

Northern Counties School

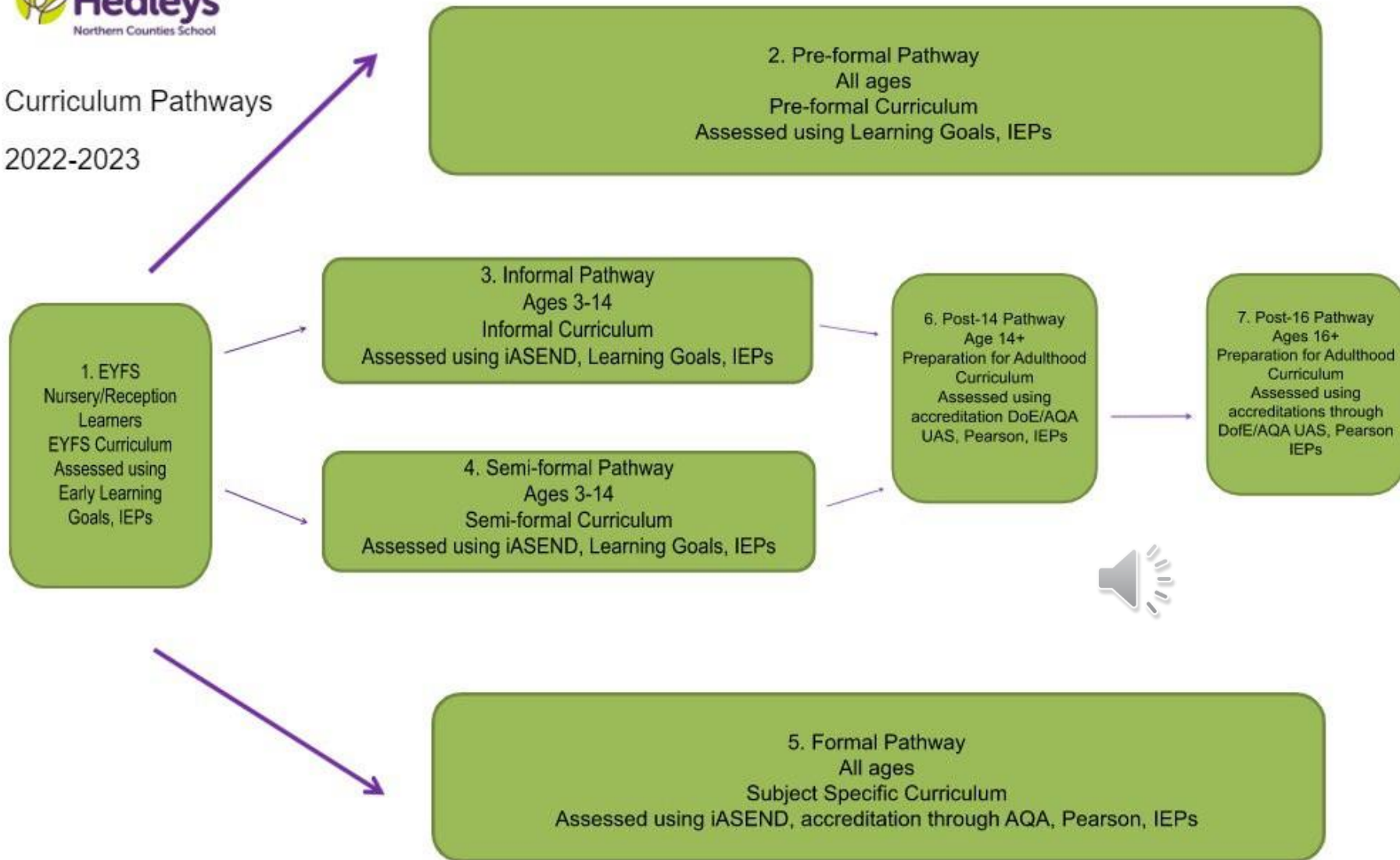
Assessment Introduction for Parents



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Curriculum Pathways

2022-2023



Early Years Foundation Stage

Our numbers of nursery and reception age students fluctuate year on year and between departments. Across school, all early years students follow the EYFS Framework and their progress towards the Early Learning Goals is documented.

Each student has their own EYFS assessment grid and classroom staff update this half termly based on their observations of student's learning. Evidence is recorded by narrative observations and earwig media.



Prime Areas	
Communication & Language	Listening, attention & understanding
	Speaking
Physical Development	Gross motor skills
	Fine motor skills
Personal, Social & Emotional Development	Self-regulation
	Managing self
	Building relationships
Specific Areas	
Literacy	Comprehension
	Word reading
	Writing
Mathematics	Number
	Numerical patterns
Understanding the World	Past & present
	People, culture & communities
	The natural world
Expressive Arts and Design	Creating with materials
	Being imaginative & expressive



Learning Goals

We have designed our own ipsative assessment tool linked to the EHCP areas where teachers have the autonomy to set individual learning goals for their students. These goals are summarised on a one page profile which is stored in the student's daily log file.

