



ASPIRE: Lifeskills Learning Centre

ASSESSMENT, RECORDING AND REPORTING POLICY

INTRODUCTION

Assessment forms a key aspect of educational provision at the ASPIRE: Lifeskills Learning Centre. The results of assessment enable us to monitor student progress, inform future planning and measure the effectiveness of our provision. This occurs in both academic development and personal development

Assessment at our Lifeskills Learning Centre takes three basic forms:

- Initial/baseline assessment
- Formative assessment
- Summative assessment

Effective assessment should:

- Identify students' individual academic and personal needs
- Provide accurate information about student progress
- Allow staff to plan and further support the students' development by providing relevant and challenging learning experiences and appropriate methods of teaching and support.

INITIAL/BASELINE ASSESSMENT

An essential feature of any assessment system is the identification of starting points.

All new students are assessed within the first few months of starting at the Learning Centre. Students may join the ASPIRE: Lifeskills Learning Centre at any time during Key Stage 3, Key Stage 4 or Post-16; and students may not have regularly attended school prior to their placement. Most students at Aspire have significant gaps in their learning and previous school placements that have broken down. As such the use of standardized, formal assessments of academic ability are not used in initial assessment as they give highly inaccurate results. Academic ability and basic skills are consequently assessed in one to one informal activity with a teacher.

Information obtained and considered during the assessment period includes:

- Any previous school records
- EHCPs and Annual Review Reports
- Views of the parent/carer and student
- Reports from other relevant professionals. E.g, SaLT and OT
- Individual work with teachers to assess levels of basic skills
- Boxall profile assessment
- Lifeskills assessment
- Executive Function assessment

These assessments are used to inform future learning and target setting for personal development. This is then incorporated into each student's personal programme. Decisions will be made as to whether the young person follows our orange pathway – an academic curriculum, or our purple pathway – a curriculum based around functional skills in English and Maths and Lifeskills:

Students can move between pathways dependent upon their progress whilst attending the school. This can be because their academic achievement improves and they are able to move to the orange pathway or that circumstances mean that they need to move onto a purple Pathway problem for a period of time to focus on their personal health and development.

FORMATIVE ASSESSMENT

Effective formative assessment recognises the achievements of students on an ongoing basis and informs planning. It should:

- Take place across the whole range of the Learning Centre experiences
- Be dynamic and interactive (done with and not to the student)
- Focus on the whole student not just on areas of difficulty
- Take account of a wide definition of progress
- Support effective communication between parents/professionals
- Be part of a continuous cycle, linking to the student's ISP, targets and Annual Review
- Be sensitive to the impact of factors such as unfamiliar people/environments
- Be timed to suit the student
- Be supplemented by diagnostic materials where appropriate
- Enable the staff to give feedback
- Encourage motivation
- Enable learners to identify what they need to learn next and motivate them

SUMMATIVE ASSESSMENT

Effective summative assessment records the overall achievement and personal development of students in a systematic way. It should:

- Take place at the end of a course or period of learning
- Use standardised materials or agreed criteria
- Be externally moderated at the end of KS4 and KS5 and lead to recognised qualifications
- Be used to evaluate the effectiveness of the Learning Centre's curriculum provision
- Enable learners to recognise their achievements and guide their next steps

Summative assessment at ASPIRE: Lifeskills Learning Centre can be undertaken during or at the end of each term or every unit of work. It may take the form of:

- A specific assessed piece of work
- An evaluation of a number of pieces of work from the curriculum unit.
- A discussion between the student and staff member, making clear a student's level
- An exam or practice exam
- A boxall profile termly update
- A target review undertaken termly
- A termly report using all available data for academic and personal development
- An annual school report for the EHCP
- An annual update of the Individual Support Plan

EXTERNAL ACCREDITATION AT KEY STAGE 4 AND POST 16

Summative assessment at Key Stage 4 and Post 16 is linked to recognised qualifications and levelled criteria

Where appropriate, Key Stage 4 and Post 16 students will be entered for examinations in Functional Skills, GCSE, BTec and A Level subjects.

