

## Assessment Policy

### Rationale:

Accurate meaningful assessment provides valuable information for the teacher in planning effective learning for the students. It demonstrates the School's ability to oversee, plan and develop its curriculum on both an individual and whole school basis. It is a continuous process by which teachers discover their students' capabilities, mark their achievements with recognition and praise and provide constructive developmental feedback. It enables the learner to know what they are able to do, feel positive about their achievements and realise their next targets as well as the actions required to secure progress. It informs the whole staff of the students' current levels and enables teachers to monitor progress in order to inform future planning and delivery: ASSESS – PLAN – DO - REVIEW



### Purposes:

- Diagnostic: Identifies student strengths (WWW) and areas for development (EBI).
- Periodic: Identifies future targets
- Summative: Monitors student progress over time.
- Evaluative: Monitor the effectiveness of teaching methods and schemes of work for future planning.

### Aims:

- Raise expectations of students, teachers and parent/cares in an effort to achieve the highest possible standard for each student
- To drive students' progress
- Determine what students know and understand
- To encourage students to engage in assessing their own performance and take pride in their own successes and achievements
- To support students in identifying and achieving personal targets.
- Ensure there is accurate tailoring in our planning and teaching.

- Ensure assessment opportunities are not missed and outcomes are used in planning future work.
- Report on students' progress, informing parents/carers and interested parties about their achievements
- Provide information to external bodies
- To support the professional development of staff
- To provide evaluation on the success of curriculum delivery
- Encourage teacher reflection as to the appropriateness of teaching styles employed.

### Assessment and Autism

For specialist settings such as Broadlands Hall School, there are particular challenges for assessment. For example, the progress of students with autism is not always linear and skills are rarely generalised spontaneously. Many assessments also rely on the cooperation and engagement of the young person that may be difficult with young people who in the past have refused school and lessons.

Autism is a spectrum condition and, therefore, it is not a case of one size fits even when assessing just one aspect of development.

### **Broadlands Hall School uses a wide range of Assessment Tools:**

- PIVATS (pre-16 up to National Curriculum Level 4)
- National Curriculum KS3 and KS4 Level descriptors
- Pre-Entry Milestones (Post-16 up to Entry Level 1)
- Entry Level (Post-16 from Entry Level 1)
- LASS (Reading age and Dyslexia identification tool)
- ABILITY (Cognitive ability tool)
- P-Scales paper based tests
- Sandwells (Numeracy assessment)
- YARK (reading comprehension assessment)

Our assessment data is collated using CASPA. This assists, in part, with the analysis and evaluation of attainment and progress of students and provides comparative data that enables year on year benchmarking of attainment and progress for individual students. Individual progress data is also collected by student ½ -termly for all subjects and development skills areas and individual progress is tracked over time.

### Entry Assessment

Students arrive at Broadlands with differing levels of attainment, confidence and ability. Students are assessed by the group teacher over the first two weeks for reading, writing, listening, speaking, numeracy and visual memory skills. A range of additional cognitive abilities are tested using the accredited LASS system. Where students have English as an

additional language their competency with English will be assessed and provision made to ensure that they have optimum access to learning. This allows teachers to prepare tasks that initially allow students to achieve educational success whilst assessing their subject knowledge. Some students have been tested in previous placements and this information is available in their referral paperwork and on the statement. This settling period allows staff to compare referral papers with performance in school and assess attainment for IEP and the initial review.

### Risk Assessment

A risk assessment is drawn up for each new student and takes account possible risks indicated in initial paperwork received for the young person. This is reviewed regularly to keep up to date with students most recent behaviour patterns. Working alongside this is the Behaviour Management Plan that outlines triggers, behaviour patterns, strategies actions and aims for dealing with these. The Lalemand Scale as produced by NAPPI, our chosen method of physical intervention, is also used to clearly state hierarchy of behaviours for each young person with the support of the de-escalation techniques. This is also regularly reviewed and updated where necessary. See Health and Safety Policy, section 1.

### Personal Education Plan and IEP

Each student at Broadlands has an Individual Education Plan. These focus on the areas which are currently limiting a student's ability to access learning experiences highlighted at the initial review. The statement of Special Educational Needs provides a selection of objectives which we strive to meet for each student. These include learning, communication, behaviour, emotional and social development. The IEP has a maximum of 3 objectives to complement the specific areas of development the students are working towards. The objectives are catered for in lessons and delivered and supported in class. These are reviewed at least termly and if the target has not been achieved it is broken down into a more achievable goal. The teachers and LSAs record the progress in the appropriate column on the IEP being reviewed, providing evidence of attainment and progress. The IEP allows academic and social and behavioural targets to run alongside each other to establish a good working ethos preparing students for life after school.

