

Parayhouse School Assessment and EHCP Policy

Approved by: TLA Committee

Date: 01/09/2021

Next review due by:

01/09/2023

Aims

The aim of this policy is to set out the:

- Guiding principles for Assessment at Parayhouse School,
- Ethos behind Assessment at Parayhouse School,
- Procedures for Assessment at Parayhouse School,
- Reporting methods and timetable for stakeholders, such as staff, parents and Governors,
- Monitoring and analysing of EHCPs
- Moderation ethos and procedures at Parayhouse School.

Principles

At Parayhouse School, we believe that assessment must be

1. fit for purpose
2. tailored to our students' needs
3. meaningful and embedded into daily teaching
4. demonstrate areas of not only weakness but also strength (i.e, we do not just identify gaps but celebrate achievement)

Bespoke assessment tools using SOLAR software have been created. These were needed as what was offered off the shelf, do not meet the needs of our learners. By devising outcomes that meet the needs of our students, and adapting/adopting SOLAR, we have a tool that allows us to report, measure and monitor progress.

Furthermore, as a Special Needs School, we have a robust practice of Moderation including, but not limited to, module Best Practice meetings, Key Teacher Book Looks and Moderations, Learning Walks and observations as well as analysis by the Assessment Co-ordinator throughout the year.

What we assess?

As all of our learners have communication, cognition and social/emotion difficulties what and how we measure is vital in recording progress, celebrating achievement and planning next steps. Therefore, we measure the following, using the various tools (examples available on website where appropriate). The source for each tool is also listed.

| Area of Learning | Tool | Source |
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| Core Subjects: <ul style="list-style-type: none">• Maths - Number & Measure | PHS SOLAR – phased outcomes | Devised by Assessment Team |

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| <ul style="list-style-type: none"> English - Reading, Writing, Rote Reading | | |
| Foundation Subjects: <ul style="list-style-type: none"> PE Art | Entry Level 1-3 (<i>where appropriate for Year 11 students</i>) | OCR |
| Speech, Language and Communication: <ul style="list-style-type: none"> Attention and Listening Expressive Language and Phonology Receptive Language Social and Emotional | PHS SOLAR – phased outcomes | Devised by SALT Team |
| Social and Emotional Needs | Boxall Profile | Nurture UK – annual Boxall subscription |
| EHCP Targets | Drawing from the above assessment tools – review meetings and IEPs to provide stepping stones of evidence | All contributors to EHCP process – Key Teacher, Therapist, families etc |

Procedures (Assessment)

The following demonstrates the yearly procedures for assessment at Parayhouse School. These alter slightly each year depending on National circumstances, however the core structure remains the same. Pupil progress is reported to parents through teacher/ parent meetings in October and March and in the student's annual review.

| Module | Activity | Reporting |
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| M1 | <ul style="list-style-type: none"> Pupil Progress meetings with Key Teachers to focus on students who did not make expected progress in previous year Baselining of new students on SOLAR IEP targets set for term 1 By Sept 2022 SOLAR targets will be generated annually, using | <ul style="list-style-type: none"> Pupil Progress data and evidence shared with SenLT Baseline report (attainment) presented to Staff and Governors |

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| | <p>past data for core curriculum subjects and communication</p> <ul style="list-style-type: none"> • Learning walks | |
| M2 | <ul style="list-style-type: none"> • Update of SOLAR for all students Term 1 • Moderation meetings for class books, planning and assessment • Core Curriculum subject focus observation for Key Teachers – Language and Communication • Boxall assessment to be completed for those students who are recognised as needing additional support through Pupil Progress meetings | <ul style="list-style-type: none"> • Feedback to Staff and Governors |
| M3 | <ul style="list-style-type: none"> • Pupil Progress meetings with Key Teachers to focus on students who are not making expected progress from previous term – using predicted targets from SOLAR • IEP targets reviewed and updated • Learning walks | <ul style="list-style-type: none"> • Pupil Progress data and evidence shared with SenLT • Learning Report (progress) presented to Staff and Governors |
| M4 | <ul style="list-style-type: none"> • Update of SOLAR for all students Term 2 • Book Looks from SenLT and MM team • Core Curriculum subject focus observation for Key Teachers – maths | <ul style="list-style-type: none"> • Moderation feedback to staff and Governors |
| M5 | <ul style="list-style-type: none"> • Pupil Progress meetings with Key Teachers to focus on students who are not making expected progress from previous term – using predicted targets from SOLAR • IEP targets reviewed and updated • Learning walks • Boxall profiles to be reviewed and re assessment for students as recognised through Pupil Progress meetings | <ul style="list-style-type: none"> • Pupil Progress data and evidence shared with SenLT • Learning Report (progress) presented to Staff and Governors |

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| M6 | <ul style="list-style-type: none"> • Update of SOLAR for all students Term 3 • Observation focus to be ASDAN • Portfolios to be formally moderated and certified according to the ASDAN regulations | <ul style="list-style-type: none"> • End of year learning report presented to staff (Presented to Governors following September)* |
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**End of year report is formally presented during a full governing body meeting, usually during the first meeting of the academic year in order to inform school targets going forward.*

Procedures (EHCP)

| Module | | Students involved |
|---------------|---|--------------------------------------|
| M1 | EHCP Review meetings year 6 and 11 & target setting | Transition students Year 6 and 11 |
| M2 | Annual reviews (by local authority area) | All students |
| M3 | Annual reviews (by local authority area) | All students |
| M4 | Annual reviews (by local authority area) | All students |
| M5 | Annual reviews (by local authority area) | All students |
| M6 | Meetings set for M1 for following academic year | All students |

The above is a general guide to the EHCP schedule across an academic year. It is important to note that at times emergency reviews are conducted outside of this schedule if required. All meetings should follow the below pre and post meeting procedures:

Before the annual review meeting:

1. Meeting dates are set for the appropriate time with invitations sent out to families, Local Authority and relevant professionals,
2. EHCP Co-ordinator reviews required documents (EHCP, Local Authority Review form, any professional input),

3. Local Authority Review Form completed (as appropriate) by EHCP Co-ordinator and Key Staff (Teachers, Speech and Language and Occupational Therapists and Assessment Co-ordinator),
4. Review forms sent home for Family/guardian views to be recorded.

Annual review Meeting is held

After the meeting:

1. Local Authority Review forms to be sent off within the appropriate time frame,
2. EHCP Co-ordinator to follow up any EHCPs not returned with amendments to parents and the school.

Reviewed by C.Huntington
October 2021

To be reviewed October 2022