

ASSESSMENT POLICY

This policy applies to the whole school

The Policy is available to the school staff on the 'Staff Share'

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

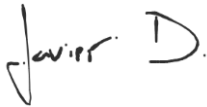
Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Policy Agreed: February 2024

Date Published: February 2024

Next Review: September 2024

Signed



Mr Javier de la Fuente
Headteacher



Mr Andy Thompson
Proprietor who is the Chair of the Advisory

Introduction: Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It plays a major role in increasing levels of achievement within our school. We are committed to ensuring that every student has equal rights and opportunities to access their entitled education and to reach their full potential while having their specific needs met. We want to ensure that all our young people have purposeful and enjoyable experiences at Landon while preparing them for meaningful adult living. This is achieved by ensuring that all students have access to an engaging and relevant curriculum with clear outcomes for each learner.

Rationale: At Landon School, each learner possesses a unique profile and set of needs that require a tailored approach to learning and, consequently, assessment.

According to recent research findings (Sissons, 2024), there are widely recognised difficulties associated with linear assessments and learners with Severe Learning Difficulties and Autism. These linear frameworks often disconnect learning from the learner's context, rendering the learner a passive participant in the educational process. This approach tends to emphasize the learner's limitations rather than their abilities, hindering independence and the ability to generalize skills.

Landon School uses a wide variety of non-linear assessment frameworks specifically designed to overcome the difficulties of linear assessments in learners with SLD, CLD and/or Autism. Examples of this are *MAPP* (Sissons 2018), *Routes for Learning* (Welsh Government 2006) or the *SCERTS* framework (Prizant, et al. 2014).

Learn Different Means Assess Different
(P. Imray 2024)

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Assessment process at Landon School: *ipsative assessment*. All learners at Landon School are different and unique and, therefore, require and approach to teaching and planning which renders meaningless any kind of comparative judgements or benchmarking (Sissons 2024). This personalized approach does not produce quantitative data for a direct comparison of students' performance. At Landon School, inspired by the research of different specialist authors (Imray, Kossyvaki and Sissons 2024), we are concerned with *ipsative assessment* that is, the progress that an individual makes judged solely in terms of the gains they have made in relation to their own prior learning.

Pupils at Landon School are ipsatively assessed termly based on a range of factors unique to them. Evidence for this assessment is varied, heavily moderated and recorded (*see Recording section*). At Landon School, each learner has a Personalised Learning Plan where the starting point in writing personal learning intentions is the learner - their motivations, strengths and needs (Sissons 2018).

The assessment process draws from multiple sources. These include developmental assessment frameworks, engagement profiles, understanding of engagement motivators, recorded evidence via EFL (video, photographs, written), deep-dive pupil progress meetings, and professional opinion. The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the overarching aims of the curriculum pathway that they are currently accessing.

Progress and attainment are judged to be making:

- Little Progress (requiring Case Study & Intervention)
- Good Progress and/ or
- Excellent Progress.

These are recorded as Red, Amber and Green, respectively, for each area of development on each pupil's Individual pupil review. Individual pupil reviews are undertaken termly in December, April and July and are led by the Headteacher or Deputy Headteacher.

In order for progress with a specific outcome or area to be defined as 'Excellent Progress', the pupil's engagement motivators must be well understood and defined. It must be evident that these have been utilised in the classroom environment to secure intrinsic engagement with learning: there must be evidence that the pupil is engaged in meaningful learning.

The outcome(s) being judged must be relevant to the pupil's longer-term aspirations and/or development. There is an expectation that the pupil will have made developmental progress, even if that is laterally via increased maintenance, fluency, independence or generalisation (as defined in Mapping and Assessing Personal Progress, Sissons, 2018).

Quantitative progress against outcomes or identified assessment frameworks is considered in making the judgement for the individual pupil but its influence on the judgement is subjective based on the individual circumstances, disability and the general learning characteristics of the individual.

