planning next steps
- **Focussed** identifying blocks to learning which need one-to-one teaching
- **SMART**

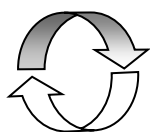
THE ASSESSMENT CYCLE

The "Assessment Cycle" defines the process of monitoring teaching and learning with particular emphasis on pupils' Individual Learning Plans (ILPs).

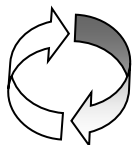
The process is as follows:



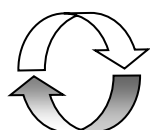
The cycle begins with assessment at a baseline level and in the form of the assessment data detailed in the SEN statement or EHCP (or, in subsequent years, the Annual Review). Baseline assessments are also completed by the therapists (AEP/SaLT/OT). These are fed back to parents and the local authority at the initial twelve-week review.



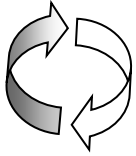
From these assessments, a set of specific targets is developed to define the priorities for learning. This list of objectives informs our subject-specific targets for each pupil for each subject and also informs the targets on the Individual Learning Plan (ILP).



These targets inform lesson planning and our feedback scheme ensures that learners work towards these goals in small steps, so that they are supported through the process of achievement.



Progress towards learning objectives and those defined within the ILP, along with any additional targets, is systematically recorded and evidence is collated in the pupils' electronic assessment files.



The evaluation of this evidence, combined with other assessments (where applicable) informs the summative assessment process of the Annual Review...
...and the cycle continues.

PROCEDURES

- On admission, all learners will have an EHCP or SEN Statement including a set of objectives. All staff with responsibility for the learner must read these objectives.
- Each new learner will be assessed against P scales/National Curriculum attainment targets, using P scale / NC level descriptors.
- Each learner will be assessed for English, Mathematics, Science (pre-16) and PSHE levels as well as communication, behaviour and sensory integration needs.
- AEPs will use cognitive function tests to set a baseline level and SaLT/OT will assess communication and sensory integration levels
- Post-16 pupils will be assessed against National Curriculum criteria for English and Mathematics and against the ASDAN criteria for skills covered by ASDAN curricula.
- A draft ILP must be completed by the end of the baseline review six-week period.
- A Baseline Meeting will be held with parents no more than twelve weeks after admission, at which the initial ILP targets will be discussed and agreed.
- Each individual target entered on the ILP form must be supported by a level of planning and recording of progress. Activities to support progress towards ILP targets are written SMARTly and constitute small steps towards the overall target.
- It is important that parents are kept fully informed of targets and progress and that good work started at school be continued in the home. A realistic set of activities which can be carried out at home may be set in agreement with parents.
- Regular recording against the ILP targets and activities is undertaken.
- When the pupil completes the task, supporting evidence, in the form of annotated work samples, photographs or video evidence, is filed in the pupil's electronic assessment file.
- The expectation is that each mastered B squared criterion has one piece of evidence for English and Maths strands and three pieces of evidence for other subjects to support the judgement. Evidence can be in the form of photographs, videos, audio, witness statements and pupils' work.
- Teachers should aim for the evidence to demonstrate that the pupil has mastered the criterion and can apply the skill in different contexts.
- Evidence and comments will be set out on the B squared evidence collection form and saved in the pupils' electronic assessment files.
- Completed evidence forms will be clearly labelled in terms of which criteria they meet. Each piece of evidence will be supported with a comment, which clearly describes how the evidence demonstrates that the pupil has mastered the criterion.

- Assessment files are updated on an ongoing basis and must be available to parents at each Review Meeting.
- The Annual Review serves as an annual report to parents as well as a statutory review of targets and is therefore written in detail.
- Teachers are responsible for collating all relevant assessment data and evidence and for completing reports and recommendations in both academic and developmental areas.

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