



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.

Assessment at our Lifeskills Learning Centre takes three basic forms:

- Initial/baseline assessment
- Formative assessment
- Summative assessment

Effective assessment should:

- Identify students' individual needs
- Provide accurate information about student progress
- Allow staff to plan and further support the students' development by providing relevant and challenging learning experiences through the use of appropriate teaching methods.
- Establish the existing skill and knowledge levels of learners
- Establish how each learner learns
- Introduce learners to some of the skills and knowledge they will need to acquire on the programme
- Provide a helpful introduction to assessment in a non-threatening way

INITIAL/BASELINE ASSESSMENT

An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

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, or may not, have regularly attended school prior to their placement.

Information obtained and considered during the assessment period includes:

- Any previous school records
- Statement of Special Educational Needs/EHCPs and Annual Review Reports
- Views of the parent/carer
- Views of the student
- Reports from other relevant professionals.
- Standardised assessments to profile basic skills – at ASPIRE: Lifeskills Learning Centre we use the OCR baseline assessments for English, Maths and ICT.
- Autism Education Trust (AET) Progression Framework – an assessment tool to address skills and understanding that students may find difficult as a consequence of their Autism.

The ongoing assessments are used to inform future learning and target setting (AFL). 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 and lifeskills: See **Appendix 1**. An individual 'flightpath' will be determined from the initial assessment period, and all information gathered about the student. This flightpath will outline the expected progress the young person will make whilst at the Learning Centre, and the expected outcome in terms of examination grades or accreditations. Progress for each student is measured against individual curriculum level descriptors on the orange pathway, and against descriptors for five competencies on the purple pathway. We have called this our ASPIRE Assessment Model.

The content of the AET Progression Framework is divided into 7 main areas. These relate closely to autism 'differences' as described within other AET materials, and the impact of these on the student's social, emotional and learning needs, their independence and community participation. The main Progression Framework areas are:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

The content aims to address skills and understanding that students may find difficult as a consequence of their Autism but also strives to recognise and build on the student's strengths and interests and to improve their overall well-being. Most importantly, it aims to alert the staff team to the fact that students may need support in these areas and that their progress is dependent on this support. Where possible, the content of the Framework lays emphasis on supporting the student to *understand* both their own and others' behaviour, what might be expected within certain situations and how this might be of benefit to them. It encourages staff

to support students' independence through the development of skills such as self-regulation, self-expression and problem-solving.

FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING AFL)

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

- Be meaningful and appropriate to the age of the student
- Take place across the whole range of curriculum 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 by involving everyone
- Be part of a continuous cycle, linking to the student's ILP and Annual Review processes
- Be sensitive to the impact of factors such as unfamiliar people/environments
- Be timed to suit the student
- Be evidence-based but manageable
- Be supplemented by diagnostic materials where appropriate
- Identify change and the need to re-evaluate targets.
- Enable the tutor to give feedback
- Encourage motivation
- Help the tutor to modify the course if necessary
- Enable learners to identify what they have learned and what they want to learn next

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there." (Assessment Reform Group 2002)

ASDAN provides each student with a book to help them to plan their units, record and evaluate their progress; and to organise their portfolio of evidence.

SUMMATIVE ASSESSMENT

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

- Take place at the end of a unit/module/year/key stage
- Use standardised materials
- Be internally and externally moderated to enable comparisons and ensure consistency of standards
- Be used to evaluate the effectiveness of the Learning Centre's curriculum provision
- Lead to recognised accreditation where possible at Key Stage 3 and at Key Stage 4.
- Enable learners to recognise their achievements

- Justify awarding a qualification or other recognition of achievement
- Help the tutor plan future courses
- Guide learners through their next steps

Summative assessment at the ASPIRE: Lifeskills Learning Centre takes the form of an assessment task undertaken during or at the end of 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, which makes clear the student's level of understanding.

ASPIRE: Lifeskills Learning Centre uses our 'ASPIRE Assessment Model' to determine the progress of each student. For every curriculum area (orange pathway) a set of criteria is in place to determine whether a student is making:

Insufficient Progress – working below expected levels.