For a pupil to be considered to be making 'Good Progress' they will usually be making developmental progress, at least laterally, but the other cross-referenced and heavily moderated sources of evidence may suggest that this could be better. Usually this will occur where a child's engagement motivators are not well understood or classroom staff feel that they do not fully understand an aspect of the child's development such as their expressive communication or self-regulation.

Where a child is making no demonstrable progress or their presentation of engagement and engagement motivators are not well understood they would be considered to be making 'Little Progress'. In these cases, prolonged discussion and observation of the pupil will take place in the identified area(s) of development and classroom staff will be supported by middle and senior leaders (as well as identified multi-professionals) to better understand how to engage the pupil in learning and support their progress.

The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the curriculum pathway on which they are currently working. These assessments include Footsteps (Routes For Learning), Stepping Out, SCERTS and MAPP Milestones.

Pathway Specific Assessment Overview

Pathway		Recommended Development Assessment Framework (s)	Statutory	Recording	Summative
Explore	Emerging	Footsteps (Routes for Learning) ¹ SCERTS ² Stepping Out ¹	The Engagement Model	RECORDING FRAMEWORK MAPP Assessment of Lateral Progress ³ : Generalisation, Fluency, Independence and Maintenance of skills and knowledge are measured against Personalised Learning Plans across de areas outlined in the SEN Code of Practice	IPSATIVE ASSESSMENT Deep dive discussion drawing on all evidence. Sources include developmental assessments, recorded evidence, deep dive progress meetings and professional opinion. Progress and attainment are judged to be making: <ul style="list-style-type: none"> • Little Progress (requiring Case Study & Intervention) • Good Progress • Excellent Progress
	Road to Semi-Formal	SCERTS Stepping Out	The Engagement Model Pre-Key Stage Standards Phonics Screening Check Year 1		
Semi - Formal		Stepping Out Semi-Formal MAPP Milestones	The Engagement Model Pre-Key Stage Standards Phonics Screening Check Year 1		
Formal	Road to National Curriculum	Semi-Formal MAPP Milestones Formal MAPP Milestones	Pre-Key Stage Standards Phonics Screening Check Year 1 Time Table Check Year 4		
	National Curriculum	Formal MAPP Progression Steps	Phonics Screening Check Year 1 Time Table Check Year 4 End of Key Stage Assessment		

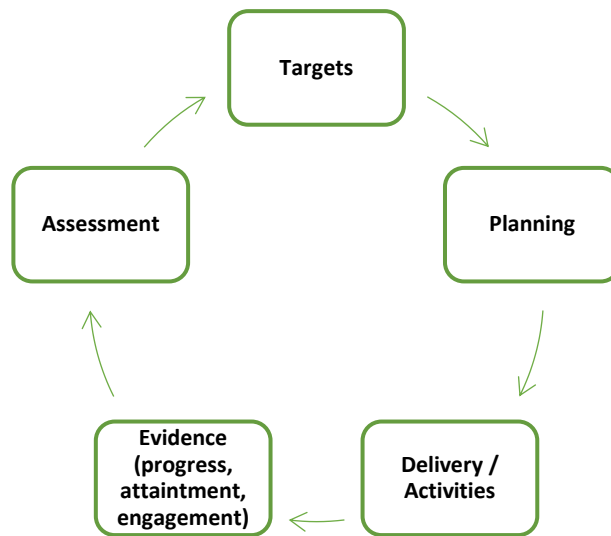
Use of Engagement Model: As described above, Landon School’s Ipsative Assessment approach is underpinned by our use of the Engagement Model for all pupils. Qualitative recordings of pupil engagement in the areas of Initiation, Persistence, Anticipation, Exploration and Realisation are made regularly and used to build up a picture of how developed each of these is for each pupil. Alongside this, we also record pupils’ motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual pupils.

