

## **iASEND Rationale**

We use iASEND as our ongoing assessment tool to track learning across subject specific areas, this is currently used for students accessing the Semi-formal and Formal curricula.

We track learning for all students in:

- English
- Maths
- Science
- Computing
- Personal and social development (PSD)

Additionally we also track creative learning for some students in:

- Art and design
- Geography
- History
- Design technology
- Music
- Religious education

As part of the first assessment for iASEND, school staff will consider which strand a student is working within; A, S, E, N or D. Each level then contains a list of statements for each subject.

For example S strand English “I hold books the correct way up and turn pages”.

All statements are written in child friendly language, from the child’s perspective. Teachers will then select statements to work on each term and facilitate learning towards these. How frequently statements are changed will depend on the student and their learning journey.

iASEND recognises that learning is not like a ladder. Due to their different needs, students will have individual strengths and areas for development. With iASEND, there is no expectation that students must complete certain statements before moving on to others. Students are able to work towards all statements at all times.

Students' progress towards statements is measured on a scale from shallow (new skill) through to functional (confident skill). This means we are able to measure the deepening of skills as well as any new skills. The scale for meeting each statement is:

| <b>Progress scale</b> | <b>Percentage of time learner demonstrates understanding</b> |
|-----------------------|--|
| Shallow               | 0-10%  |
| Emerging              | 10-30%   |
| Developing            | 30-70%   |
| Deepening             | 70-100%  |
| Functional            | 70-100% in more than one context                             |

At the end of each term, we are able to review the learning and iASEND will give us a percentage progress of the total number of statements, for each child. This allows us to track progress over time and spot any emerging strengths or areas for development. Finally, iASEND enables us to remove statements that are not appropriate for a student due to their specific needs. This means these statements do not count against a student when we review their percentages.

Teachers set a progress target in September for the coming year, these are based on the average percentage progress achieved by all students using iASEND across the country:

| <b>iASEND Strand</b> | <b>Suggested progress target annually</b> |
|----------------------|---|
| A strand             | 5%  |
| S strand             | 7%  |
| E strand             | 10%                                       |
| N strand             | 12%                                       |
| D strand             | 15%                                       |

In terms of assessment over time, we are able to compare students against their former selves to note progress. We do not make comparisons between students or groups of students as this would not be meaningful due to the unique needs each of our learners has. However, we are able to see whole school trends in progress to determine if additional focus on a curriculum area is needed.