Good progress – working at the expected level.

Excellent Progress – working at the top end of expected levels.

Outstanding Progress – working above expected levels.

Similarly, for our purple pathway students, a set of criteria is in place to determine whether progress is being made across 5 competencies - managing information; thinking, problem-solving and decision-making; being a reflective learning; working with others; and self-management.

The progress rating for each student in each subject/competency area will be recorded and tracked termly in our Tracking and Progress Report.

Student's basic skills in reading, spelling and mathematics will be assessed using the OCR exam board accreditation.

Learning intentions from the AET Progression Framework will be set and reviewed termly. A key feature of the Progression Framework is a focus on the individual student and the facility to set specific priorities and evaluate progress based on individual learning needs with a recognition that students may have uneven or 'spiky' profiles with varying abilities across areas. Information from the Progression Framework will inform the student's support plan, target setting and their EHCP.

ASDAN internal moderation will take place at least twice a year in staff meetings. Student work will be compared and discussed to ensure consistency. ASPIRE: Lifeskills Learning Centre staff will also attend ASDAN workshops to facilitate moderation.

EXTERNAL ACCREDITATION AT KEY STAGE 3, KEY STAGE 4 AND POST 16

Summative assessment at Key Stage 3, Key Stage 4 and Post 16 is linked to recognised accreditation, through the OCR Functional Skills Programmes and ASDAN Awards. Students will be assessed according to their achievements in externally accredited programmes set by ASDAN and OCR. This will be assessed by staff, internally moderated and monitored, and externally moderated and verified by ASDAN/OCR.

Where appropriate, Key Stage 4 and Post 16 students will be entered for examinations in GCSE/ A Level subjects. Students will be entered for examination as external candidates at the high quality provision, Tutors and Exams, Central Hall Methodist Church, Warwick Lane, Coventry, CV1 2HA.

“Schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves*
- have high ambitions and set stretching targets for them*
- track their progress towards these goals*
- keep under review the additional or different provision that is made for them*
- promote positive outcomes in the wider areas of personal and social development and*
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress”*

(SEND Code of Practice July 2014)

FEEDBACK

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

For each activity, a student will receive feedback relating to their effort and understanding. Students are enabled to understand their own skills and abilities. Time is spent helping students to understand the criteria and level descriptors by which they will be assessed. Each student is asked to consider where they are currently performing, and is then helped to raise their achievement by focusing on how they can attain the next level of achievement.

EXTERNALLY-ACCREDITED PROGRAMMES

For externally-accredited programmes, where assessors are assessing candidates against agreed standards of competence, the following policy and procedures should be adopted:

1.1 Role and responsibilities of assessor

An assessor must:

- Have relevant qualifications, knowledge and/or experience in the subject area being assessed
- Have relevant qualifications, training and experience in the assessment process
- Ensure that learners are fully briefed on assessment procedures and methods, including appeals procedures
- Involve learners in the assessment planning process
- Provide constructive feedback to learners on assessments, discuss targets and areas for development on an individual basis
- Adhere to the awarding body's assessment specification in the judgement of evidence towards an award
- Record outcomes of assessment using appropriate documentation
- Follow agreed procedures for recording, storing, reporting and confidentiality of information

RESPONSIBILITIES

An assessor has responsibility for the following:

- Developing plans for assessing competence with learners
- Judging evidence criteria to make assessment decisions
- Providing feedback and support to learners on assessment decisions
- Contributing to the internal quality assurance process

It is the assessor's responsibility to choose the best methods of assessing a candidate in relation to their individual circumstances. The methods chosen must be valid, reliable, safe and manageable and suitable to the needs of the candidate.

