

Assessment and Reporting Policy

Person Responsible:	Ruth Price
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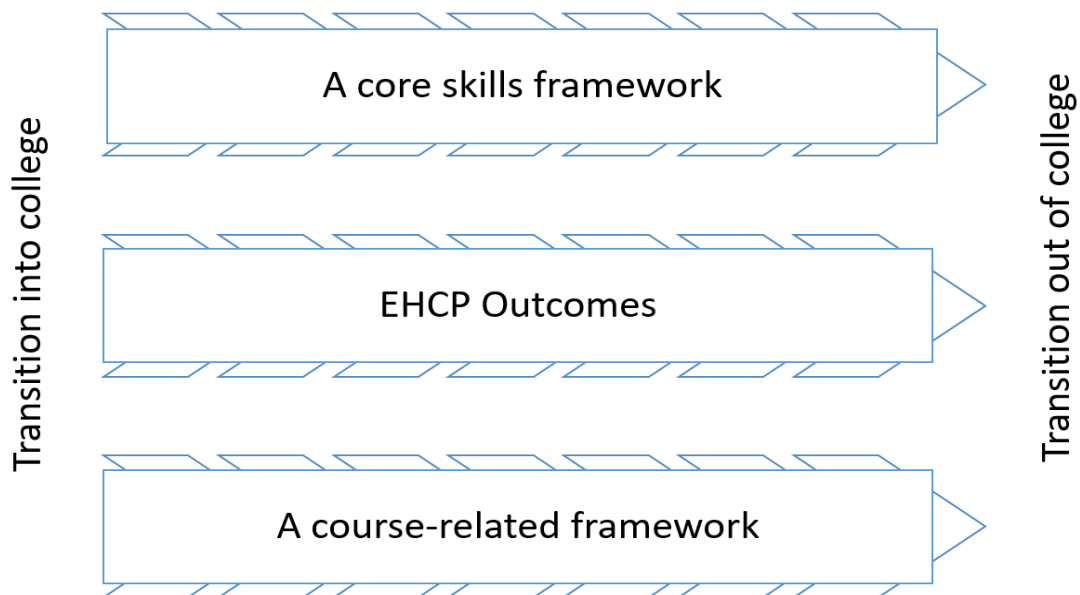
Rationale

Assessment is a vital part of the learning process. It supports teachers to understand the current understanding and skills the student has, and the rate at which the student is able to learn, consolidate and generalise new skills, in order to inform planned activities and learning targets. It supports students to understand what they need to do next to improve their understanding or master a skill. Assessment also provides the college with the information needed to monitor and support student progress, to measure the impact of particular teaching strategies or interventions, and on a wider scale to evaluate the impact of a curriculum.

Aims

Assessment strategy at Great Oaks College

As outlined in the diagram below, all students will be assessed in three areas throughout their time at college:



Core skills frameworks	EHCP outcomes	Course-related frameworks
Functional Skills Sensory Levels	Termly IEP targets, which are broken down from yearly IEP targets	Life Skills Independent Living Vocational Options Vocational Training Engagement for Life

Objectives

Assessment terminology

The types of assessment used at Great Oaks College are:

- Initial assessment
- Formative assessment
- Summative assessment
- Assessment for Learning (AfL)

Initial assessment

Initial assessment informs baseline levels and subsequently allows teachers to set learning targets based on next steps. It is carried out during:

- The first few weeks of a student's time at college
- The first few weeks of a student's time on a new course

Initial assessment at Great Oaks College may be in the form of:

- Teacher observation or questioning of student
- Teacher observation of a video a staff member has taken
- Support staff observations when quality assured by teacher and combined with their own
- A piece of tangible work e.g. a functional skills assessment paper

During initial assessment we:

- Remove support so that we understand what a student can do themselves
- Set baseline levels to the nearest full level
- **Do not** use prior informal assessment from a previous setting to inform our baseline.
- **Do** use prior formal assessment to inform our baseline – this means any regulated qualifications the student has achieved in previous settings

Formative assessment

Formative assessment occurs during the learning process, and measures progress made so far towards the learning target.