This underpins our assessments of progress as we believe that:

*“Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress”
(Hargreaves, 2006, Carpenter, 2010).*

¹ (Welsh Government 2006)

² (Prizant, et al. 2014)



Mapping and Assessing Personal Progress (MAPP): MAPP is used via Evidence for Learning to collect evidence and inform the next steps for learning. This supports an assessment-for-learning cycle to ensure personalisation of activity planning and delivery. MAPP is used to laterally assess progress against pupils' personalised learning plans. Teachers use it to evidence, assess and track progress. Linking evidence to support progress towards targets. The Assessment of Lateral Progress (ALP) ALP is the defining feature of MAPP. Its function is to express qualitative observations of learning in a framework which gives a graphic representation of lateral progress. ALP comprises a ten-point rating scale for each of four aspects of skill development, namely independence, fluency, maintenance and generalisation. Each rating scale has descriptors which help secure consistency in judgements.

Recording Progress (Evidence for Learning): Evidence for learning is used for evidencing and tracking progress against individual Personalised Learning Plan (PLP) targets related to Cognition and Learning, Communication and Interaction, Personal, Social, Emotional and Mental Health and Physical and Sensory Development. These are linked to pupil's aspirations as set out in their Education Health & Care (EHC) Plans. Links are made to Preparation for Adulthood and developmental plans provided by Health professionals such as Speech and Language Therapists, Occupational Therapists and Mental Health professionals where needed. EFL provides a platform that allows clear and precise overviews of pupil progress towards their aspirational outcomes and ambitions. As Evidence for Learning supports any assessment framework and any assessment model we use it across ALL pathways with ALL pupils.

EHCPs Outcomes: Learners' Educational Health Care Plans have key stage outcomes that reflect learners' long-term aspirations. At Landon School, EHCP outcomes are a key element when writing learning intentions for the Personalised Learning Plans. These will be recorded on the Evidence for Learning application. EHCP targets are updated annually and targets are related to the four areas of SEND need.

All EHCP pupils will have a full meeting yearly. The date for these meetings will be set either by the EHCP review date. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate. In addition, the local authority Lead for SEND will be invited with due notice to attend these meetings.

Monitoring & Evaluation: The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Governors and Senior Leadership Team. Raising standards of achievement and developing a more inclusive education system are cornerstones of government policy that apply to all pupils.

This policy will be reviewed annually by the Head of School, Deputy Head and Chair of Governors. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. The Head of School is responsible for ensuring that the policy is followed. The Head of School will monitor the effectiveness of assessment practices across the school and will continue to work with the designated coordinator to make improvements where these are required.

Staff Training: Assessment is a key area of the training programme for new teachers and increasingly so for support staff. The school improvement plan has an assessment focus and whole school activity and training take place throughout the year in a variety of forums. It is the responsibility of the school to include this policy within the process of induction for new staff and it is the responsibility of the staff to implement this policy.

Responsibilities

Teaching staff are responsible for:

- adhering to the requirements of this policy in planning the learning for the groups and individual pupils for whom they are responsible
- involving and informing Teaching Assistants, and others working with pupils, of the role they need to have in the assessment of pupil's learning in Reading
- keeping records of pupil's progress in an agreed format as defined by the Marking and Feedback Policy
- keeping other such records as to inform and contribute to the agreed curriculum plans, records and reports
- reporting as required regarding the progress of their pupils
- ensuring all tests are of a level appropriate to the schemes of work in operation
- analysing results and discussing any individual performances that give cause for concern
- reporting to parents as required regarding the progress of their pupils

Teaching Assistants are responsible for:

- being active in seeking out the expected learning objective for all pupils
- being aware of the teacher's expectations regarding specific assessment activities
- contributing to the on-going discussions regarding pupil's progress
- considering the next steps for pupil's learning and how they may best support the pupils
- helping with other support groups as required.

SLT:

- knowing the strengths and areas for improvement within subjects
- being responsible for the monitoring and identification of the above
- planning strategies for subject improvement and development to be contained in an action plan that is updated annually
- undertaking monitoring activities throughout the year to assess standards in their subject, which may include pupil interviews, classroom observations or discussions with teachers.