The learning goals cover five areas with two or three goals per area set:

- Communication and interaction
- Cognition and learning
- Sensory and physical
- Social, emotional and mental health
- Lifelong learning



Lifelong learning covers those key skills we want all our learners to leave school with; the ability to attract attention, show a preference, communicate feelings and be as independent as possible within the context of their needs.

Learning goals will not cover a set time period, some may run a month, some a year. The important part is that the targets are **individual**, **aspirational** and **frequently reviewed** to ensure they remain appropriate.



iASEND

We use iASEND as our ongoing assessment tool to track learning across subject specific areas, for students engaged in subject specific learning.

We track learning for all students in:

- English
- Maths
- Science
- Computing
- Personal and social development (PSD)
- 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 level English “I hold books the correct way up and turn pages”.

Each strand correlates to a developmental stage:

- A – P levels 1-4
- S – P levels 5-8
- E – Key Stage 1
- N – Key Stage 2
- D – Key Stage 3



iASEND

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. This is reviewed termly and we monitor all areas to check for key areas of progress and areas for development.

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. iASEND tracks the depth of learning (e.g. individual confidence with a skill) and well as the development of new skills.

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.



Accreditation

Alongside the preparation for adulthood aims (IEPs), students participate in appropriate accreditations. We offer a range of accreditations depending on what students are able to access. We always look to be aspirational for our students and frequently reflect on learning and whether accreditations remain appropriate or they need increased challenge.

This is the range of what we offer, which accreditations will run on which year depends on the cohort.

Accreditation	Subject Area	Award
AQA Entry Levels	Maths Follows student interests e.g. art	Entry Level certificate (ELC) or Award (1,2,3)
AQA GCSE	Follows student interests e.g. art	GCSE
AQA Unit Awards	Specific topics linked to curriculum and pupil interest	Pre-entry Level, Entry Level, Level 1 Students work towards individual units, many are mapped onto GCSE content making this accessible for our students in bitesize chunks.
Pearson	English, Maths and ICT	Entry Level (1,2,3) – style of assessment makes this option accessible to a wider range of learners. Alternatively Functional Skills Entry Level (1,2,3)
Pearson	Choices offered each year, for 23-24: <ul style="list-style-type: none"> • Caring for Children • Land Based Studies • Hair and Beauty • Hospitality and Tourism • Performing Arts 	BTEC Entry Level and Level 1 Introductory course – Award, Certificate or Diploma



Accreditation

BSL

British Sign Language

- Students achieve BSL level 1 and 2 qualifications

D of E

Duke of Edinburgh

- Students achieve Bronze and Silver awards

OPT

Adapted Duke of Edinburgh

- Students with profound and multiple learning difficulties achieve a DofE award tailored to their needs

Arts Award

- Students have the opportunity to engage with art at different levels achieving an award – Discover, Explore, Bronze, Silver Gold



Education, Health and Care Plans

In accordance with legislation, children's Education Health Care Plans (EHCP) are reviewed annually. An updated report incorporating notes of the annual review meeting is produced each year for every child. Parents are invited to submit a written report to form a part of the review process. Teachers and therapists complete annual reports and contribute views and comments regarding progress, strengths and areas for further development. Additional advice is sought, as appropriate, from other professionals to form an overview of the child. The annual review meeting (to which parents and other professionals are invited) is arranged every year following circulation of all reports and advice submitted by those involved with each child. All reports, an Individual Education Plan and notes from the annual review meeting combine to form each child's annual review report.

This will therefore usually include:

- Parents' comments on their child's development (the parents' views)
- The child's views recorded in the most appropriate format
- Annual review report that details progress against the child's EHCP outcomes.
- A copy of the child's Individual Education Plan (and transition plan from Year 9 onwards)
- A summary of the annual review meeting
- Recommendations with regard to the child's needs and future provision

The annual review report is circulated following the annual review meeting to parents, the local authority supporting the child at the school and other involved professionals.



Individual Education Plans

A detailed Individual Education Plan (IEP) is written based on the child's priorities for development, as detailed in their Education Health Care Plan. Priorities for development form the basis of individual targets in addition to the class based planning within which progress can be monitored. IEP targets are reviewed throughout the term in team meetings and are updated each term. Where a child has made significant progress or needs a target to be broken down into smaller steps, the target is changed at that point in the term.

Teachers and therapists provide:

- Qualitative data through commentary on the IEP document
- Quantitative data through percentage progress achieved

Both are tracked at four assessment points per year, at the annual review and the end of each term.



Further information

For further information please get in touch via email or phone:

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