1.2 Developing plans for assessing competence with candidates

The assessor should:

- Check that all learners understand the assessment process involved, the support available to them and the complaints and appeals procedures
- Agree fair, safe, valid and reliable assessment methods
- Identify appropriate and cost-effective opportunities for assessing performance
- Identify how past experience and achievements of learners will contribute to the assessment process

- Identify how to protect confidentiality and agree arrangements to deal with sensitive issues
- Ensure that learners' progress is reviewed and that records of achievement are regularly updated
- Be aware of ways of handling difficulties or disputes in the assessment process

1.3 Judging evidence against criteria to make assessment decisions

The assessor should:

- Ensure that the work being assessed is the learner's own work
- Make fair, safe, valid and reliable assessment decisions based on the agreed standards
- Apply any agreed special arrangements to make sure the assessment is fair
- Make a record of the outcomes of assessments by using an agreed recording system

1.4 Providing feedback and support to candidates on assessment decisions

The assessor should:

- Give learners feedback at an appropriate time and place
- Give learners feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
- Clearly explain assessment decisions
- Provide advice and encouragement to learners where it is necessary for them to re-submit work or to provide more evidence
- Follow the agreed complaints and appeals procedures if candidates disagree with the assessment decision

1.5 Contributing to the internal quality improvement process

The assessor should:

- Ensure assessment records are accurate and up-to-date
- Contribute to standardisation arrangements so that assessment decisions are in line with others
- Contribute to the agreed quality improvement process

1.6 Recording assessment activity

Assessment decisions should be recorded using current documentation available from the Aspire: Lifeskills Learning Centre. Assessment records should be available to the internal verifier, centre staff and Aspire: Lifeskills staff as appropriate.

INTERNAL VERIFICATION

Introduction

The internal verification process establishes and maintains the quality of assessment for internally assessed, externally accredited learning programmes. The process provides the link between internal assessment and external verification systems and plays a key role in the Quality Improvement process.

Internal verification ensures that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported assessors. It also ensures that the standard of assessment remains consistent across time and candidates with respect to individual assessors, and that there is consistency and standardisation between assessors. This form of standardisation is vital in the maintenance of a national standard of assessment.

2.1 Role and responsibilities of internal verifier

The internal verifier must:

- Understand the process of assessment and verification within the context of quality improvement
- Have a relevant occupational background which can be related to the vocational area to be verified
- Ensure health, safety and environmental protection procedures are applied within assessment arrangements
- Apply and monitor equal opportunities and access procedures throughout all assessment procedures
- Have a clear understanding of the standards to which the candidate is being assessed and ensure that any queries relating to the interpretation of the standards are brought to the attention of the external verifier
- Work with others to ensure the standardisation of assessment practice and outcomes
- Follow agreed procedures for the recording, storing, reporting and confidentiality of information

RESPONSIBILITIES

The internal verifier has responsibility for the following:

- Carrying out and evaluating internal assessment and quality improvement systems
- Supporting assessors
- Monitoring the quality of assessors' performance
- Meeting external quality improvement requirements

MODERATOR

The role of Moderator is to provide a central focus for quality assurance of accredited provision. Where a programme has more than one internal verifier, the Moderator will ensure consistency and will take responsibility for co-ordinating the activities of the internal verifiers on the programme.

The Moderator will monitor quality of the provision, liaise with the external verifier and report to Aspire: Lifeskills on all aspects of quality.

2.2 Carrying out and evaluating internal assessment and quality improvement systems

The internal verifier must ensure that:

- Arrangements for carrying out internal verification meet the Aspire: Lifeskills requirements and those of the external awarding body
- Administrative and recording arrangements meet external audit requirements
- The eligibility of assessors to undertake assessment is checked against awarding body requirements
- Appropriate support for assessors is available
- Standardisation of assessments is carried out
- A procedure for complaints and appeals, which meets the requirements of awarding bodies, is in place and is followed when necessary (The Appeals Procedure is outlined below and a copy of the Candidate Appeal Report pro-forma is included at Appendix 3.
- Appropriate recommendations to improve internal quality improvement arrangements are made to Aspire: Lifeskills.

2.3 Supporting assessors

The internal verifier must ensure that:

- Assessors have appropriate technical and vocational experience
- Assessors are familiar with and can carry out specific assessments and can follow the recording and internal audit procedures
- The development needs of assessors are identified in relation to: principles of assessment; needs of candidates; their technical expertise and competence
- Assessors have the opportunity to develop their assessment experience and competence and their progress is monitored
- Assessors have regular opportunities to standardise assessment decisions
- Assessors are able to maintain quality standards.

