



KISIMUL GROUP

Education Policy

Assessment

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.

Initial baseline assessments are carried out during the first 12 weeks of placement and are multidisciplinary. Data is stored in the Initial Assessment Record. Assessments are repeated annually, and measurements are updated in the Annual Assessment Record, which is multidisciplinary. The Annual Assessment Record measures progress in the following areas: education; communication, speech and language; cognition; behaviour; and self-help and social skills.

New pupils are assessed soon after admission to the school by our Assistant Educational Psychologists. The 'Early Years Easy Screen' baseline assessment provides a useful skills profile and a starting point for measuring subsequent progress in physical and cognitive development. The Psychology team also provide a sensory assessment of all pupils, which is set out in a 'sensory profile'. The psychology team also use psychometric tests, such as the British Ability Scales.

In addition, pupils are assessed by the Speech Therapy team using a variety of appropriately targeted assessment processes. PECS assessments also contribute to the building of communication profiles for pupils.

All teachers assess their pupils on a regular basis in order for future learning objectives to be identified, thus ensuring continuity and progression in the pupils' acquisition of skills, knowledge and understanding. This dynamic assessment is completed through observation and using assessment for learning. This may involve questioning, staff appraisal, work produced, or evidence of mastering of a skill in one or more context. External evidence is also considered such as through parent /professional feedback. In order to identify progress that learners make, teachers are encouraged to consider 'how they will know' learners have made progress. This could be in terms of

what they will see, hear, observe or identify the learner doing in terms of tangible outcomes or responses that would indicate development of knowledge. This is reflected within the Individual Learning Plan and also within weekly plans, which are a series of building blocks towards the summative assessment within termly reviews.

Quality assurance by the leadership team of these documents is integral to ensuring that there is accurate evidence of progress, and also in making sure the curriculum and delivery to each individual is individualised and relevant.

The Kisimul 'TEST' process within the Lincolnshire school settings, outlines the waking day evidence of progress within 'Ten Strands of Learning'. A separate framework exists to outline this process, and is appended to this policy. This provides a thorough multi-disciplinary appraisal of progress over time, and identifies areas where remedial or intensive support may be required.

Lower school pupils are summarily assessed using the 'B squared summative assessment electronic tool for English, Maths, Science, PSHE, These teacher assessments give an indication of the National Curriculum or P-levels at which each pupil is functioning. While assessment using level descriptors is no longer statutory, Kisimul continues to use this small steps assessment system in order to ensure appropriate benchmarking of learners' progress. National Progression Materials (DFE 2010/11) and CASPA (Comparative Analysis of Special Pupil Attainment) software enable a triangulated approach to assessment of learners' progression over time. This data driven information enables comparison of various cohorts of learners, such as through gender, SEN, age and ethnicity. However, this does not effectively capture contextual progress that Kisimul learners typically make, and are linear based assessment models. Therefore context and narrative to this data must be undertaken by external inspection and moderation in order to accurately indicate a judgment on outcomes for learners, and therefore of the quality of teaching and learning at the school.

ILP are evaluated three times a year, providing another forum for assessment, alongside detailed evidence of learners' progress over time. These are being developed as the essential component of the school's assessment system, and will replace the use of reporting through using data and level based assessment within the 2015/16 school year.

Kisimul also tracks the progress of students in receipt of Pupil Premium Grant, and identifies both additional learning interventions and resources, and the impact of these on the acquisition of functional learning skills.

At Post 16 the Adult Pre-Entry and Entry Curriculum Framework is used to track progress in literacy and Numeracy. ILPs and B squared assessment continues to be used to track progress. ASDAN 'Towards Independence' modules, which are externally moderated and accredited, are used for the purpose of assessment, along with foundation learning courses, personal progress and PSD.

Due to our pupils' severe learning and behavioural difficulties, we recommend at our Annual Review meetings that they are disapplied from sitting SATs; instead, teacher assessments indicate the levels at which the pupils are functioning in the various subjects taught.

The teacher assessments should:

- Be carried out systematically and continually, using assessment for learning processes differentiated for ability and learning profiles.
- Give all pupils the opportunity to demonstrate what they know, understand or can do.
- Provide a record which tracks progress over time.
- Use a variety of assessment techniques.
- As far as possible be carried out as part of normal classroom activities.
- Provide parents and other interested professionals with detailed and evidence based information about the pupils' progress and achievements.

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