Aspire will know precisely where students are in their learning and development. We have high ambitions and set stretching targets for them. We track their progress towards these targets keeping them under close review on a termly basis. We use this assessment to ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

FEEDBACK

Learners appreciate feedback, which should always be given during lessons and personal development sessions and after assessment. It is a vital part of the learning process and may be given verbally or in writing.

Student will receive feedback relating to their effort, understanding or development. Students are enabled to understand their own skills, abilities and development needs. Time is spent helping students to understand the criteria or level descriptors by which they will be assessed. Student are then asked to consider where they are currently against the criteria, and are then helped to raise their achievement by focusing on how they can attain the next level or by discussing changes to their future personal development needs.

PROGRESS WITHIN A LESSON, SESSION AND OVERTIME

Students with significant and complex needs, including those with challenging behaviour make particular demands on the assessment process. For example, for students with the need for a high sensory diet, it can be very difficult to assess their learning or development over a short period such as a lesson or session. For these students, the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of activities/stimuli likely to elicit a response. Learning and development is likely to take place in small steps over a prolonged period of time by exposure to experiences and practice. It is equally difficult to assess learning and development before a student is able to manage their own emotions and behaviour sufficiently to focus and show consistent responses. Our students' progress is not always linear and skills are not always generalised. Staff need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.

INDIVIDUAL LEARNING PROFILES

For some students, progress within or across the criteria or levels is as important as progress to higher levels. Lateral progress where students begin to generalise the skills and understandings they have gained in one area of learning into new contexts and to develop a more even profile of responses.

Some students may demonstrate progress in unusual ways. Many students will tend to develop uneven or spikey profiles of development across many areas and contexts.

Students with Autism may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection.

All contributions made by students will be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the student and may be delivered verbally or in written form. Students will be assisted to assess and direct their present and future educational and personal development, with the eventual goal of realistic self-assessment.

RECORDING SYSTEMS, MARKING AND FEEDBACK

Marking and feedback are predominantly, in the moment and verbal, providing instant feedback to support confidence, learning and personal development. Written feedback is limited to times when verbal feedback is not possible.

Lesson reviews and personal development sessions are completed after every lesson on CPOMS. Staff record a student's general engagement and level of independence in lesson reviews and these reviews are used when considering termly reports and updating targets. Personal development sessions are recorded in prose style.

Academic and personal development is recorded by staff in a variety of ways depending on the subject, stage of learning or area of development.

Staff record student progress against their targets on an agreed proforma which is then used at the time of target review

SELF-ASSESSMENT

Students are encouraged to self-assess their work in lessons, their overall standard and their personal development against set criteria when they are at a developmental stage which allows this.

INCIDENTAL ASSESSMENT

Alongside planned assessment we also seek to identify achievements outside the planned learning outcomes. We seek to be alert to these moments where a student engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed. These significant steps need to be noticed, shared and recorded on CPOMS.

STAFF RECORDS

It is the responsibility of each member of staff to keep up-to-date assessment records for their students. Staff are also expected to monitor student progress and report any concerns to their phase or subject leader

THE VALUE OF REFLECTION

It is important that we are reflective practitioners. The emphasis is on understanding why students perform in the way they have. Staff should use all the data at their fingertips to adapt learning and development opportunities to best meet the needs of the students they work with.

REPORTING

An Annual Report for each student is made available to parents/carers.

In addition to the annual summer report a termly summary report tracks progress for each term.


Levels, progress and targets are also shared with parents/carers at annual reviews

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should it be required.

Appendix 1 - IEP/Target sheet example

Appendix 2 – Boxall Profile example

SIGNED:.... 

POSITION:.....DIRECTOR

DATE:.....31st August 2023

REVIEW DATE:....31st August 2024

FOR & ON BEHALF OF

ASPIRE: Lifeskills

Appendix 1 - IEP/Target sheet example



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IEP Personal targets.

Name: J	Start date: 17.04.23	Mid-term review date: WC 22.05.23	Final review date: WC 03.07.22
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Area of Target	Success Criteria	Support strategies that will be put in place to enable student to achieve these targets	Mid-term review
Gives purposeful attention	I can complete the task in all lessons fully and to the best of my ability.		
Connects up experiences	I can consistently share my knowledge demonstrating my understanding. I can ask questions relevant to the task.		
Internalisation of controls	I can ask for help and know this is not a sign of weakness.		