2.4 Monitoring the quality of assessors' performance

The internal verifier must ensure that assessors:

- Plan and prepare for assessment opportunities effectively
- Have effective processes for making assessment decisions
- Apply safe, fair, valid and reliable methods of assessing candidates' competence
- Set up and maintain effective working relationships with candidates at all stages of the assessment process
- Apply relevant health, safety and environmental protection procedures,
- Meet equality and access criteria

- Give timely and effective feedback to candidates
- Maintain accurate and secure records
- Receive accurate and helpful feedback on their assessment decisions from the internal verifier

The internal verifier may carry out the following activities: sampling assessments, observing assessors; carrying out assessments; standardising assessment tasks and assessment judgements

Sampling assessments

The internal verifier must ensure that the sampling strategy:

- Meets awarding body requirements
- Covers all assessors, candidates, units, assessment methods and locations for each programme is an on-going process
- Includes an increased ratio of assessment decisions made by new or inexperienced assessors
- Checks that evidence is valid, sufficient, authentic, current, reliable and consistent
- Ensures that internal verifiers do not verify evidence that they have assessed.

Formative and summative sampling

Sampling assessments should involve reviewing the quality of assessors' judgements at both formative and summative stages.

Formative sampling: It is important the internal verifier samples assessment activity at different stages of the assessment process

Summative sampling: The internal verifier should review the quality of the final assessment decision by evaluating how the assessor has reached that decision.

Sampling across assessors

The internal verifier should sample at least one portfolio as well as comparing evidence for certain units, elements or performance criteria across assessors to ensure consistency between assessors over time and with different candidates. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

Observation of assessment practice

By observing the assessor at work, a greater understanding of the assessment process is gained, particularly in the area of decision making; the internal verifier also achieves a greater

understanding of how the diverse needs of candidates are met.

Standardising assessment judgements

The internal verifier must ensure that:

- Consistency and reliability of assessment is maintained
- Records of standardisation meetings/exercises are kept
- Feedback is provided to assessors
- Problems encountered with individual candidates are discussed and appropriate action taken.

Meetings and communications

It is important that the outcomes of the above process, as well as feedback from the moderator and the external verifier and awarding body issues etc, are disseminated and discussed at regular meetings with the assessment team, in order to develop a common understanding of the assessment process.

2.5 Frequency and volume of internal verification activity

Awarding body requirements

Internal verifiers should ensure that awarding body requirements are met. The frequency and volume of internal verification activity is dependent upon the duration and intensity of the course, as well as the number of candidates being assessed. As a guide, the sample of assessment decisions which are internally verified is usually between 20 and 40%. The internal verifier should sample at least one portfolio as well as comparing evidence for certain units, elements or performance criteria across assessors to ensure consistency between assessors over time and with different candidates.

New qualifications/ schemes and newly appointed assessors

When undertaking a new qualification/scheme, or where assessors are newly appointed, centres may wish to ensure that between 50 - 100% of assessment decisions are internally verified, in order to have confidence that judgements are consistent and assessments are appropriate.

2.6 Meeting external quality improvement requirements

The internal verifier must:

- Identify how internal assessments will be checked externally and the information needed for this purpose

- Plan, collect and analyse information on internal assessment decisions
- Agree the timing and nature of external verification arrangements
- Give supporting background information to external verifiers about the assessment process
- Explain any issues raised by external verifiers and give them supporting information as necessary
- Raise concerns and disagreements about external audit decisions in a clear and constructive way
- Refer any questions or concerns, which could not be dealt with internally, to the awarding body give assessors feedback on external verification decisions
- Ensure that external verification decisions are included in internal reviews of procedures.

2.7 Recording verification activity

Recording documentation

Recording mechanisms should provide evidence that internal verification has been carried out regularly and systematically and should show that it has occurred across candidates, units and assessors.

Evaluation of procedures

It is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate and useful.