### Behaviour Management Plan

Each student at Broadlands has a Behaviour Management Plan. These targets focus on the key areas of behaviour that students need to improve for life skills and to access learning. The statement of Special Educational Needs provides a selection of objectives which we strive to meet for each student. These include learning, communication, behaviour, emotional and social development. The BMP has a maximum of 3 objectives to complement the specific areas of development the students are working towards. The objectives are catered for in lessons and throughout the school day. These are reviewed at least termly

and if the target has not been achieved it is broken down into a more achievable goal. The teachers and LSAs record the progress in the appropriate column on the BMP being reviewed, providing evidence of attainment and progress. The BMP allows students to improve their Social and Moral development and learn how to access the community. We also use 'the Incredible 5-Point Scale to help students stay in track and understand the impact of their behaviours.

### Assessment of Progress

Assessment of Progress (summative and formative) is vital. Students' work is regularly marked following the specific guidance in the Marking and Feedback Policy.

*Assessment for learning key characteristics:*

- Sharing learning objectives (WALT and WILF) with students
- Helping students to know and recognise the standard they are aiming for
- Involving students in self-assessment
- Providing feedback which leads to students recognising their next steps and how to take them (EBI)
- Promoting confidence that every student can improve
- Involving both teacher and student in reviewing and reflecting on assessment information.

It allows teachers to interpret evidence for use by learners to decide where they are in their learning, where they need to go and how best to get there. This is done through:

*Questioning:* For example by framing questions that are worth asking, by increasing 'the wait time' to give students time to think and everyone time to take part. It allows staff to assess which students have remembered skills and information and what preparation is needed to revise or move to the next step.

*Feedback, including marking:* Comments should identify what has been done well, what still needs improvement and how that improvement can be made. Opportunities for students to follow up comments should be planned as part of the overall learning process.

*Self- assessment:* Self- assessment allows learners to engage in the quality of their own work and reflect on how it can be improved, assessing their own progress and progress of their peers.

*Plenary:* The plenary is the time to reflect on what has been achieved and plan with the students their next steps. This is a time when students are able to involve themselves fully in their learning process.

*Marking/Feedback:* Our students have Autism, therefore the way their work is marked helps them with their emotional reaction to feedback about their learning as well as providing them with information. Principles that would normally apply in a mainstream setting must be modified to take into account their ability to cope with criticism and their need for continued self-esteem.

### LAC Reviews

The majority of our students are 'Looked After' and have termly meetings to ensure their needs are being met. Independent reviewing officers chair the meeting to allow objectivity and are provided by the Authority. All aspects of the young person's progress and development are reported on including their own comments on the successes they have achieved and areas they wish to develop.

### Personal Education Plan (PEP) meetings

The majority of our students are 'Looked After' and have termly meetings to review their education plan and decide on new targets as appropriate. Parents, Social workers and other relevant parties attend with the teacher and if appropriate, the student.

### Annual Reviews

Reports are compiled by the lead teacher with support from the LSA on the progress in each subject area, any therapeutic input and management of behaviour. At these meetings all interested parties join to discuss attainment and next steps to ensure all students are making the best progress possible. At review meetings parents, carers and significant agencies have the opportunity to fill out a questionnaire to comment on their child and feed into the evaluative process.

An annual school report for each student is also sent out to parents, carers and significant agencies at the end of the summer term. Once again, all aspects of the curriculum and enhance of the leaning are report on.

As we realise these reports are, per virtue of their design, infrequent, we report half-termly to parents, covering each student's study skills' progress, including details about major personal skills' developments, topics studied and areas for focus in the next half-term.

### Qualifications, Exams, Certificates

We endeavour to offer accreditation to our students such as BTEC (Entry to Level 1 and 2), GCSE, Functional Skills, Entry Level Functional Skills, Edexcel Certificates, ASDAN, OCN, RHS, Adult Literacy and Numeracy. We also link to local colleges to facilitate relevant courses for 6<sup>th</sup>-form students and a main stream secondary school to facilitate provision of specialist GCSE study.

### Graduation Files

Each student, when they leave us, will have a Graduation Folder which is a file of achievement put together by the student, his LSA or teacher. It is a working document from the moment of entry for the young person and begins his journey until the time comes for him to take the next step. It contains certificates, qualifications and photographic evidence and allows the student to prove to outside agencies his skills, commitment, work ethic and employability. The Graduation Folders are divided into five sections: Vocational Skills, Personal Skills, Communication Skills, Arts Skills, Academic Achievement.

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