



Assessment policy and plan

March 2016

Review March 2018

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, curriculum levels (which can be found on our website and on the Cloud) and formal external qualifications. It informs our practice, is fed back to students and parents/carers through 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.
Basic skills assessment	Ongoing throughout the student's time at Exceptional Ideas Ltd's schools. Assessment summaries are kept in the progress file and cover language and mathematical skills related to everyday use.	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	Reading assessments will be carried out during induction (if no other assessments are	To gauge the level of reading ability and gaps in knowledge. To inform further planning

	<p>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 4 months prior to sitting the exam.</p>	and teaching.
National curriculum tests	<p>Carried out during induction to inform planning and set a baseline for each student against which to demonstrate improvement.</p> <p>Repeated in autumn and summer term each year</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>
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>These are reviewed on an eight week cycle and teaching/planning is adjusted accordingly.</p> <p>Red = No understanding Amber = Partial understanding Green = Complete understanding.</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>
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 students expected</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</p>

	<p>ability. Reviewed every eight weeks and adjusted accordingly.</p> <p>Red = Not achieved.</p> <p>Amber = Partial achievement.</p> <p>Green = Complete achievement.</p>	<p>student's time at school.</p>
<p>Personal and Social development scales</p>	<p>All PSD scales will be completed for each student in spring term each year</p>	<p>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.</p>
<p>Entry Level Certificates</p>	<p>All assignments to be completed by the end of the autumn term each academic year for all students in Year 9 (or Y10 if they are late into the school)</p>	<p>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.</p>
<p>GCSE examinations</p>	<p>Mock exams will be carried out during April and May each year for all students sitting GCSE. GCSE examinations to follow GCSE timetable from AQA.</p> <p>All coursework will be completed by the end of the last half term of Y10</p>	<p>GCSE mock exams will inform predicted grades and give students experience of GCSE examination processes.</p>
<p>Further external tests and assessments</p>	<p>For example, health and safety, food hygiene, fire safety</p>	<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>
<p>Risk assessments</p>	<p>Carried out every 10 weeks and reviewed after an incident involving the</p>	<p>To ensure the safety of all staff and students involved in education and further</p>

	<p>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.</p> <p>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 completed and shared with parents/ carers, student, staff and the key person in the work placement.</p>	<p>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>
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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 on the cloud 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 Senior Student Mentor with responsibility for assessment and Quality Assurance 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 Student Mentor with responsibility for moderation to ensure that our marking is moderated and checked against external mark schemes.

The Senior Student Mentor 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 SSM (Assessment and QA), SSM (Therapeutic) and Directors and will be a key element in the training of all staff.