Parental involvement: This year we are promoting independence. Where you can do this at home it will benefit your child's progress.

Student comments:

Staff comments: Targets shared with J on Thursday 5th Jan 2023



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IEP Personal Targets: End of term review

Name: JM	Start date: 17.04.23	Mid-term review date: WC 22.05.23	Final review date: WC 03.07.22
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Area of Target	Success criteria	Summary of progress	Proposed action
Gives purposeful attention	I can complete the task in all lessons fully and to the best of my ability.		
Connects up experiences	I can consistently share my knowledge demonstrating my understanding. I can ask questions relevant to the task.		
Attachments	I can ask for help and know this is not a sign of weakness.		

Student comments:

Additional comments:

Progress towards targets:
Date/notes

Name: J	Start date: 17.04.23	Mid-term review date: WC 22.05.23	Final review date: WC 03.07.22
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Gives purposeful attention I can complete the task in all lessons fully and to the best of my ability.	Connects up experiences I can consistently share my understanding I can consistently ask relevant questions	Attachments I can ask for help and know this is not a sign of weakness.

Appendix 2 – Boxall Profile example



EBP:	E63EF	Name:	J M
Date of birth:	2008.05.17	Nurturing Structure	Level One: Nurturing School
Gender	Male	Assessment context	More than one context
Assessment date	2023.03.09	Assessor	Key Worker
Age at assessment	14	Known the child for	8 terms

Organisation of experience

The young person is capable of interested and purposeful involvement with people and events, and some ability to independently perform the various tasks required for learning.

The young person takes an interest in events and is sufficiently secure and confident to be open and positive to new experiences. They are usually aware of the feelings and attitudes of others and can show the empathy and trust necessary for positive social behaviour.

The young person can adapt flexibly and interact purposefully and constructively with others.

The young person may be developmentally immature, inattentive, unable to concentrate, and unlikely to follow simple instructions. They may demonstrate a lack of independence in basic skills, for example in personal organisation. There may be a reluctance to take an active part in group work or games. They may have difficulty in understanding the expectations of the school or setting, and in predicting the way adults will respond to behaviour.

The young person might sometimes be reluctant to complete tasks, and need encouragement and support to complete work. Language and short-term memory skills may be underdeveloped.

Internalisation of controls

The young person can express their own needs and accepts and accommodates to others. They are sufficiently secure enough to accept change and adhere to group constraints. These traits indicate an adequate level of trust and internalised control of their own behaviour.

The young person can accept constraints and disappointments if they occur, indicating good personal organisation and self-control.

The young person may have a fragile sense of self-worth, and may find it difficult to trust others and to ask for help. Social interactions might cause them some anxiety

The young person may lack trust in adults and can have trouble predicting what is going to happen next. They may not understand that if an activity stops, they can return to it at another time.

The young person might find social situations, collaboration or group work challenging. They cannot always respond constructively to others, or offer help and may struggle to express emotions, which might impact on relationships.

Self-limiting features

The young person may seem as though they are not engaging with the world and lacks interest and motivation. This might suggest that they find it hard to make productive attachments and could be difficult to reach. The child may need a tentative approach from the adult and much individual attention to establish an attachment before they can be drawn into the group.

Undeveloped behaviour

The young person is at an early stage of development when there is no defined awareness of self and indiscriminately seeks any attachments available. There is a marked need for an early level relationship and although still functioning at an early stage there is a readily available potential for attachment and growth.

The young person may be impulse-driven and find it hard to reflect on, monitor or direct their own behaviour; personal organisation and identity are undeveloped. The young person may struggle to gain the resources to relate to others and engage at an age-appropriate level. However, because the behaviours described are normal at an early level, there is potential for attachment and growth if appropriate relationships and experiences are provided.

