Assessment Policy

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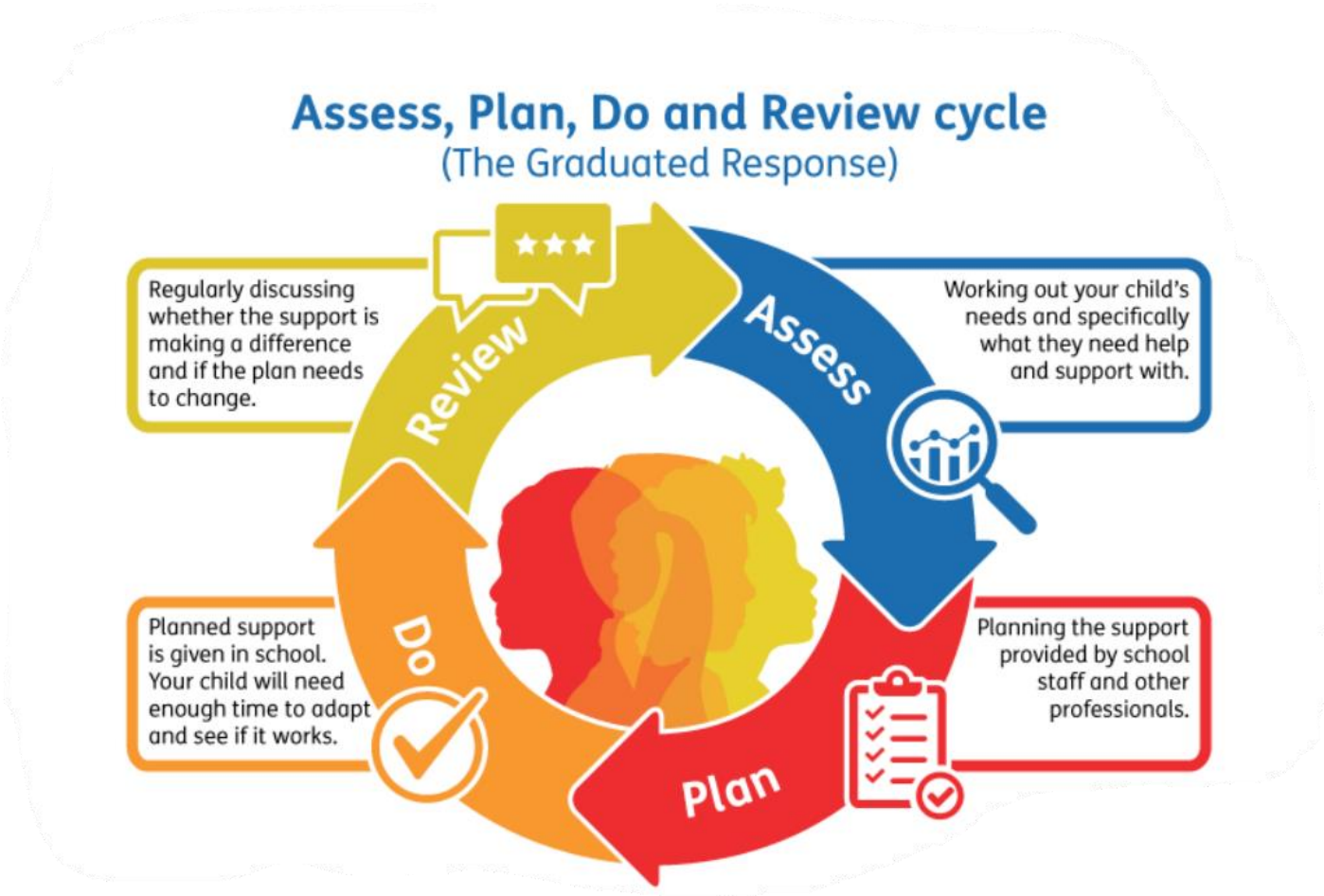
Assessment Policy

Rationale:

Accurate meaningful assessment provides valuable information for the teacher in planning effective learning for the young people. 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 young people's capabilities, mark their achievements with recognition and praise and provide constructive developmental feedback. It enables the learner to know what they can 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 young person's current levels and enables teachers to monitor progress in order to inform future planning and delivery: ASSESS – PLAN – DO – REVIEW (known as the Graduated Response)



Purposes:

Diagnostic: Identifies student strengths (What Went Well) and areas for development (Even Better If)

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:

- To raise expectations of young people, teachers and parent/carers in an effort to achieve the highest possible standard for each young person
- To drive a young person's progress
- To determine what young people know and understand
- To encourage young people to engage in assessing their own performance and take pride in their own successes and achievements
- To support young people in identifying and achieving personal targets
- To ensure there is accurate tailoring in our planning and teaching
- To ensure assessment opportunities are not missed and outcomes are used in planning future work
- To report on a young person's progress, informing parents/carers and interested parties about their achievements
- To provide information to external bodies
- To support the professional development of staff
- To provide evaluation on the success of curriculum delivery
- To encourage teacher reflection as to the appropriateness of teaching styles employed.

Assessment and Autism

For specialist settings such as Broadlands Hall School, there are challenges for assessment. For example, the progress of young people with autism or trauma conditions is not always linear, and skills are rarely developed simultaneously. 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.

