



1 INTRODUCTION

This policy outlines the purpose, procedures and management of Assessment, Planning, Recording, Moderation and Reporting the Progress and Achievements of Individual Students and Students at Lancaster School.

The implementation of this policy is the responsibility of all teaching staff and is readily available via the school office.

2 RATIONALE

The Assessment Policy at Lancaster School strives to meet all legal requirements and to provide an accurate and comprehensive record of the progress, achievements, abilities and learning experiences of individual students.

At Lancaster School, we aim to develop confident and skilled learners, who as adults can become active citizens. We believe learning should be holistic by placing the cross curricular, cross phase Transferable Life Skills at the centre of learning. These Transferable Life Skills will add value to the holistic development of lifelong learning and valued life outcomes for our students.

3 ENTITLEMENT

Students are entitled to assessment, recording and reporting of a high standard in both content and presentation, that promotes fairness and consistency for all students.

Wherever possible, students should be given the opportunity to participate in assessment, recording and reporting. All students should be encouraged to develop the skills which will enable them to play an active part in their learning. A range of opportunities should be provided which are appropriate to their chronological age, ability and curricula provision.

4 EQUAL OPPORTUNITIES

Lancaster School ensures all students have the same opportunity to make progress and achieve qualifications and awards, so that no student is disadvantaged by attribute or circumstances.

Where English is a student's second language, this must be considered in all assessment, recording and reporting procedures. The school will ensure that assessments are conducted in the students' home language whenever appropriate. Reports to parents will be transcribed into home language for parents wherever appropriate. All internal assessment and moderation procedures are free from prejudice, fair and non-discriminatory.

5 ASSESSMENT & MARKING

Assessment is regarded as an integral part of the learning and teaching process at Lancaster School. It provides the framework to ensure that students' progress is recorded, reported and reviewed. It informs the holistic planning process to ensure progression and continuity.

Assessment serves a number of purposes:-

- Formative** - Highlights positive attainments and achievements so that the next learning steps can be planned. Marking is bespoke to the student.
- Diagnostic** - Identifies progress, difficulties and to inform the support that is required.
- Summative** - Records students' achievements and attainments in a meaningful way.
- Evaluative** - Provides a way to review Learning and Teaching across the school.

At Lancaster School there are a range of assessment materials available to assist teaching staff. These include: -

- Functional Skills formative and summative assessments
- ASDAN formative and summative assessments
- B squared
- Hampshire Exemplars
- BKSB
- CASPA
- Sounds of Intent for Music Assessment

Other professionals may also play an important part in providing assessment information.

5.1 Guidelines for Assessment

These guidelines cover-

Statutory Requirements

- Baseline Assessment
- Annual Review
- Transition Plans
- Pre-Entry and Entry criteria, QCA guidelines for planning, teaching and assessing the curriculum for students with learning difficulties.
- Teacher Assessment
- Self-Assessment

5.2 Baseline Assessment

An initial baseline assessment is carried out when students come to Lancaster School, to develop a holistic profile and confirm the information passed to us from the student's previous school. The assessment is carried out to inform planning, establish an entry baseline and ensure the students' needs are met. This initial baseline assessment (Appendix 1) will be undertaken by the school and reflects the strengths and areas of development for the students, so that progress relative to typical progress for the cohorts at the school can be supported.

At Lancaster School, various means of assessment are used in combinations suitable to the student. These are used in conjunction with classroom observation and evaluation.

The Baseline profile provides a common starting point that is shared with parents within the first 3 months of the student beginning school.

5.3 Annual Review

Under the 1996 Education Act Part IV, the Statement of Special Educational Needs and its replacement, Education, Health and Care Plan (EHCP), for each student must be reviewed annually within the anniversary of the original or amended statement. The review procedure at Lancaster School follows the Government's legislation as specified in the revised Code of Practice 2001, which remains statutory under the revised code 2014.

Parents/carers and professionals directly concerned with the student's education will be invited to attend a meeting held at the school. Meetings should be held annually on a date as near as practical to the anniversary of the date on which the initial (or subsequent) Statement of Special Educational Needs/Education, Health and Care Plan was issued.