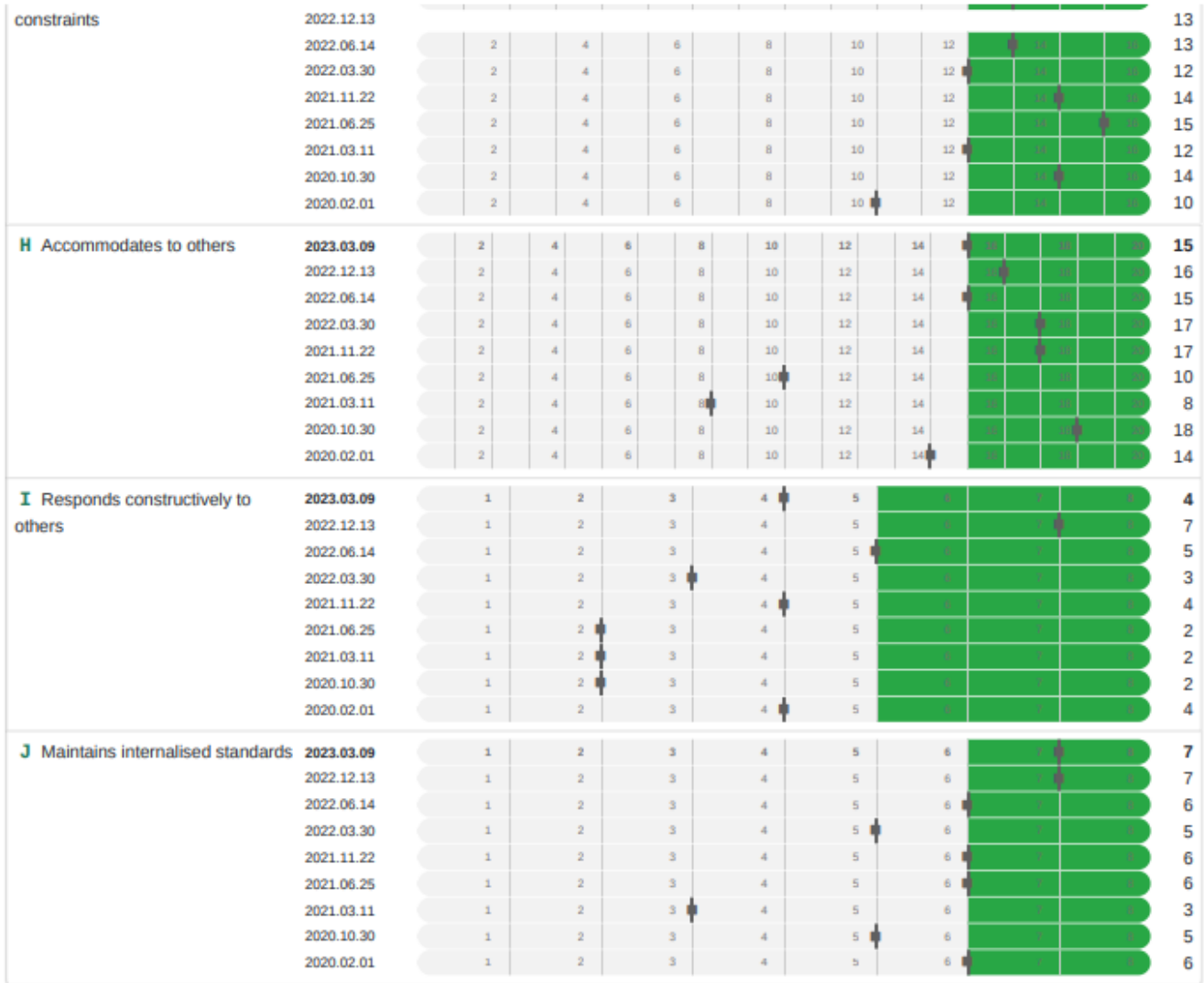
Unsupported development

The young person may have experienced inconsistency in their previous attachments with adults, which could have led to a difficulty in trusting others and a resistance to making new relationships. A very tentative approach is likely to be needed. It may be some time before trust is established and an attachment made, and much individual attention may be needed to challenge their negative internal model (through sensitive interaction).

