

## ASSESSMENT POLICY

This policy applies to the whole school

*The Policy is available to the school staff on the 'Staff Shared'*

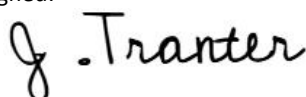
**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of Landon school. All our school policies support our approach to safeguarding (pupil protection). Our fundamental priority is our pupils and their wellbeing; this is first and foremost.**

**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 via the signing of their employment contract.

**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  
Date Reviewed: September 2026  
Next Review: September 2027

Signed:



Mr Jody Tranter  
Headteacher



Mr Andy Thompson  
Proprietor who is the Chair of the Advisory  
Board



Katie Thompson  
Proprietor's agent

**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 their 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)*

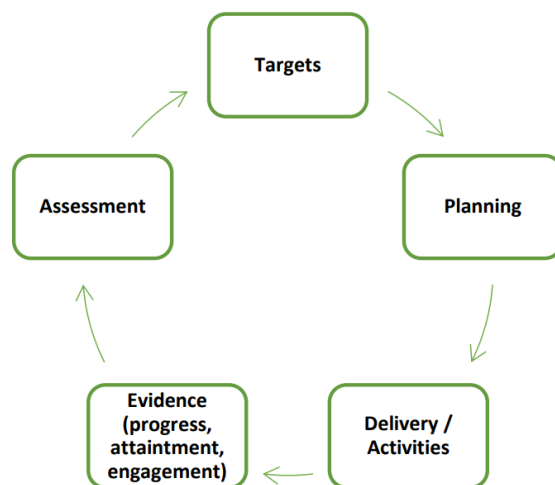
**Assessment process at Landon School: ipsative assessment.** All learners at Landon School are different and unique and, therefore, require an approach to teaching and planning which renders meaningless any kind of comparative judgements or benchmarking (Sissons 2024). This personalized approach does not produce quantitative data for a direct comparison of students' performance. At Landon School, inspired by the research of different specialist authors (Imray, Kossyvakaki 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 half-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 (PLP) where the starting point in writing personal learning intentions is the learner - their motivations, strengths and needs (Sissons 2018).

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).*

The assessment process draws from multiple sources. These include developmental and non-linear assessment frameworks, engagement profiles, understanding of engagement motivators, recorded evidence via the Evidence for Learning platform (EFL, including video, photographs, and written commentary), deep-dive pupil progress report 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.



An assessment of lateral progress (ALP), taken from the Mapping & Assessment Personal Progress (Sissons, 2018) is utilised to make assessments of progress in four areas:

- Independence – ranging from dependent to independent execution of a skill
- Fluency – ranging from approximate to accurate execution of a skill
- Maintenance – ranging from inconsistent to consistent use of a skill or demonstration of knowledge
- Generalisation – ranging from use of a skill in one context to many contexts

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.

Using the ALP judgements (and use of other assessment frameworks described below), 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 class teacher.

### ***Excellent Progress (green)***

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 (see above) 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.

### ***Good Progress (amber)***

For a pupil to be considered to be making 'Good Progress' they will usually be making developmental progress, at least laterally (in the four areas outlined above), 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.

### ***Little Progress***

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.

## **Frameworks used to inform assessments**

The assessments that form part of this process are matched to the needs of the individual pupil and the curriculum pathway on which they are currently working. Developmental assessments serve to alert us to issues and gaps in communication. At Landon, it is imperative that these are not prescribed, and it is at the discretion of each teacher to determine which assessments/ frameworks may assist in making accurate judgements of progress or to aid in determining next steps to avoid the 'trap' of a tick box assessment tool that strives towards a fixed 'next step'.

Assessments that may be used at Landon School include:

1. Routes for Learning – Is primarily used for pupils with PMLD and/or CLD working at the earliest stages of engagement
2. SCERTS – Is implemented across all pathways, differentiated by three partner stages to determine targets in social communication & emotional regulation whilst providing effective transactional supports
3. The Engagement model - 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.
4. MAPP Milestones - MAPP is used to inform the next steps for learning and guide teachers across key areas of development (communication, cognition & personal development)
5. ASAP (Assessing Social communication And Play) - Is implemented across all pathways to ensure Landon's play based pedagogy leads to meaningful learning through play and scaffolds provision to ensure learning within appropriate zones of proximal development

6. Pre-Key Stage Standards - The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end of key stage assessment. This is a linear assessment that builds upon prior knowledge so is used for Semi-Formal and/or Formal learners to guide appropriate acquisition of subject specific learning
7. Alternative Method of Speaking (AMS) taken from Essential For Living (EFL) - Is used on a discretionary basis to determine whether forms of Alternative or Augmented Communication (AAC) will yield to more functional and generalisable communication skills.

#### **Use of Engagement Model:**

#### **Mapping and Assessing Personal Progress (MAPP):**

#### **Recording Progress (Evidence for Learning - EFL)**

Evidence for learning is an online platform used for evidencing and tracking progress against individual Personalised Learning Plan (PLP) targets related to the four areas of SEND need outlined in pupil's Education Health & Care (EHC) Plans:

1. Cognition and Learning,
2. Communication and Interaction,
3. Personal, Social, Emotional and Mental Health,
4. Physical and Sensory Development.

PLP targets are also linked to pupils' and families' aspirations as set out in their 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 EFL supports any assessment framework and any assessment model we use it across ALL pathways with ALL pupils.

#### **Frequency of evidence:**

- Daily – Evidence uploaded of engagement in learning
- Weekly – All PLP outcomes have explicit evidence linked weekly to pupil PLGs (PLPs on the EFL platform)
- Half-termly – A tag must be created to link evidence to each of Landon's curriculum areas at least 1x per half term

#### **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. 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 in a way that is accessible and appropriate for them. 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.

#### **Pathway Finder Assessments**

At Landon School, we are committed to providing a highly personalised and supportive educational experience for every student. When a pupil joins our school, we conduct an initial assessment period lasting on average 4-5 weeks (a typical half-term period) to determine the most appropriate learning pathway. Central to this process is our *Pathway Finder Meeting*, where we collaborate with families to align our curriculum and provision with the student's

individual goals, Education, Health and Care Plan (EHCP), and specific educational needs. During this meeting and the broader assessment phase, we evaluate four key learner characteristics:

1. The student's SCERTS Communication Stage,
2. Their ability to tolerate demands and uncertainty,
3. Their cognitive and social play stage,
4. Their capacity to engage and suitability to access subject-specific learning.

This comprehensive approach ensures that we gain a deep understanding of each learner, enabling us to tailor their educational journey in a way that maximises progress and supports long-term success.

**Monitoring & Evaluation:** The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Advisory Board 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 Headteacher, Deputy Head and Advisory board. 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,
- Keeping records of pupil's progress on the online platform 'Evidence for Learning' and progress RAP meetings,
- 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,
- Working alongside staff in order that they have the information required 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

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.

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