In order to support the transition to post school provision, leavers' reviews take place before October half term. New students to school have their review in the summer term.

The review meeting will:-

- i) Consider reports prepared by the class teacher, all relevant support agencies and comments from parents/carers, on the student's progress during the year.
- ii) Consider the appropriateness of the existing Statement, the provision made by the school/LA and recommend any amendments if necessary, including conversion to an Education, Health and Care Plan (EHCP).
- iii) Agree priorities, targets for year which will form the basis for the Individual Education Plan setting short-term aims reflecting the core Transferable Life Skills (Appendix 3).

Annual Reviews will follow the LA guidelines and format, a copy of which is included in the Staff Handbook with guidelines for teachers. The Annual Reviews will be used to meet the requirements on annual reporting to parents and form the basis for individual planning.

5.4 Transition Plans

From the age of 14 (Year 9), consideration is given to a continuing education. This is the beginning of a significant process in which other professionals become involved including Transition Teams, Adult Social Care, representatives from residential care, educational psychologist, occupational therapist and physiotherapist. The emphasis is to focus on post-19 provision. Each year the Transition Plan is updated and reviewed within the Annual Review process.

The involvement of the student is of paramount importance. The emphasis is on outcomes for adult life.

5.5 Teacher Assessment (TA)

All students are assessed on P scale, pre-Entry and Entry level

Students working at pre-Entry & Entry level are assessed for functional skills in Maths, English and ICT using an online programme, Basic Key Skills Builder (BSKB). Students working at 'P' levels are assessed using a small step summative assessment called Routes for Learning, B squared or Hampshire Exemplars.

All students are assessed in PSHEE on Hampshire Exemplars or B squared.

Students are assessed in November, March and June of the academic year (Appendix 2) to ascertain whether they are on track to meet their targets. The information is transferred into the school's own tracking system (termly) and the computer program CASPA (annually), which can analyse progress of individuals and cohorts of students, plot progress against national trends of similar cohorts of students and also set progress targets for students.

Assessment and evaluation of the current teaching programmes and strategies should be continuous, informing of progress made by students in all areas of the curriculum. This assessment should inform future planning and specific individual teachings priorities.

5.6 Marking and feedback

- **Marking & Feedback**

The class teacher is the best person to make the decision as to the type of feedback that will be of most value in helping a student improve. Therefore, at Lancaster School we delegate that decision to the teaching staff with the expectation that the feedback should:

- be written when the student has sufficient literacy skills to understand, reflect and use the written information
- written with verbal reinforcement (or vice versa) where the student needs both approaches fully understand, reflect and use the information
- Verbal when the student's literacy skills do not allow them to reflect & use written guidance
- Affirmation or re-direction through a sensory/visual stimulus or symbol when student have profound needs and are unable to access written feedback.
- None of these are mutually exclusive and can be used in any combination that is effective for the individual student.

- Self-Assessment

Where possible, students should be reviewing their own achievements, attainments and priorities in the light of their specific learning targets and objectives. Students should be involved, whenever possible, in reflecting on their progress both in relation to their learning at school and in the wider sense. The completion of the reflective learning journal is designed to facilitate this.

6 MODERATION.

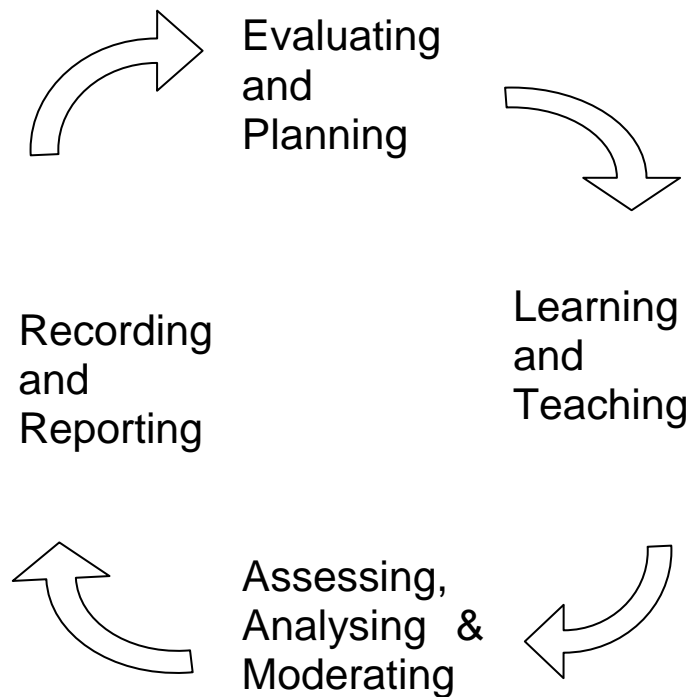
Moderation at Lancaster School takes place at a number of levels to quality assure the standards of examination/non-examination/portfolio-based assessment achievements of our students.