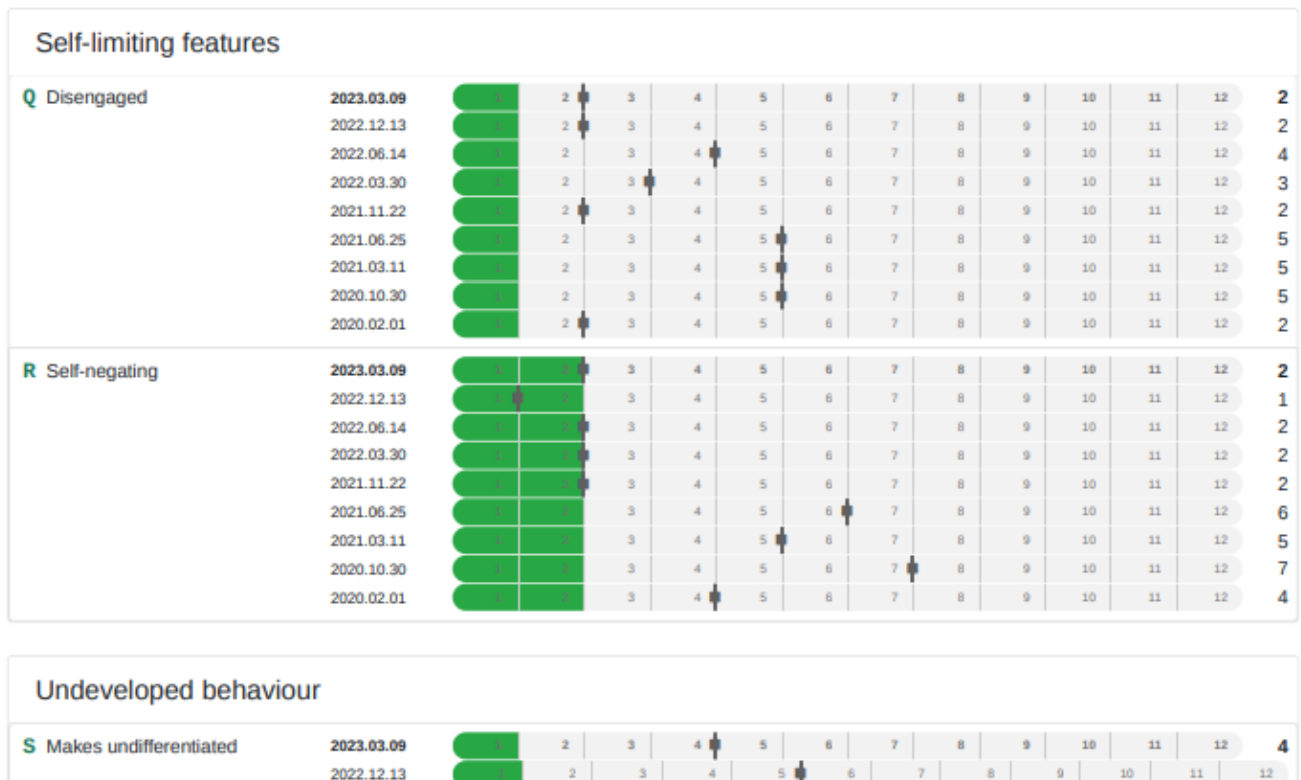
The young person may have an uncertain and ambivalent attitude to themselves, and could have internalised profound insecurity. Trust may be slow to be gained and the young person may need much individual attention to challenge their negative internal model (through sensitive interaction).

Developmental





Diagnostic



	2020.10.30																				5	
	2020.02.01		4	6	8	10	12	14	16	18	20											1
Z Wants, grabs, disregarding others	2023.03.09		2	3	4	5	6	7	8													0
	2022.12.13		2	3	4	5	6	7	8													0
	2022.06.14		2	3	4	5	6	7	8													0
	2022.03.30		2	3	4	5	6	7	8													0
	2021.11.22		2	3	4	5	6	7	8													0
	2021.06.25		2	3	4	5	6	7	8													2
	2021.03.11		2	3	4	5	6	7	8													0
	2020.10.30		2	3	4	5	6	7	8													1
	2020.02.01		2	3	4	5	6	7	8													2

Total Developmental Score



Total Diagnostic Score

