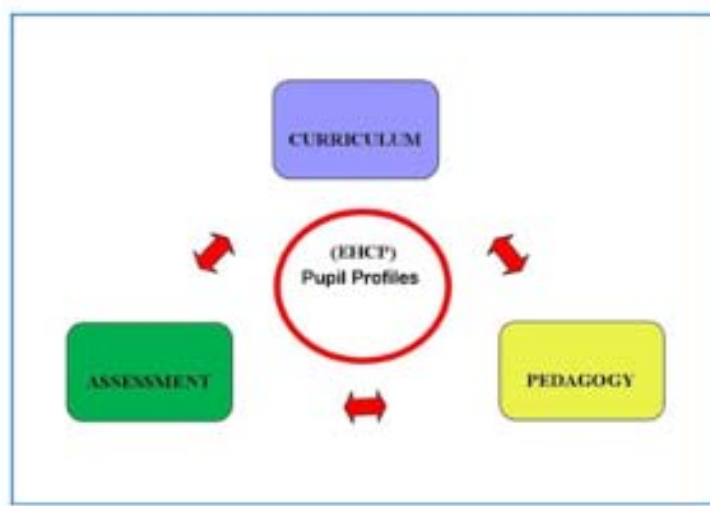


## Complex Learning and Additional Needs (CLAN) Special Resource Provision (SRP) Assessment Policy

**Rationale and Aims:** During the academic year 2017-18, following extensive trials in our own classroom and from learning from best practice as part of our Swindon-wide Research and Innovation Group responding to the Rochford Review which Red Oaks led on, we made a number of changes to our assessment policy. In addition to the changes in assessment nationally, we also did this in response to changes in the needs of our own pupils within our provision and a different approach being needed to fairly reflect the progress that they are making in different ways as the previous assessment systems were not working for all pupils.

The recommendations proposed by the Rochford Review present us with a fantastic opportunity to improve how we capture the holistic achievements and progress of our pupils in the four areas of need as defined in the SEND Code of Practice (2015). The introduction of EHCPs already requires us to set personalised targets and evaluate pupil progress in these four areas, but for a variety of reasons we have not always fully assessed or reported holistic performance in as much depth as we could. The Rochford Review has recommended that schools link together curriculum, assessment and pedagogy to ensure that EHCP related outcomes for pupils can be better realised in practice and embedded at the heart of our work:



We have therefore worked towards a system of assessment which better facilitates and records the impact we are having on the idiosyncratic SEND profiles of our pupils, whilst minimising the negative impact of barriers to learning, and so celebrating the beneficial outcomes accruing to them as a consequence. This is to ensure that teaching and learning is personalised to each child's individual learning journey to ensure maximum progress in the areas which are key to each and every individual child; their varying abilities, talents, interests and aspirations, whilst respecting that not all pupils can make progress via normal developmental milestones or sustain linear trajectories of learning.

We aim for:

- Successful learners who are reaching mastery and generalisation in new concepts and skills to help them achieve long term outcomes as set out in their individual EHCPs;
- Safe, happy and healthy learners who enjoy their education, who benefit from friendships and are emotionally resilient;
- Responsible learners who can interact positively, be self-determined and contribute to school life;

- Engaged learners who are motivated to participate in new learning activities, retaining knowledge of what they have experienced and ultimately able to apply new skills and concepts in functional ways with increasing independence to prepare pupils for adulthood.

CLAN SRP's marking, assessment and feedback procedures are adapted from whole school policies as due to the high ratio of staff in the CLAN SRP and the fact that many pupils are working below the National Curriculum, the vast majority of this feedback is verbal and immediate. All teaching staff, including teaching assistants, are responsible for facilitating the progress of pupils through quality feedback.

**Purpose of marking:** In the SRP the main purpose of marking is to celebrate learning and communicate support given. Next steps where appropriate are recorded in the 'Evidence for Learning' app and through regular and comprehensive assessment for learning procedures, these next steps will be incorporated in subsequent planning and learning objectives.

**'Evidence for Learning' app:** We now input almost all data directly into the 'Evidence for Learning' app. Staff now obtain targets from the children's PLGs (Personal Learning Goal tools within the app). Children who are accessing Foundation Stage will have their assessments recorded on ILD.

Meaningful assessment evidence should be recorded most lessons for each pupil – either in books or in the 'Evidence for Learning' app. Annotations should be primarily reporting on progress against targets and must clearly outline what the child has achieved in context, outlining any support and areas for development. Annotations should be clear and focused.

We also share evidence with parents through this app and equally, they are able to upload evidence from home too, as well as respond to that shared by school. Homework is linked to children's PLG targets with the aim that parents can provide evidence of generalised learning at home through the app. As well as sharing pupils' achievements through the app we are able to model different teaching and learning techniques and targets to support a joint home school approach to support children meeting their targets. We aim to send home at least 3 pieces of work a term, so 18 across the year (although in practise we share much more), demonstrating a broad range of subjects and learning opportunities, but relevant to their personalised EHCP targets, wherever possible.