- Class based moderation- undertaken by class staff to quality assure the standards of work produced by their students. This leads into....
- Whole school moderation – conducted at specific times during the year on an award or subject basis. This is organised by the internal verifier (Heads of Learning) and the agreed dates are published on the school calendar at the beginning of the academic year. The agreed dates fall within the staff meeting programme or on INSET days. Whole school moderation takes the form of peer moderation between staff against set standards, including those provided by awarding bodies. This leads to....
- MAT moderation – this is moderation that takes place between the schools in the Trust: SEN Trust Southend. This is organised by key staff in each school and reports are provided to the Trustees via the Local Governing Body. This leads to
- Regional moderation – this takes places with special school colleagues across the East of England region. Dates and foci are organised through Federation of Leaders in Special Education (FLSE): Eastern region. This quality assures standards across the eastern region.
- National moderation – this stand-alone moderation is conducted by the awarding body. The annual programme is organised by the individual awarding body. The School is represented at these moderation events by the appropriate internal verifier (Head of Learning).

All moderation events are logged and feedback given to staff and students.

7 PLANNING AND RECORDING

Planning should build on information gained from assessment, monitoring and tracking. This is essential in order to provide appropriate learning opportunities to effectively meet the holistic needs of our students. Recording should be ongoing so that the students' progress can be monitored in a systematic way. The process at Lancaster School is:-



8 REPORTING TO PARENTS

The Annual Review meeting is part of the requirements on annual reporting to parents, the focus being formative, based on the short and long term outcomes for individual students. On a termly basis, the Annual Review is complemented by a Learning Conversation with parents/carers about current progress and at the end of the academic year an end of year report is prepared. The report focuses on all areas of the curriculum. This will consist of a written report and there will be photographs illustrating aspects of the student's life in school. Post 16 students will have a report reflecting ASDAN units.

9 MANAGEMENT AND RESOURCES

The implementation of this policy is the responsibility of all teachers. The Deputy Head is responsible for Baseline Assessment, moderation of P Scales and pre-Entry and Entry levels. The Deputy Head oversees the planning, assessment, monitoring and tracking, analysis, recording and reporting processes.

- The format, typing and circulation of all annual reviews and transition plans are supported by clerical time.
- The dates for these meetings will be set in the summer term for the following academic year.
- Teaching staff will be advised of these dates and the required dates for completion at the start of the autumn term.
- When the dates for completion of annual review reports occur in the first four weeks of the autumn term, the teacher responsible for the student during the summer term will be asked to prepare a draft report.
- Teachers who are asked to prepare these draft reports will be supported by PPA time.
- All deadlines for completion of reports or planning documents must be adhered to. The person responsible for this area is available to give support.

The preparation of other reports, ie general reports, yearly reports and Progress Files will be undertaken with the support of clerical time. There will be agreed timescales for completion and guidelines on content, format and presentation of such reports, available from the Assistant Head.

A budget is available to support the presentation of annual reports and the recording of achievements and experiences.

10 MONITORING AND REVIEWING THE ASSESSMENT, RECORDING AND REPORTING POLICY

The school's documentation of assessment, recording and reporting will be reviewed annually by all teachers. Any suggestions for amendments will be presented to Governors for discussion and ratification.

