



Ickburgh School Access to Fair Assessment policy.

February 2018

Review date February 2021

Ickburgh school is a school for children with severe learning difficulties (SLD) - **Active learners** - , severe learning difficulties (SLD) and autism (ASC) - **Connecting learners** - , and profound and multiple learning difficulties (PMLD) – **Sensory learners**- aged from 3 - 19.

Throughout the school we use the following process of assessment

- A baseline assessment on entry completed by the Head Teacher with parental input.
- An initial planning meeting with teacher, parent/carers, Speech and language therapists, physiotherapists and Occupational therapists as required. This meeting will ensure that all professionals involved are aware of the child's needs, that he/she is placed in the correct class and that all necessary equipment is in place to ensure he/she can access the curriculum and have all health care and personal needs met. Targets for progress will be set at this meeting.
- The class teacher and team will then plot progress using one of 3 assessment frameworks, as appropriate, as well as recording progress against Educational and Health Care Plan (EHCP) outcomes. The assessment frameworks used at Ickburgh school are: Routes for Learning (RfL), Autism Education Trust (AET) Autism Progression Framework, P Levels.

Routes for Learning (RfL)

The Routes for Learning framework focuses on early communication, social interaction and the cognitive skills that are crucial for all future learning, and looks at the relationship between the pupils and their environment. The 'routemap' shows a range of learning pathways leading to crucial skills. There is no hierarchical or predetermined order to achievement of the steps in the routemap and pupils may follow a range of pathways. This assessment framework allows teaching staff to record significant developments for learners with PMLD and also supports staff to look at possible next steps for the pupil. Using the Earwig online tool, progress along the routemap is recorded three times throughout the academic year, noting lateral progression in terms of level of skill acquisition e.g. developing fluency, generalisation. At the end of the year, actual progress is assessed against predicted progress and a predicted target is set for the coming year. This assessment framework is used for our sensory learners.

Autism Education Trust (AET) Autism Progression Framework

The AET autism progression framework supports staff in identifying learning priorities and measuring progress in areas that fall outside the national curriculum. These areas relate closely to autism 'differences' as identified within other AET materials and the impact of these on pupils' social, emotional, independence and learning needs. Using the Earwig online tool, progress is recorded three times throughout the

academic year, noting lateral progression in terms of level of skill acquisition e.g. developing fluency, generalisation. At the end of the year, actual progress is assessed against predicted progress and a predicted target is set for the coming year. This assessment framework is used for our connecting learners.

P levels assessment system

This is a detailed, developmentally based format (P1-P8) which can break down a child's achievement into small steps. Pupil progress is recorded three times throughout the academic year using B-Squared software. At the end of the year, actual progress is assessed against predicted progress and a predicted target is set for the coming year. This assessment framework is used for our active learners.

ECHP outcomes

Each pupil has an EHC plan that details their learning outcomes. We have created short term learning outcomes for each pupil that link to the relevant EHCP outcome – a stepping stone towards the overall outcome. These outcomes are assessed termly and progress noted. Short term outcomes are updated when achieved by pupil.

The senior management team scrutinises these assessment frameworks to ensure fairness and accuracy has occurred

All teachers are required to attend annual staff training in moderation of these assessment frameworks which ensures judgements are accurate

All teachers are made aware of this policy.

Asdan

We aim to provide a variety of awards and qualifications as follows:

- All secondary aged pupils will take part in the **Asdan Transition Challenge scheme**.
- All post 16 pupils will take part in the **Towards Independence Scheme** accessing modules according to need.
- All post 16 pupils will be registered for **Personal Progress** level One diploma which they will aim to complete(37 units) by their leaving date aged 19.
- **We aim to ensure that all assessment of work is carried out regularly, fairly and equitably in line with the awarding body's requirements.**
- **All work will be assessed fairly against the qualification Standards and teachers involved will be fully trained.**
- **Internal assessments will be carried out fairly and in keeping with awarding body instructions.**
- **We will follow assiduously the external moderators comments and directions equally for all portfolios of work submitted**
- **Students will be fully and equally supported onto the courses**
- **When appropriate students will be involved in their own assessment and learning intentions. All lessons will be planned by teachers to include individual learning intentions.**
- **Students will be afforded the opportunity to choose photographic evidence for inclusion in their portfolio of work**
- **Students work will be moderated and peer reviewed in plenary sessions at the end of lessons .**

Cheating and plagiarism

All students have Severe Learning difficulties or Profound and Multiple Learning Difficulties requiring close adult support for all activities. The majority are nonverbal and cannot read or write because of their global developmental delay and so by definition they do not have the intellectual capability to cheat or plagiarise. Accompanying staff and all those involved in moderation will ensure that work is presented honestly with full explanation of any support given and in full compliance with the awarding body requirements.

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