Currency and security

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes.

Claiming certification

Following final verification activity, it is the responsibility of the internal verifier to liaise with Aspire: Lifeskills to ensure that all candidate certification claim forms are completed accurately and signed.

2.8 External verification visits Liaison with external verifier

The internal verifier should liaise with the Moderator at Aspire: Lifeskills who will maintain contact the external verifier appointed by the awarding body to arrange an appropriate number of visits to the Centre.

Awarding body requirements

All necessary information, portfolios of evidence, candidate records and internal verification records must be made available to the external verifier and awarding body requirements must be met before, during and after the visit.

Issues and concerns

Any issues or concerns that have been raised by candidates, assessors or other Centre staff that have not been satisfactorily resolved, should be raised with the External Verifier prior to the meeting, in order that these can be accommodated into the visit plan.

2.9 Sources of support

Support for the internal verification is available from the following: OCR and ASDAN

3 Appeals Procedure

If a candidate is dissatisfied with an assessment decision made by an assessor, s/he has the right of appeal. The main reasons for an appeal are likely to be:

The candidate does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the assessor.

The candidate believes the assessor has missed, misjudged or misinterpreted some of the evidence put forward for assessment.

Where the candidate does not agree with the assessment, the candidate should advise the Centre indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one. All candidates who register an appeal will receive a formal reply.

Stage 1

The candidate appeals directly to the assessor who has carried out the assessment by completing the Candidate Appeal Report. The assessor will advise the candidate of the decision in writing within 10 working days.

Stage 2

If the candidate is not satisfied with the decision made in Stage 1, s/he can proceed to Stage 2 by appealing to the internal verifier. All candidate appeals will be acknowledged and

investigated to establish facts and evidence supporting the appeal. If an appeal is considered justified remedial action will be taken. The internal verifier will discuss the appeal with the Moderator who will respond within 10 working days of receiving the candidate's appeal.

Stage 3

Candidates who have exhausted Stage 1 and Stage 2 and are still not satisfied with the decision may proceed to Stage 3. This appeal must be in writing to the Awarding Body and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2.

The Awarding Body decision will be final.

PROGRESS WITHIN A LESSON 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 over a short period such as a lesson. 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 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 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 rarely generalised spontaneously. Teachers and classroom 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 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 subjects, in different aspects of subjects or in different contexts.

We will focus on raising attainments in specific areas to secure lateral progress when student evidence reveals an uneven profile across subjects, or within a subject. However, many students, even with targeted interventions, will retain their uneven or spikey profiles since these may result from particular peaks or islands of ability or aptitude or from particular aspects of their disability or condition. Occasionally, it may be difficult to support a particular student in gaining new skills. 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 development, with the eventual goal of realistic self-assessment.

RECORDING SYSTEMS AND MARKING

ASPIRE: Lifeskills Learning Centre has adopted learning journals as a style of working and for recording student progress. It is felt that this approach best records each student's learning journey within each subject, allows students to see their progress, helps to record progress where tasks are mostly practical in nature and enables staff to track progress. In each subject these learning journals may be slightly different to suit the subject matter but will form a scrapbook style of recording student work, involvement in activities and games through photos and also record teacher and student comments about progress.

PLENARY SESSIONS – ASSESSMENT FOR LEARNING, MARKING AND RECORDING.

Students who are able to use the appropriate language are supported to review their own learning at the end of lessons. Possible techniques include:

- Discussion of a completed task using the 'end product' as a prompt;
- Asking students to describe what they did in the lesson;
- Eliciting a basic response to an activity by asking students what they liked, found easy or difficult etc.;
- Use of a written learning outcomes to review achievement during a lesson;
- Using an individual/differentiated version of the schools AfL system for recording the outcomes of the lesson over a half termly period with the student, that incorporates a 'traffic light' system where students indicate by ticking red, amber or green how well they think they have understood or completed a task;
- Direct feedback from teachers that acknowledges both achievement and effort – e.g. 'I know you found difficult, but you are working really hard;'
- Asking students to summarise progress so far, e.g. 'I can ...', 'the next thing I need to learn is ...;'
- Asking students to describe what a partner has done.