Formative assessment at Great Oaks College may be in the form of:

- Teacher observation or questioning of student (e.g. Concept Checking Questions)
- Teacher observation of a video a staff member has taken
- Support staff observations which have been quality assured by the teacher
- A piece of tangible work e.g. a functional skills assessment paper, quizzes or choose-it-maker activities
- A specific method related to a particular programme e.g. A PECS communication check

The purpose of formative assessment is to identify areas for improvement, so that teachers and/or students can adapt their teaching and learning strategies within an activity and/or for future activities. For example, if a student is not successful in a communication check, 4-step error correction could be used to teach them the correct symbol/object correspondence.

Formative assessment of a learning target must be documented on SOLAR twice within the learning process and may also be evidenced.

Summative assessment

Summative assessment is when assessment informs the teacher and student that the skill has been learned, and therefore the learning target has been achieved.

This may be a planned piece of assessment, or may occur unplanned during formative assessment – for example if a student masters a skill earlier than the anticipated learning time. All summative assessment should be documented and evidenced on SOLAR.

Assessment for Learning (AfL)

At Great Oaks College, AfL is:

- Assessment of whether a student has understood what they are expected to do (e.g. Instruction Checking Questions)
- Evaluation and adaptation of what is needed to help a student engage in the learning activity through which they will learn the skill, but not of their progress towards learning that skill itself (e.g. noticing that a student needs to have all the keys covered except two, as having the whole keyboard within sight is overwhelming them).

AfL is evident within planning, resources and classroom practice, but is not documented on SOLAR.

Documenting assessment on SOLAR for Schools

The college uses SOLAR for Schools to document all assessment.

Core frameworks and course related frameworks are assigned to the student on SOLAR. Teachers set the baseline level within each subject on a framework following initial assessment.

Teachers then create the assessment dashboard for the term, which enables them to set learning targets for different sessions across the student's curriculum. The number of learning target set per term is in line with the expected progress of 0.25% of a level per year and is relative to the total number of learning targets within the level for each subject.

Formative assessment must be documented on the first two stars of the learning target, as it takes place over the learning time. Evidence of this may be added to the star cards. Summative assessment is documented on the third star of the learning target. Evidence of this must be added to the star card.

Teachers also use the IEP function to set and document the assessment of Termly IEP targets. Evidence of this must be added to the IEP at the end of each term.

Spontaneous progress

Spontaneous progress will naturally occur outside of the learning targets set for a student. It is important that spontaneous progress is acknowledged and celebrated. When a student spontaneously masters a skill, evidence of this will be added to the third star of the corresponding learning target on the appropriate assessment framework subject, this will automatically complete the two preceding stars.

Occasionally, a student beginning at Great Oaks College will not show the full range of their skills during the initial assessment period and may then appear to make a significant amount of

spontaneous progress in a subject or area. In these cases, the baseline level will be reconsidered, and the learning targets adjusted.

Sharing of learning targets

Targets are shared with students in a way which is meaningful to them, in line with their individual needs. This may look like:

- Reinforcement of what they are expected to be doing and why using visual or other cues
- Reinforcement of what they are expected to be doing and why through cues which occur naturally through context, routine or the design of the task.
- Discussion with teachers/support staff
- Where meaningful, a copy of their targets may be shared in a format appropriate to their access needs.

Targets are shared with support staff through the assessment dashboard PDF and are also discussed within team meetings.

Yearly IEP targets are shared and discussed with parents/carers at annual review meetings. Termly IEP targets and subject specific learning targets are shared with parents/carers through the assessment dashboard PDF.

Feedback

At Great Oaks College, feedback may look like:

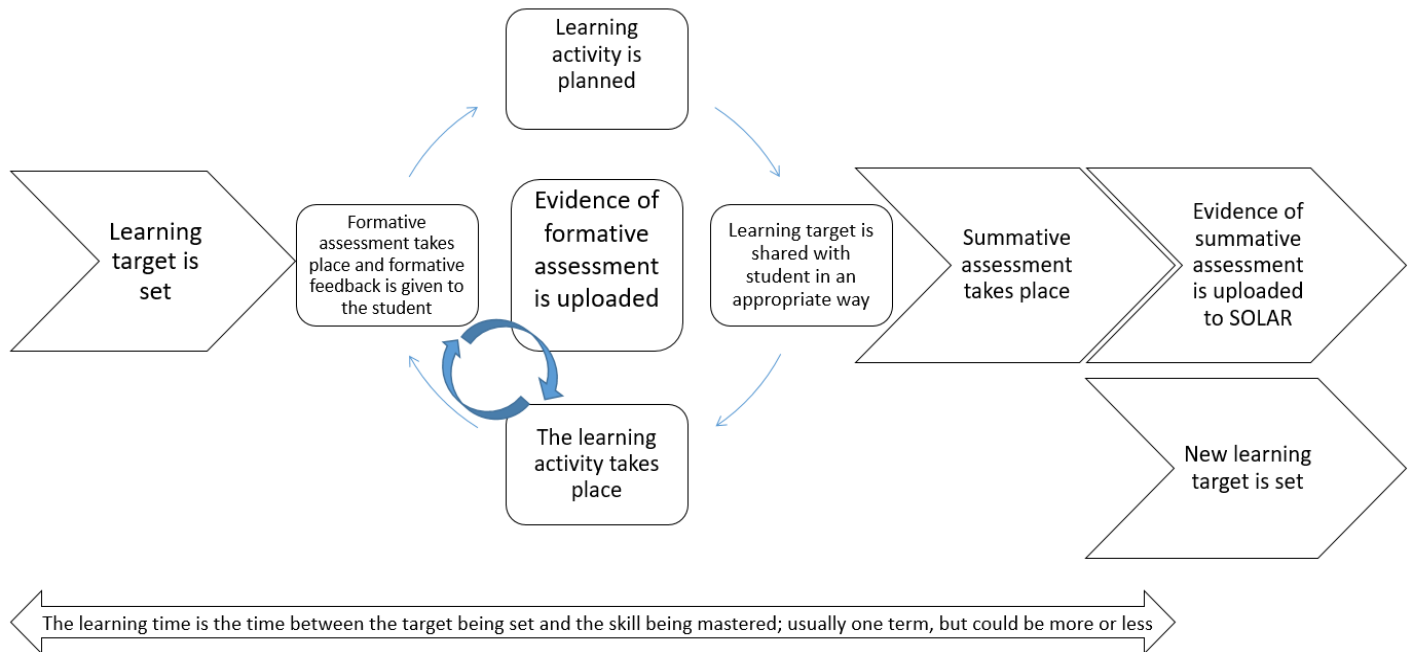
- Positive reinforcement which is specific to the skill they are learning
- Acknowledging the natural consequences of a decision or action the student has taken during an activity (e.g. “you moved those bowls from the sink first, which was good thinking because it meant you had room to strain the pasta”)
- A specific method related to a particular programme e.g. A PECS communication check
- Looking at photographs of the student completing an activity, possibly using these as a basis for discussion
- Modelling of the correct answer during questioning
- Peer review – for example asking peers to verify an answer during a group quiz activity
- Written feedback (marking), generally accompanied by verbal discussion/coaching

Links to accreditation

Students on the Life Skills, Independent Living, Engagement for Life and Vocational Options courses, and most students who are working at Entry Level 1 and above in English and/or Maths, will be accredited with an award/certificate/extended certificate at the relevant level. Evidence of assessment will be downloaded from SOLAR and submitted within accreditation portfolios.

A minority of students will take Functional Skills English and/or Maths examinations, therefore planned mock and final examinations will coincide with the formative and summative assessment of some learning targets throughout the year.

Appendix One: The teaching, learning and assessment cycle



Appendix Two: Number of learning targets set per term by subject

Sensory Assessment

Set one target in 4 areas per term.

Cover all 12 areas across the academic year.

Functional Skills



	M4	M5	M6	M7	M8	E1	E2	E3
Reading	1	1	1	1	1	2	2	2
Writing	1	1	1	1	1	2	2	3
S/L	1	1	1	1	1	1	1	1
Handling data	1	1	1	1	1	1	1	1
SSM	1	1	1	2	2	2	2	1
Number	1	1	1	1	1	1	2	3



Life Skills course


	E1	E2	E3
Cooking	1	1	2
Cleaning	1	1-2	1-2
Community	1-2	1-2	1

Independent Living course

	E1	E2	E3
Cooking	1-2	1	1-2
Community	1	1	1-2
Recycling (set in one term per year)	2-3	3-4	
Laundry (set in one term per year)	3	3	
Skills for Work (set in one term per year)	2	2	2
Shopping	1	1-2	

The Engagement for Life, Vocational Options and Vocational Training frameworks do not have progressive levels, and therefore the learning targets for these frameworks are set in line with the planned units taken each term.



Approved by Board of Trustees	
Print Name	Killian O'Sullivan
Sign	
Date Agreed	23/7/2024