



RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

ASSESSMENT, RECORDING AND REPORTING

INTRODUCTION

All pupils attending Radlett Lodge School have a diagnosis of Autistic Spectrum Disorder (ASD) as well as additional learning difficulties, mainly severe (SLD) with some moderate (MLD). This means that each pupil is an individual, with an individual learning profile and his or her own set of unique attributes and strengths.

At Radlett Lodge School, we recognise that for our pupil's progress is sometimes measured in very small steps and that we should take every opportunity to recognise each achievement across the range of personal, social and academic disciplines. Assessment should raise the expectation of success rather than highlight failure. We celebrate pupil achievements as part of school life through the presentation of certificates and class reward systems to encourage self-esteem and develop skills necessary for self-assessment.

Autistic pupils often present in different ways depending upon the situation; therefore, once a new pupil has joined us we embark on a twelve-week close observation baseline period. It is through this initial settling in period (as well as utilising information from previous settings; their EHCP; and family notes) we begin to create a learning environment utilising the right resources and structures so that they can continue to successfully progress and develop. At Radlett Lodge School, we recognise the importance of building close relationships and getting the correct strategies and approaches in place as early as possible in order to see improvements in behaviour, attention and anxiety levels.

ASSESSMENT

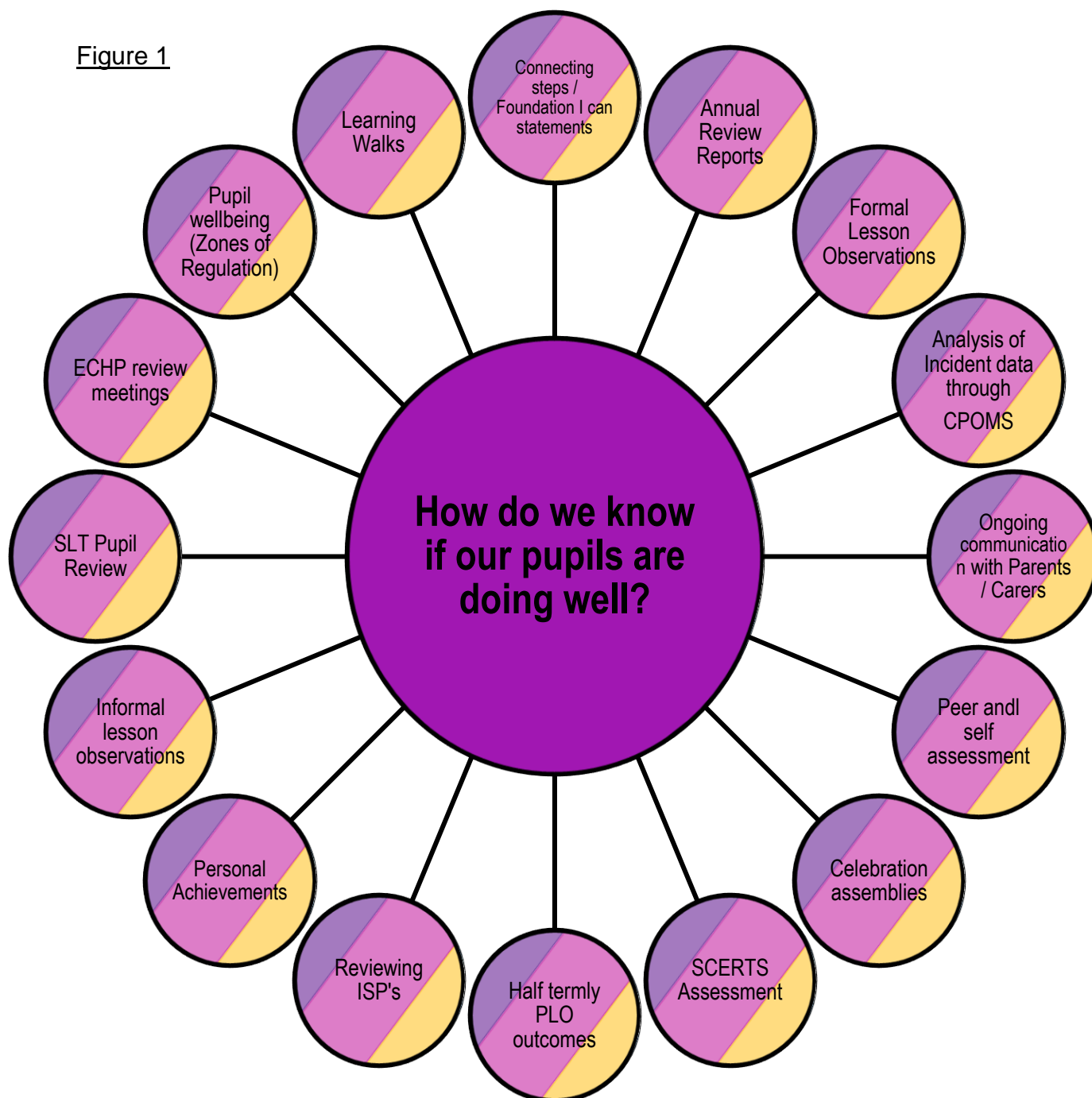
Assessment is an essential and integral part of effective teaching, learning and pupil progress. Effective assessment provides information to improve teaching and learning for all our pupils. Assessment should be the natural outcome of a well-planned curriculum, providing teachers with the means to focus on the social and learning needs of individual pupils.