REVIEW DETAILS FOR THIS POLICY

Last review date	Spring 2018
Next Review date	Spring 2019

Signed by Chair of Governors

Ratified at Governors' meeting on 8th February 2018



Baseline Assessment

Name	
Date of Birth	
Date of Admission	
Date of Assessment	
Date of Meeting	
Class teacher	

	Strengths	Needs
Visual Impairment		
Auditory impairment		
Method of communication In what way the student communicates – body language, speech, gesture, signing, symbols, PECS, communication aid		
Receptive language Level of complexity of understanding – the number of information carrying words understood and in what context		
Expressive language Level of complexity of expression – the number of information carrying words expressed and in what context		
Reading Name		

Initial sounds – which		
Symbols, Makaton, PECS – which		
Words – which		
Sentences		
Books – complexity		
Comprehension		
Attitude towards reading		

Writing Marks on paper		
Lines		
Overwriting		
Underwriting		
Letter formation and spacing		
Initial letters		
Copy write		
Independent words		

Sentences – number of words		
Use of dictionary		
Maths Basic skills Matching, sorting, colour, size, shapes, sequencing, prepositions		
Number 1:1 correspondence		
Recognition, counting, making amounts		
Addition, Subtraction, Multiplication, Division		

Use in everyday life		
Money Recognition of coins		
Value of coins		
Adding coins		
Use of money in everyday life		
Time Days, weeks, months, seasons		
Read and set time		
Analogue		

Digital		
Use in everyday life		
Measurement Weight		
Length		
Use in everyday life		
PSHE Dressing		
Eating / drinking		
Toileting		

Independent skills		
Social skills and friendships		
Safety awareness		
Behaviour at school and in the community		
ICT Switches		
Mouse control		
Opening and using programmes		

Use of internet									
Use of games machines, televisions, CDs, etc									
Initial Assessments									
Hampshires									
Speaking	Listening	Reading	Writing	Number	Using and Applying	Shape, space and measure	Data	PSHE	ICT
BKSB									
Speaking	Listening	Reading	Writing	Number	Using and Applying	Shape, space and measure	Data	PSHE	ICT
Physical impairments									
Gross motor									
Walking, splints, adaptations									

Wheelchair – independence		
Specialist seating, standing and walkers		
Swimming		
Ball skills		
Games enjoyed		
Fine motor Fastenings		
Scissors		
Pen control		

TEACCH		
Other activities		
Likes		
Dislikes		
Emotional, health and well being/self-esteem		

<p>Action Plan Key areas of need to inform curriculum planning:</p>		
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Parent/Carer Feedback

Comments	Actions

Signed:

Designation:

Date:

Transferable Life Skills - Lancaster School

- **Show appropriate behaviour in different environments**
(showing a response, turn taking)
- **Have practical self-help skills in order to live as independently as possible**
(personal care, self catering, using domestic and community machines, budgeting, shopping)
- **Work collaboratively with others**
- **Work independently**
- **Use prior knowledge to solve a problem**
(functional skills of literacy, numeracy and ICT, verbal/written problems, anticipation, following routines, exploring objects)
- **Develop strategies for personal safety**
(stranger danger, dangers in the home and community, road safety, rights and responsibilities)
- **Develop strategies to ensure physical and emotional well being**
(sex and relationship education, human biology, healthy eating, exercise, sports, stress management, anger management, recognizing emotions, making friends, develop positive relationships)
- **Access relevant information**
(books, internet, asking questions, reading, timetable, pamphlets)
- **Develop skills to become a responsible citizen**
- **Demonstrate effective communication**
(receptive language, expressive language, making choices, turn taking, use of symbols, PECS, communication aids, greeting, questioning, communicating likes and dislikes)

Individual Assessment Tracking Form	Key Stage 4 &5
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Name: _____ Year: _____ Teacher: _____

Curriculum pathway: PSD /PP/ TI / PMLD

Assessment scheme: Routes for Learning / Hampshire / BKSB

Subject	RAG rating						
	Start of year level:	End of year target:	Dec	New Target?	March	New Target?	June Final level achieved
Maths:							
Number & data handling	XXXXXX						
Shape & Space							
Using and applying							
English:							
Reading							
Writing							
Speaking (& Listening for PSD)							
Listening							
ICT							
PSHE							
Science (KS4)							

E – Exceeded typical progress (and indicates a new target has been put in place)

Green=Typical progress

Amber=Some progress made

Red= Less than typical