Spectrum conditions mean that, it is not a case of "one size fits all" even when assessing just one aspect of development.

Broadlands Hall School uses a wide range of Assessment Tools:

- B-Squared including 'Autism Progress'
- Emotional Learning styles by Greenspan
- Skills for Life (Practical skills assessment devised by Broadlands)
- National Curriculum KS3 and GCSE/BTEC Level descriptors
- Pre-Entry Milestones (Post-16 up to Entry Level 1)
- Entry Level (Post-16 from Entry Level 1) and Functional Skills

- LASS (Reading age and Dyslexia identification tool)
- ABILITY (Cognitive ability tool)
- P-Scales paper-based tests
- Sandwells (Numeracy assessment)
- YARK (reading comprehension assessment)
- British Picture Vocabulary
- Salford Reading
- CAT4 including quantitative, verbal, non-verbal and spatial reasoning
- Progress Tests in Maths, English and Science (PTM, PTE, PTS)
- NGRT – reading and comprehension
- ID – Numeracy and Literacy

Our assessment data is collated using B Squared and unit tests. This assists, in part, with the analysis and evaluation of attainment and progress of young people and provides comparative data that enables year-on-year benchmarking of attainment and progress for individual young people.
Individual progress data is also collected for each young person each half-term for all subjects and development skills areas and individual progress is tracked over time. IEP and EHCP targets are also collated and tracked throughout the year.

Entry Assessment

Young people arrive at Broadlands with differing levels of attainment, confidence and ability. They are assessed by a teacher over the first two weeks for reading, writing, listening, speaking, numeracy, vocabulary and visual memory skills. A range of additional cognitive abilities are tested using the accredited LASS, NGRT and CAT4 computer-based 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 in the EHCPs. 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 of possible risks indicated in initial paperwork received for the young person. This is reviewed each term (or more frequently if required) 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 psychological and 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.

Personal Education Plan and IEP

Each student at Broadlands Hall School has an Individual Education Plan. This focuses on the areas which are currently limiting a young person’s ability to access learning experiences highlighted at the initial review. The EHCP provides a selection of objectives which we strive to meet for each young person. The IEP contains short term targets and long-term targets detailed in the EHCP. Each young person is also set a behavioural target each half term.

The objectives are catered for in lessons and delivered and supported in class. These are reviewed constantly with evidence of achievement recorded on the young persons IEP tracker. 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 young person at Broadlands Hall School has a Behaviour Management Plan. These are reviewed at least termly. The BMP allows young person to improve their Social and Moral development and to learn how to access the community. We also use 'The Incredible 5-Point Scale' www.5pointscale.com to help young people stay on track and understand the impact of their behaviours.

Assessment of Progress

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

Assessment for learning key characteristics:

- Sharing learning objectives (*Key Questions (KQ)) with young people
- Helping young people to know and recognise the standard they are aiming for
- Involving young people in self-assessment
- Providing feedback which leads to young people recognising their next steps and how to take them (EBI); requiring young people to redraft and improve work (the learning pit)
- Promoting confidence that every young person can improve
- Involving both Teacher and young person 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 (WWW) what still needs improvement (EBI) 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 is particularly useful for higher performing students, 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: The various challenges faced by our students, make it essential for us to personalise, to help 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

There are some of our students who are 'Looked After' and have regular 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 'Looked After' students have termly meetings to review their personal progress, plus 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.

Moderation: Examination and Qualification submissions

All student work is moderated in line with the examination board's protocols. Current examination boards linked to the school include Edexcel, ASDAN, Gateway and Trinity Arts Award.
The school employs qualified (by the particular Examination Board) internal moderators who moderate all work created by students working with the teaching staff across the school. No work may be submitted for external moderation prior to being approved and counter moderated by the school's internal, trained and qualified (as specified by each examination board) moderator. The internal moderator meets with teachers to discuss and advise post every internal moderation.
The internal moderator provides training to all staff on CPD days during the year, about the standards required. No teacher is permitted to deliver a programme for which they have not been trained by the internal moderator and / or trained by the examination board directly. A list of the qualified moderators for each of the programmes offered in the school is available on demand from the School Office. Internal moderators meet annually (at least) with moderators in partner schools to cross-assess and moderate work.
The school is small and each learner has a personalised programme. There is no 'calendar' or timeline of moderation as such, because each candidate's work is moderated and submitted at the most convenient point for him.

EHCP Reviews (or Annual Reviews)

Reports are compiled by the Designated Teacher/SENCO with support from the Lead Teacher, Therapists, LSA and Care Staff on progress in each subject area, behaviour and any therapeutic input development. At these meetings, all interested parties join to discuss attainment and next steps to ensure all students are making the best progress possible. An interim report for each student is also sent out to parents, carers and significant agencies in December and an end of year report in July.

Qualifications, Exams, Certificates

We endeavour to offer accreditation to our students such as BTEC, GCSE, Functional Skills, Entry Level Functional Skills, Edexcel Certificates, ASDAN, Gateway, and RHS. We also link to local colleges to facilitate relevant courses for 6th-Form students and main stream secondary schools to facilitate provision of specialist GCSE study.

Graduation Files

Each student, when he leaves Broadlands Hall School, will have a Graduation Folder which is a file of achievement. 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, and Academic Achievement.