SELF-ASSESSMENT

This is a challenging skill that depends on the ability to understand what is expected during a lesson and to reflect on what has been achieved. For many students, interaction with adults within the task is the most important aspect of feedback; others can be supported to review lessons and understand what they have achieved. Although not all of our students are ready to assess their own progress, they should all be included in the evaluation process at the end of a lesson. The following ideas highlight ways to involve students in recognising their achievements:

Teachers design activities in such a way that pupil/students receive an intrinsic reward for completing some or all of the steps within a task;

- Classroom staff celebrate success at the end of each lesson in such a way that the students are helped to develop awareness of a positive atmosphere;
- Classroom staff give immediate feedback to students within an activity, commenting on each step of a task if appropriate;
- 'Important words' are reinforced, revised and taught.
- Classroom staff give feedback to students during and at the end of lessons;
- Students are helped to identify when they have completed a task;
- Students are helped to recall what they have done during a lesson;
- Students are helped to review learning by looking at photographs, videos or previous pieces of work;
- Classroom displays highlight what students are learning and celebrate examples of good work;
- Students are helped to identify a concrete outcome to a task (e.g. to say whether they have completed a puzzle or scored a goal in football);
- Students are helped to identify whether they have met a more abstract objective (e.g. whether they have coloured neatly or read a sentence correctly);
- Students are helped to identify what they have learnt during a lesson;
- Students are helped to use appropriate language to talk about their learning (e.g. 'I am getting better at', 'I can ...', 'I need help to ...', 'I don't understand');
- Students are helped to understand what they could do better;
- Students' work is marked in their presence and classroom staff explain what they have done well and how they could improve their work next time;
- Students are supported to give feedback on what their peers have done.

INCIDENTAL ASSESSMENT

Alongside planned assessment we also seek to identify key achievements outside the planned learning outcomes. A student may demonstrate in one lesson a skill which has been worked on in another curriculum area or show a response related to the focus area but not the same as the learning objective. We also seek to be alert to the 'wow 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 (for example, attracting an adult's attention for the first time or accepting close proximity with another student). These significant steps need to be noticed, shared and recorded.

At Key Stage Three and Four progress will be tracked using grading appropriate to the accreditation being followed. For example, ASDAN requires that assessment checklists are completed for all units across all levels for each student. These checklists identify learning outcomes and describe assessment criteria.

In addition to subject based learning journals every student at the ASPIRE: Lifeskills Learning Centre has:

- Initial assessments
- Their one-page profile
- Plan-Do-Review records which monitor their progress towards targets

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 one of the Directors for further joint discussion about strategies to raise achievement. Staff should seek to identify students making less than expected progress given their age and individual circumstances.

“This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap”

(SEND Code of Practice July 2014)

ASSESSMENT OF PROVISION

ASPIRE: Lifeskills Learning Centre strives to ensure that each member of staff demonstrates the highest standards in relation to Good Autism Practice. To support this, each staff member uses the AET Competency Framework assessment tool to evaluate their own knowledge, understanding and skills in working with young people with Autism. This assessment tool identifies areas for development and training needs; and supports the Performance Appraisal process.

To ensure that the Learning Centre provision meets the needs of the young people with Autism the AET Schools Autism Standards assessment tool is used. These standards reflect key legislation and aspirations in the new SEND code of practice 0-25 (2014) and the Common Inspection Framework (September 2015); and enable the ASPIRE: Lifeskills Learning Centre to make informed choices when deciding which of the standards will support the priorities within the Learning Centre Action Plan.

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. This can be achieved by:

- Analysing target setting/level description data
- Exploring data which shows a student is under performing
- Modifying learning plans to improve progress
- Evaluating results to check student progress
- Adapting delivery to better suit the learning preferences of individual students.

- Using the Plan-do-Review cycle effectively

REPORTING

An Annual Report for each student is made available to parents/carers as set out in The Education (Pupil Information) (England) Regulations 2005. This will include end of Key Stage information.