### **Summative assessment:**

Progress towards EHCP targets within children's PLGs is recorded as: New, Engaging, Developing, Mastered and Generalised.

### **Engagement for Learning:**

If a child is stuck on 'new', the Engagement for Learning approach may be used as a problem solving tool to move them on to 'engaging'. This is the process:

- 1) Engage parents in conversation (could be at termly assessment meeting) about what engages their child and what they see as the barrier for that particular target for their child.
- 2) Complete an 'Engagement Profile' of the pupil in a very engaged activity to see what engages them and what they look like when they are engaged.

- 3) Do a baseline observation of the child working on their target using the Engagement Profiles Indicators tool on Evidence for Learning and set an intervention.
- 4) Make one change next time you plan work for that target based on what learned from the previous observation.
- 5) Keep repeating using the Engagement Indicators tool, changing one thing at a time and monitoring impact using the Seven Areas of Engagement/Cognition and Learning – building on strengths where a high score is achieved and continually striving to improve that child's engagement through reflecting on the pedagogy and evidence gathered.
- 6) Graphs can be produced to show progress is useful, using the app.

**Working in partnership with parents:** Parents are invited to three reviews of their child's EHCP outcomes a year (including the annual review). The PLG is reviewed and actions recorded on a parent meeting form and shared with the team to ensure continual reflection of targets to ensure maximum progress. Parental engagement and supporting generalisation of targets at home is key to this system.

**Marking:** For most work in writing (learning journey), numeracy and science books (see below for exceptions), pupils will have a dated 'I can' learning objective at the top of the page which incorporates the child's individual target(s) relevant to that lesson and marking will follow the following guidelines:

- In green pen.
- Marked prior to the books next being used.
- Correct answers will be ticked and incorrect answers, e.g. spellings, sums, comprehension answers, will be dotted.
- Photographic evidence will be recorded directly to 'Evidence for Learning' and annotated in line with this policy.
- Yellow and green highlighting and marking codes for children working at a higher level, where appropriate.
- Learning objectives need to be ticked to the left where it has been achieved independently (unless 'with support' stated on objective), and dotted where not.
- Where children have worked independently, 'I' in a circle to be recorded at the end of the piece of work with a note of any support for that piece of work, e.g. to stay on task or what resources were used. Feedback should primarily focus on reporting against the learning objective(s) and should use the marking codes included in the SRP's language for assessment booklet (enclosed).

Where children have worked with support this will be recorded in a circle to be recorded at the end of the piece of work and/or a ratio of staff:child support if useful, with a note of what support was given and what was achieved independently in relation to that piece of work. Feedback should primarily focus on reporting against the learning objective(s).

- Teaching staff to ask themselves: 'having read the annotations in the book or on 'Evidence for Learning', would another person understand how they got to that point?' A photograph of the relevant section of the planning could always be included in 'Evidence for Learning' to support with this.
- Underneath the work, staff should initial next to their comments, include staff:child ratio so it is clear who has worked with the child.
- More general achievements in the lesson, e.g. from mental/oral starters or inputs should be recorded directly into 'Evidence for Learning' rather than in books.

- If further information is needed, books will be post it noted and handed back to staff to add detail.

**Exceptions to the above guidelines relate to the following:**

- Work from Forest Class assemblies, morning task or motor skills lessons or relevant target or generalised work – this should be dated in the top right hand corner with a short date in green pen and marked/annotated as appropriate to the piece of work. This may just be a simple tick and 'I' in a circle for independent.
- For those pupils whose work is mainly hands on and exercise books only represent a small part of a pupils' learning journey, the purpose of exercise books is to collate written work. Their progress is primarily recorded in 'Evidence for Learning'. Therefore, the marking policy above doesn't apply, staff need to annotate the piece of work against the objective(s) - clearly outlining on the piece of work what the child has achieved in context, including any support and areas for development. Annotations should be clear and focused and in green pen.

**Responding to Marking:** Where systems are visual; e.g. practising letter/number formation or using the redrafting code, children working at higher levels are encouraged to develop independence in responding to marking and taking their learning forward, where appropriate.

**Handwriting:** The majority of children learn and use a pre-cursive script in the SRP. Where children have shown a preference or natural aptitude for cursive handwriting, this is encouraged and supported. Marking for these children only should be in joined cursive. When modelling writing, clear pre cursive writing with correct letter formation should be modelled. We aim for pupils to be able to:

- Use appropriate tools for their mark making and writing according to their developmental stage
- Form and size letters correctly
- Use upper and lower case letters appropriately
- Use a correct and comfortable pencil/pen grip
- Use a pencil
- Use a blue pen for editing when they are working at higher levels as appropriate.