The Headteacher/Deputy Headteacher are responsible for:

- being aware of the assessment and reporting activities taking place within the school
- receiving reports regarding pupils progress from staff
- confirming agreement of agreed targets for school: agreement following discussion
- the management of assessment activities
- the on-going monitoring of assessment and reporting activities to the SLT
- working alongside staff in order that they have the information required in order to monitor their teaching successfully
- facilitating the exploitation of assessment data within the school
- ensuring a consistent and continuous school-wide focus on pupils' achievement, using data to monitor progress in pupil's learning
- being able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework
- overseeing the collection and interpretation of assessment data
- implementing the school's policy for the recording and reporting of pupil progress, based on regular assessments and reports
- reporting to the staff the outcomes of assessment activities
- overseeing the school's reporting system to parents, ensuring that school reports are of a high quality and informative to parents

Landon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential

Parents are responsible for:

- participating in the opportunities offered by the school to be involved in discussions regarding their pupil's progress
- raising any concerns that they may have about their pupil with the school at the earliest opportunity.

References

- Carpenter, B, J Egerton, T Brooks, B Cockbill, J Fotheringham, and H Rawson. 2015. *Engaging Learners with Complex Learning Difficulties and Disabilities: A resource book for teachers and teaching assistants.*
- Carpenter, B. 2010. *Curriculum reconciliation and children with complex learning difficulties and disabilities.*
- Equals. 2021. "Informal Curriculum."
- Hargreaves, D. 2006. *A new shape for schooling?*
- Imray, P, and V. Hinchcliffe. 2014. *Curricula for Teaching Young People with Severe or Profound and Multiple Learning Difficulties.*
- Imray, Peter. 2024. "The Equals Informal Assessment Process." Webinar.
- Imray, Peter, Lila Kossvaki, and Michael Sissons. 2023. *A Different View of Curriculum and Assessment for Severe, Complex and Profound Learning Disabilities (Connecting Research with Practice in Special and Inclusive Education).*
- Moylett, H. 2022. *Characteristics of Effective Early Learning: Helping Young Children Become Learners for Life.*
- Parten, M.B. 1932. "Social Participation Among Preschool Children." *Journal of Abnormal And Social Psychology* 27: 243-269.
- Prizant, Barry, Amy M Wetherby, E Rubin, and Amy Laurent. 2014. *The SCERTS (Social Communication, Emotional Regulation, and Transactional Support) Model .*
- Reszka, S.S. 2012. "Ecological features of preschools and the social engagement of children with autism." *Journal of Early Intervention* 34(1): 40-56.
- Rochford, D. 2016. "The Rochford Review: final report. Review of assessment for pupils working below the standard of national curriculum tests."
- Sherratt, D, and M Peter. 2002. *Developing Play and Drama in Children with Autistic Spectrum Disorders.*
- Sissons, Mike. 2018. *Mapping and Assessing Personal Progress for learners of all ages working within a Semi-Formal Curriculum Model.* Equals.
- Sissons, Mike. 2024. "What works and what matters. Assessing the progress of learners with profound, complex and severe learning disabilities." In *A different view of curriculum and assessment for severe, complex and profound learning disabilities*, by Peter Imray, Lila Kossvaki and Mike Sissons, 21-35.
- Standards & Testing Agency. 2020. "Pre-Key Stage Standards 1&2."
- Standards & Testing Agency. 2020. "The Engagement Model."
- Sunningdale School. 2024. *Curriculum Overview.* 27 02. <http://www.sunningdaleschool.com/curriculum/curriculumoverview.htm>.
- The British Association for Early Childhood Education. 2012. "Development Matters in the Early Years Foundation Stage (EYFS)."
- Vasta, R, M.M. Haith, and S.A. Miller. 1999. *Child Psychology.*
- Waller, J. 2023. "The Power of Play." In *A Different View of Curriculum and Assessment for Severe, Complex and Profound Learning Disabilities (Connecting Research with Practice in Special and Inclusive Education)*, by Peter Imray, Lila Kossvaki and Michael Sissons, 90-104.
- Waller, J. 2024. *Strategies for Defining Learner Characteristics to Support Pathway Based Learning (webinar).* May 14th.
- Welsh Government. 2006. "Routes for Learning."