

ROSEWOOD FREE SCHOOL

Title: Assessment for Learning Policy

Lead Reviewer: Head Teacher

Who this is aimed at: All Staff

Version	Reason for Change
V3	Updated Pedagogy July 2022

Date Initially Implemented	
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Frequency of review	5 yearly	Review due	2027
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Philosophy

The first statement in our “Beliefs and Aims” is:

“We believe that in order to provide an effective learning environment it is necessary to have a detailed and shared understanding of a learner’s needs by all the professionals from education and therapy.”

Research supports this statement and we have developed our own assessment tools, with a linked curriculum, using key skill areas; these are our ImPACTS Key Skills. Our development of these continues to be an evolving piece of work as we refine and adjust them in light of research and experience. We are particularly mindful of the developments in neurological science that are allowing us to understand brain development in more detail and how this must impact on educational practice.

Aims

- To involve all relevant professional, families and carers in the assessment of each learner.
- To give staff realistic and accurate information about each learner’s current levels of attainment, indicating either progression or regression
- To inform staff, families and the multi-disciplinary team about each learner’s development and to guide next step planning.
- To provide “ipsative” assessment information that allows monitoring of each learner’s progress against their previous year’s assessment data.
- To provide detailed assessment and predict realistic outcomes based on the learner’s unique learning profile and existing data information.
- To inform Senior Leadership of learners who exceed or do not meet predicted outcomes and trigger a multi-disciplinary response.

Assessments Used:

All learners at Rosewood School are assessed using ImPACTS Key Skills in:

Communication
Cognitive Skills
Environmental Control (EC)
Physical Development Fine Motor
Gross Motor
PSEWB – Self help

- Self Advocacy

Once these assessments have been completed, using the ImPACTS Workbooks, then the information is transferred to their individual profile.

For new entry learners this will be completed within the **first two terms**.

For learners entering school without an Education Health Care Plan, they will need to have a **Statutory Request and Assessment completed**.

Assessments against ImPACTS Key Skills should be completed once a year at the time of the learner's Education and Health Care Plan Annual Review. At the teacher's discretion, additional assessments may take place through the year if the learner's needs change significantly.

At the Education and Health Care Plan Review the Key Skill data is summarised in the Appendices for both Annual data and the Engagement Data.

Following the completion of the Communication Assessment, a 'Questionnaire to support the development of a Communication Passport' should be filled in. This supports the production of an Individual Communication Passport, which should be displayed on each learner's chair. Communication Passports should be updated at least annually. Support in devising these can be requested from the Speech and Language Therapist.

For those learners who are working above PMLD levels the school has developed "Extended ImPACTS Assessments". The areas covered are:
Communication

Cognitive

ECT

Relationship and Sex Education

We also work in partnership with Great Oaks School to use their Pathway One curriculum, making adaptations for physical access where a learner's needs are best served by extended access for some of the curriculum areas.

Additional assessments

a) Affective Communication Assessment (A.C.A.)

See Communication curriculum folders for further information.

ACA is primarily used for assessing pre-intentional learners and beyond, but may also help when getting to know new learners. Information is collected from a whole variety of experiences and lessons and collated by the teachers.

b) Functional Visual Assessment Toolkit

This toolkit supports the assessment of visual functioning in learners with visual impairment, and leads to the production of an individual visual profile. It is used as part of the initial assessment of learners in Early Years, and should be used regularly for learners with visual impairment to ensure that we have an up to date understanding of their visual abilities and needs. The profile should be updated at least annually.

c) Functional Hearing Assessment Toolkit

This toolkit supports the assessment of hearing in learners for whom a thorough assessment of functional hearing is required. Completion leads to the production of an individual listening profile. It is used as part of the initial assessment of learners in Early Years, and should be used regularly for learners with hearing impairments and those for whom a profile cannot yet be produced, to ensure that we have an up to date understanding of their listening abilities and needs. The profile should be updated at least annually.

c) Early Years

In Early Years a ‘**My Unique Child**’ booklet is completed prior to school entry during a home visit, to provide information about a child’s current skills, abilities, behaviours and needs.

A booklet entitled ‘**My Observation Notes**’ is used to record observations made during a child’s early school days. This information is subsequently used to complete the Key Skills Assessments and to support the development of a child’s Individual Education Programme.

d) In year starters also use the ‘**My Unique child**’ and ‘**My Observation notes**’.

Developing Profiles from assessment

The main aim of a thorough assessment is to provide all staff who work with the learner the information they need to meet the learner in their learning. As a school, we use the “Informed SCRUFFY” approach (see Curriculum Policy).

We have devised several profiles and codes to present this information in a quick and easy read format to support staff.

- Communication passport
- Learning Intentions Profile
- Involvement Levels
- Eye Level Code
- Developmental Level Codes and easy read crib sheets
- EC Profile
- Intensive Interaction profile
- VI and HI Profile

Developing a Learning Intentions Profile:

For all learners aged 2-16 with an EHCP the school expects targets derived from the above assessments, to ensure a balanced and holistic profile across the following areas:

Communication - 3 targets
 Cognitive Skills - 2 targets
 Environmental Control -1 target
 Gross Motor – 1 target
 Fine Motor – 1 target
 PSEWB Self Advocacy – 1 target
 PSEWB Self Help – 1 target
 Hydrotherapy/Rebound as appropriate

For learners in the Hub@Rosewood aged 16-19 with an EHCP, then a needs led approach under the following headings is planned to support preparation for adult living, using the headings:

Friendship and Community Inclusion
 Employment
 Independent Living
 Health

- Targets are proposed and shared with the family and the MDT, and formally reviewed at the 6 monthly and evaluated at the following Education Health and Care Plan review meeting.
- There is an expectation that targets will be reviewed yearly however teacher judgement and evidence from observation/recordings can alter and lead to the changing of targets at any point in the year. This would require a consultation meeting with the family and where appropriate the MDT.

Recording:

The need to record a session and make observations is at the discretion and leadership of the class teacher or in their absence the HLTA. Staff are not required to record every session but ensure significant learning, resources and or approaches are captured.

- All classes in the main school use the same IEP Recording and Observation sheet, which is supplemented by additional recordings for Intensive Interaction, ACA, FVAT and FHAT.
- The Hub classes use a PAP format supplemented with the above.
- All staff are trained and expected to conform to all recording systems; we have an agreed shorthand for recordings against IEP targets:



Achieved as written

x

Not achieved (NB a cross is not to be used to indicate no coverage)

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Working towards

- All staff should also comment on the indicators of involvement of the learner (Involvement Indicators for each learner are displayed in every class).
- All teachers are free to use time in the timetabled week to look at and follow up any observations/recordings made by the team. The responsibility to summarise recordings falls with the teacher, who then uses this information to inform Education and Health Care Plan Review, 6 Monthly meetings and any statutory assessments. The recordings themselves are both informative to next steps and serve as evidence of achievement.

Reporting:

All families will receive three written reports a year

- Education and Health Care Plan Review Report
- 6 Monthly Review
- Whole Class End of Year Review

Home-school books are used for the essential day to day communication and a reflection of the day's learning. Class Dojo is also used to share media footage of key learning and activities

Education and Health Care Plan Review Meetings:

These meetings are a key opportunity to meet with families and to ensure they are involved in devising the most appropriate plan for their child. Staff write a thorough and detailed report against the outcomes planned in the previous year's Annual review and propose the next appropriate developmental areas to be working on.

The school have been piloting an "Island Plan" to ensure that points of transition for every learner are marked and that the family are part of the planned way forward for each learner.

Other professionals are invited to attend this meeting and as part of the reporting process will be invited to submit reports. This is the significant point in the year. Education and Health Care Plan Reviews are organised by the date of initial statement.

Data collection is against a year's work for each learner. We do not carry out an end of year whole school data collection, but the analysis of all the data is completed at the end of the academic year.

6 Monthly Review Meetings:

At these meeting the teachers meet with the families to receive an update on how the learner is progressing against the Individual Education Plan set at the Education and Health Care Plan Review. The family is also invited to update the school on any issues that could be affecting the learner.

Whole Class End of Year Review:

This gives an overview of the enrichment activities that have happened over the year in the class and is personalised with photographs of each learner.