**Presentation:** All exercise books are expected to be neat and tidy. This means:

- |  |             |
|--|-------------|
| • on outside or inside of books  | No graffiti |
| • frames and visual resources to scaffold their learning and help them produce work they can be proud of           | Writing     |
| • are encouraged to develop independence sticking work into their books, however, these must not overhang the page | Children    |
| • available space should be used appropriately   | All         |
| • per square in maths books and work spaced out neatly   | One digit   |
| • checklists are used by children in blue pen  | Editing     |

## **'Why?' learning walks – supporting and facilitating purposeful teaching and learning**

\*\*\*N.B. This is work in progress and may just be done by the SRP Manager this year and not using the app until confidential passwords are put in place.

### **Understanding 'why?' walks**

Senior leadership team, external partners, peer critical friends (other teachers) and the SRP Manager will be conducting learning walks. All of these will be with prior notice (apart from SLT's).

### **Why are you doing this?**

In order to ensure that our assessment without levels system is robust and that all teaching and learning is meaningful, we will be monitoring and supporting you with the planning, teaching and assessment input more carefully to ensure that the outcomes for each pupil are the best they can be. It's key that all staff are clear what they are trying to achieve. Recording them on Evidence for Learning will also allow us to look at our strengths as a team and our own next milestones.

### **What will you do on a visit?**

We will write down some general observations about what is going on in the session. We will then ask one or two people some questions and make notes (either on a written proforma or Evidence for Learning).

### **What will you ask?**

We will most often be asking you **why** you and the pupil(s) are doing whatever you're doing, and what the purpose is. See overleaf for other questions we will be asking.

### **What is the best way to answer?**

You should be able to explain the reason for the activity. It might be linked to a priority target or EHCP outcome. You should be able to explain what you are hoping to see the pupil achieve, and what you would write down as evidence for the teacher.

### **How am I meant to know that?**

Your teacher is responsible for making sure you understand this for each session, or if linked to 1:1 target work that you have initiated, ensure you are clear what you are trying to achieve. If you don't know why you are doing what you are doing or working on the outcomes/targets set, it's important that you ask the Teacher or Therapist in a timely manner. Also reading and implementing the pupil's pen picture is really important too.

### **How will I know if I have done well?**

We will share key feedback with you on the spot, through 1:1 feedback sessions, performance management reviews and team meetings, if you don't hear back, well done you demonstrated purposeful learning. Feel free to ask the observer too for more feedback or a written report (if done on E4L).

**Thank you for all your hard work and striving to ensure that teaching and learning is always the best it can be for each pupil ☺.**

## This is an example of the format of the learning walk proforma on Evidence for Learning

### Headings:

- general observations
- generic 'why?' questions
- 'why?' notes
- what we will do to support you
- recommendations
- learning walk tags of what was seen
- links to characteristics of effective learning observed

#### EXAMPLE Learning walk

Observer: Rachel Suresh

Session Lead Teacher/TA: t

Session/activity (what doing and where?): RE in Forest - both Squirrels and Woodpeckers together

General observations: evidence of linking to RE GOW, personalised for Forest; linked to their special places, used video evidence personal to children - had invited Ahsan's sister in and Ahsan had modelled praying and answering questions, lots of hands on and visual resources.

'Why?' (all questions depend on context and what has been observed)...

- Why is each pupil doing this activity?
- Is the activity linked to a next milestone or EHCP outcome?
- Are you making opportunities for the pupil to progress? How?
- Are you enabling opportunities for communication; including peer communication?
- Are you enabling opportunities for independence?
- Can you think of better ways of doing/building on this activity?
- Do you think there has been any demonstrable progress this session? Tell me about it.
- How will you record and evidence the outcomes of this session?
- Are you enabling opportunities for pupils to demonstrate the characteristics of effective learning? Which ones?

'Why' notes:

To develop respect for each other and different cultures and religions - important life skill.

Linked to RE curriculum.

Opportunities to role play praying - a few of the children being given the opportunity to model respect through this. The majority of children respectfully listening ex. being a Muslim.

Photos and videos on E4s.

Slow progress in knowledge acquisition and revisiting previous learning needed but good progress in listening and demonstrating respect as per core aim.

What we will do to support you:

Arrange observation of speaking and listening in an SLP class at Uplands.

Recommendations:

Facilitate more peer to peer discussion.

Split into small adult led groups to ensure all children have an active role as much as possible.

Tags:

[Z - LW - link to curriculum next steps evident] [Z - LW - Engagement of all evident] [Z - LW Evidence of personalised learning - in planning] [Z - LW Assessment evidence evident] [Z - LW Children's understanding is checked] [Z - LW Behaviour is well managed] [Z - LW Lead Teacher/TA makes timely interventions] [Z - LW Most able learners are challenged and stretched] [Z - LW confident talking about why they're doing what they're doing] [Z - LW Adults know what progress looks like for each pupil] [Z - LW Clear and accurate annotation including levels of prompting evident] [Z - LW Evidence of personalised learning - in delivery] [Z - LW Displaying development of the Characteristics of Effective Learning]

EYFS > Characteristics of Effective Learning > Playing and Exploring (engagement) > Finding out and exploring

- > Showing curiosity about objects, events and people
- > Using senses to explore the world around them