We recognise that the purpose of assessment is to provide information for a range of audiences as well as supporting teachers to ensure the continual progress of our pupils.

As with learners in all educational settings, it is crucial that the academic progress our pupils make is closely measured and monitored. This then provides feedback to ensure continued improvement can occur in combination with our teachers' planning of appropriate and challenging tasks/ activities. Nevertheless, it is also fundamental to appreciate that with autistic pupils and their associated underlying developmental

factors, the setting of any academic targets must be matched to their individual strengths as well as targeting their needs. In all cases, although the 'level' of English, Maths and Science understanding is useful to know, this is just one area where we, at RLS, measure progress (see Figure 1).

Figure 1



MULTI-DISCIPLINARY WORKING

For autistic pupils, progress in personal development, social development and wellbeing are vitally important in giving them access to the best possible opportunities at school, at college and into adult life.

Similarly, the development of a functional communication system is essential for our pupils to be able to access educational opportunities.

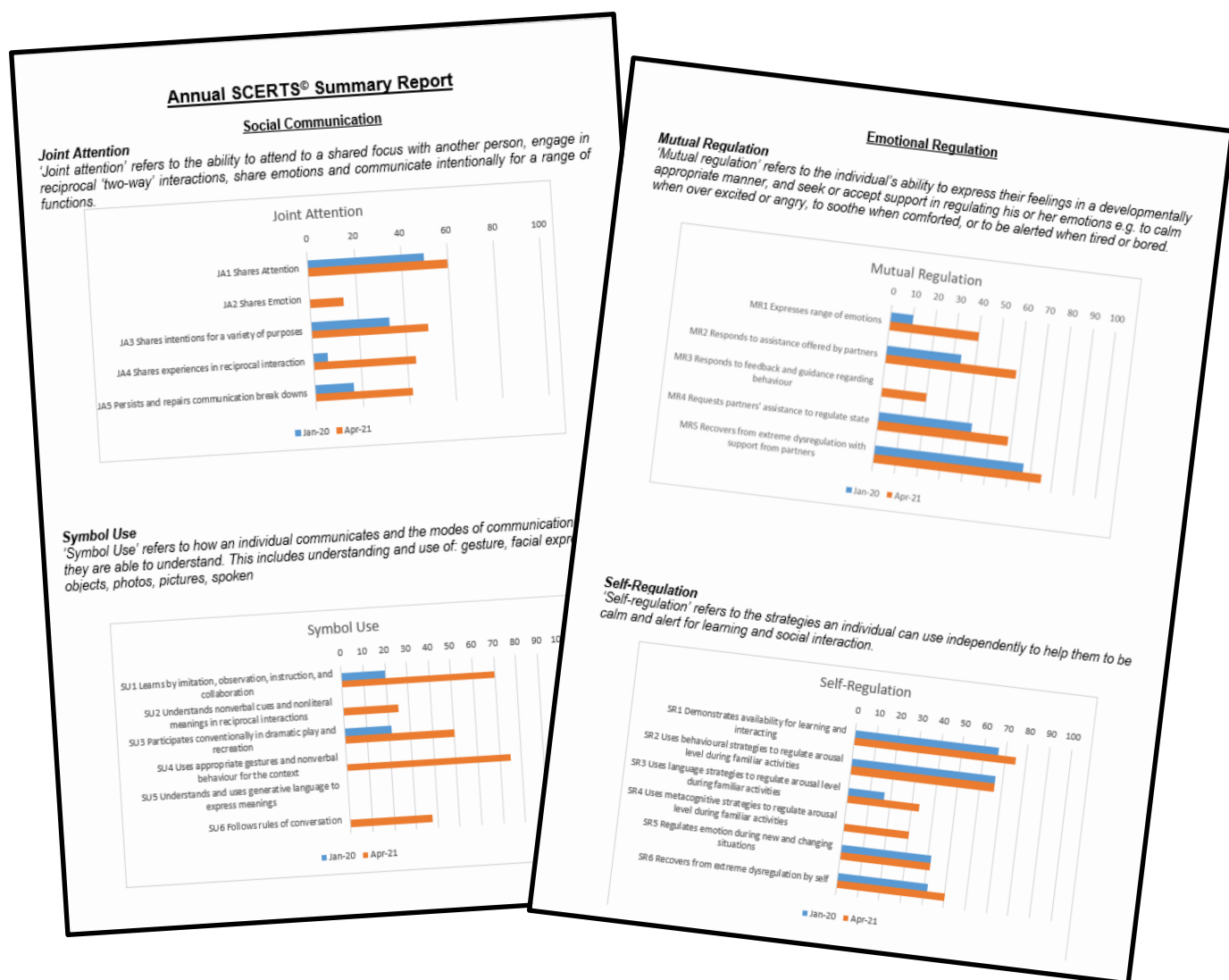
In order to demonstrate the strong working model employed at Radlett Lodge School, the Trans-Disciplinary Team (TDT) support class teachers to provide holistic evidence