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

Pupil's termly attainment is tracked over time using a Tracking and Progress Report , regular reviews of the ASDAN programmes through the Plan-Do-Review cycle; and Individual Learning Plan (ILP) Record sheets. Levels and progress are shared with parents/carers at annual reviews and three parent review days each year. These ILPs support progress towards their Education, Health and Care Plans (EHCPs).

These targets may be in

- Communication
- Gross and fine motor development
- Personal, social and emotional development
- Behaviour
- Academic achievement.

Academic progress is shared with parents using our 'flightpath' system in **Appendix 1**.

POLICY REVIEW STATEMENT

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:...



POSITION:.....DIRECTOR

DATE:.....1st August 2016

REVIEW DATE:...1st August 2017

FOR & ON BEHALF OF

ASPIRE: Lifeskills

APPENDIX 1 STUDENT FLIGHTPATHS

At ASPIRE: Lifeskills Learning Centre we use students' end of Key Stage 2 results along with our own baseline assessment to determine the curriculum pathway our students will follow through Key Stage 3, 4 and Post-16.

END OF YEAR 6 RESULTS:

Old Levels	New SATS Scores	Progress
6	Working above the Expected Standard	Outstanding
5		Excellent
4	AS (100 and above) – Expected Standard has been Achieved	Good
3	NS (80 – 99) – the Expected Standard has not been Achieved	Insufficient
2		
1		
	B (79 and below) - working below the level assessed by KS2 SATs	

Students who have coped well with SATS at end of Key Stage 2, or who have demonstrated through teacher assessment that they are able to make at least 'good' progress will be encouraged to follow our **ORANGE PATHWAY**, which offers a range of academic subjects with GCSE in Year 11, and some A Level examinations in Key Stage 4 and Post-16.

Students who have made insufficient progress in their end of Key Stage 2 assessments, or who were disapplied from SATS as a result of their learning needs, and who are looking to gain accreditation in a programme of functional and life skills-based subjects, will follow the **PURPLE PATHWAY**.

BASELINE ATTAINMENT

At the start of each year, each student will be set a baseline attainment colour/descriptor for each subject. This will be based on KS2 attainment moderated by achievement in the previous year and teacher's judgement of current performance and potential.

PROGRESS RATING:

Outstanding – Working above their 'flightpath' – making exceptional progress
Excellent – Working towards the top end of their 'flightpath' – making excellent progress
Good – Working toward their 'flightpath' – making good progress
Insufficient – working below their 'flightpath' - making less than expected progress

ASSESSMENT

Learning will be assessed during the year using a combination of the above colours/descriptors and curriculum/competency level descriptors. Feedback and next steps will be given with reference to the statements of attainment for the relevant pathway. Support and

intervention will be targeted for those students who are not meeting the attainment criteria or are making less than expected progress.

TRACKING

Assessments will be recorded on the Learning Centre's tracking system. At the end of each term, the progress of students will be assessed using this tracking system.

THE 'FLIGHTPATHS' FOR OUR STUDENTS ARE DEMONSTRATED BELOW:

Year 7	Year 8	Year 9	Year 10	Year 11 – GCSE
				9
				A* 8
				A 7
				B 6
				B(low) 5
				C(high) 5
				C (low) 4
				D 3
				E/F 2
Orange pathway				Year 11 – Functional Skills
				Level 2
				Level 1
				Entry 3
				Entry 2
				Entry 1
Purple Pathway				

In order to be able to track our students' progress effectively, we have created a process to be able to score each session numerically. At the end of a session the evaluation sheet is completed and the student and session leader give the student a score according to how well they achieved the session objectives. The student will then plot this score on a half-termly flight path graph (see attached). If a student scores 4 for a session then they are on track to make 'good progress' that half term. Scoring 5 for a session means they will make 'more than expected' progress. Scoring 3 or less means that they will make 'less than expected' progress.

This information will be included in each student's progress tracker, and will be shared with parents so that they are aware of and up-to-date with the progress their child is making.

My Half Term Progress Flight Path

Name:

Date: / /

Subject

Objectives:

