



Assessment Policy and Plan

April 2019

Review April 2020

Background

At our schools we use assessment from the point of referral as a way of identifying the educational and therapeutic needs of each student, demonstrating the baseline on entry to the school and identifying educational and therapeutic progress and changing needs of each student throughout their time at school.

Assessment is ongoing and includes teacher assessment of gaps in learning, learning styles, basic skills and formal external qualifications. It informs our practice, is fed back to students and parents/carers through half-termly reports, is shared with other professionals and referring agents as appropriate and helps us and the students set expectations and aspirations for the future.

Timescales

Assessment begins before entry to the school and continues throughout the students' time at Exceptional Ideas Ltd's schools as shown in the grid below:

Type of assessment	Timescale for carrying out assessment	Desired outcomes from assessment
Baseline assessment	During first 4 weeks of induction programme	To indicate the educational levels of each student, their health, social and therapeutic needs and to provide a baseline for future teaching, planning and assessment. To demonstrate progress throughout their time in school.
PASS assessment (self esteem)	During induction, baseline is sought for this and it is reviewed annually	To indicate level of self-esteem in relation to school life. Indicates areas that need to be supported and developed and shows progress.
Social skills assessment	Ongoing throughout the student's time at Exceptional Ideas Ltd's schools. Assessment summaries are kept in the progress file.	To ensure that all skills are recorded and that all staff are aware of the types of things the students can and can't do in relation to everyday living. To target break and lunchtimes to cover the gaps in knowledge for each student in an informal way and to inform planning.

Reading assessments	<p>Reading assessments will be carried out during induction (if no other assessments are available) and using standardized reading tests or key words, depending on the level of skill of each individual student.</p> <p>Where reading levels are functional at this point no further reading tests will be carried out. Where results are below 10 years they will be repeated annually during the summer term.</p> <p>Where students require special dispensation for exams, a reading test will be carried out as necessary.</p>	<p>To gauge the level of reading ability and gaps in knowledge.</p> <p>To inform further planning and teaching.</p>
Curriculum tests	<p>Carried out during induction to inform planning and set a baseline for each student against which to demonstrate improvement.</p> <p>Carried out at the end of every lesson to gauge the level of understanding and prepare students for future exams.</p>	<p>To gauge levels of academic achievement and inform planning.</p> <p>To report to parents and purchasers on improvement.</p> <p>To demonstrate improvement over the student's time at school.</p>
End of topic tests	<p>Carried out in each subject at the end of each half term to gauge the level of understanding and retention evident from that half term's learning</p>	<p>To enable plans to be drawn up for revision purposes, and for gaps to be in evidence that can be covered during future learning. To demonstrate improvement over the student's time at school.</p>
Red, amber, green assessment (academic)	<p>Ongoing throughout the time at school. Performed in each lesson for every subject area from admission to leaving.</p>	<p>To gauge levels of academic achievement and inform planning.</p> <p>To report to parents and purchasers on improvement.</p>

	<p>These are reviewed on an ten-week cycle and teaching/planning is adjusted accordingly.</p> <p>Red = No understanding Amber = Partial understanding Green = Complete understanding.</p>	To demonstrate improvement over the student's time at school.
Red, amber, green assessment (therapeutic)	<p>Ongoing throughout the time at school.</p> <p>Therapeutic daily targets are assessed on a daily basis using RAG measurements which are individually targeted to each student's expected ability. Reviewed every ten weeks and adjusted accordingly.</p> <p>Red = Not achieved. Amber = Partial achievement. Green = Complete achievement.</p>	<p>To assess therapeutic progress against set targets.</p> <p>To report to parents and purchasers on improvement.</p> <p>To demonstrate improvement over the student's time at school.</p>
Personal and Social development scales	All PSD scales will be completed for each student in spring term each year	To gauge social, personal and emotional development and include these measures on end of term reports. To demonstrate progress therapeutically over the student's time at school.
Entry Level Certificates	Not all students will undertake these. As such, they will have individual and differentiated time scales by which to complete these qualifications.	To consolidate learning and gain externally set qualifications throughout the student's time at school. This will also raise confidence in sitting examinations and feedback progress to students and parents alike.
GCSE examinations	Mock exams will be carried out during November each year for all students sitting GCSE in the same academic year.	GCSE mock exams will inform predicted grades and give students experience of GCSE examination processes.

	<p>All year 10 students will undergo a half term of past papers in order to begin to gauge expected achievement in year 11. GCSE examinations to follow GCSE timetable from AQA.</p> <p>All coursework will be completed according to deadlines set out by the Exams Officer.</p>	
Further external tests and assessments	For example, health and safety, food hygiene, fire safety	<p>To increase the student's breadth of education and to provide them with certificates that will show their learning over and above GCSE's.</p> <p>To demonstrate ability that will help them in the future and help them gain access to their desired post 16 courses.</p>
Risk assessments	<p>Carried out every 10 weeks and reviewed after an incident involving the student to ensure that all risks are covered.</p> <p>Risk assessments relating to trips out of school are included in the main risk assessment but where further risks may present due to the group of students involved and the venue being visited and transport arrangements. For trips out of school hours a further risk assessment will be completed that includes all personal details and an emergency contact number for the time period of the trip.</p> <p>When a student is participating in work experience a further risk assessment relating to this activity will be</p>	<p>To ensure the safety of all staff and students involved in education and further learning.</p> <p>To ensure the safety of the general public where appropriate.</p> <p>To enable us to make informed decisions should the situation demand it, having given prior consideration to the process of risk.</p>

	completed and shared with parents/ carers, student, staff and the key person in the work placement.	
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Storage of assessment information

All information will be kept confidentially on the student's e-file (Cloud).

All information will be kept electronically in order to enable senior staff to determine the strengths and weaknesses of our approach and enable us to address weaknesses and disseminate good practice across our organisation.

Management of assessment

The Deputy Director for Education will monitor the use of assessment across the organisation and will work to ensure that it is appropriate and rigorous. S/he will work with the marking team to ensure that our marking is moderated and checked against external mark schemes.

The Deputy Director will further support and train staff in their use of questioning, their ability to assess fully the understanding and skills of each student and to ensure that where gaps in knowledge exist we are aware of these gaps, as is the student and parent / carer and that this knowledge is used as a basis for targeted work and overall improvement.

Training

All staff are expected to complete ongoing training starting in their induction period, in assessment.

This training will be provided by the Deputy Director, SSM (Therapeutic) and Directors and will be a key element in the training of all staff.