upon which to report progress. The TDT deliver a summary of progress made over the year through annual review reports and other assessments where appropriate.

Data is drawn from the pupil's SCERTS[®] assessments, notes, incident reports and records of parent and staff feedback following interventions. SCERTS[®] reports are updated in line with a pupil's annual review.

Wide variation in the needs of our pupils means there is no one standardised measure that is appropriate for all pupils, or even for the same pupil at different points in their development. This difficulty is being addressed through RLS's use of the published, evidence based, SCERTS[®] framework, which provides an observational assessment process that is relevant to all pupils and enables progress to be tracked from baseline to the time a pupil leaves Radlett Lodge (see Figure 2).

Figure 2. Exemplar of a SCERTS[®] Annual Review Summary Report



INDIVIDUALISED ASSESSMENT and PLOs

All pupils attending Radlett Lodge School have an Education and Health Care Plan (EHCP), which details their specific abilities, needs and attainment levels. We have a duty to take account of this assessment information when planning for the pupil and to make sure that we are meeting the pupil's identified needs

Every pupil's EHCP is the starting point for the production of his or her individualised targets. At RLS we use five key areas to create a pupil's daily targets, which we refer to as Personalised Learning Outcomes (PLO's). The five PLO areas assessed daily are:

- | | |
|--|---|
| 1) Communication and Interaction | 4) Physical and Sensory development |
| 2) Cognition and Learning | 5) Community Inclusion and Independence |
| 3) Social, Behavioural and Emotional development | |

The 5 daily (or short term) PLO's must be challenging and relevant; they originate from the annual outcomes which are agreed upon at each Annual Review Meeting. It is vital for parents/carers, the Local Authority, Social Workers, RLS professionals (TDT and Teaching staff) and the pupil themselves all to be involved in the target setting process.

The long term (or Key Stage) outcomes, as defined in the EHCP, give the overall topic area for the challenging outcomes but it is the Annual Target and subsequent, half termly, PLO's which are the SMART targets. Class staff and the TDT work with the pupil every day to achieve these objectives, observing and recording progress continuously.

At the end of each half term the teacher will review and assess the progress of the outcomes and plan for the next short term outcome. Sometimes the outcomes may change considerably whereas other times it may be the transactional support which needs altering to enable future success. We use a 'Plan-Do-Review-Revise' approach to set SMART targets (see Figure 3).

Figure 3.

Personalised Learning Outcomes (PLO) Sheet

<p><u>My Communication Targets:</u></p> <p><i>I am working on trying to:</i> Use person – action colourful semantics structure to make simple sentences.</p> <p><i>Adults working with me can:</i> Encourage me to say the sentences to the best of my abilities.</p> <p><i>It will also help if:</i> I have my communication board with me at all times during the school day and whilst in the Lodge.</p>	<p><u>Name:</u> J Bloggs</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">PHOTO for in school use only</div> <p><u>Key details:</u> Year 5</p> <p style="text-align: center;"><u>I like:</u> Going out and playing in the park. Cutting pictures and sticking them with tape. Helping adults with jobs such as setting up the lunch table, giving out the work to my peers and tidying up. Using my iPad to take pictures.</p> <p style="text-align: center;"><u>You can help me by:</u> Encouraging appropriate interactions with both staff and peers. Modelling language and behaviours. Using visuals to inform me about what is expected of me.</p>	<p><u>My Independent & Community Targets:</u></p> <p><i>I am working on trying to:</i> Access community spaces while controlling my need to pull wires.</p> <p><i>Adults working with me can:</i> Use visual social stories to prepare me about where the visit is going to be and what the expectations are.</p> <p><i>It will also help if:</i> I am constantly reminded that I can look/take pictures of the wires and touch them if I ask for permission.</p>
<p><u>My Learning Targets:</u></p> <p><i>I am working on trying to:</i> For Brandon to be able to sit and attend a structured work with teacher session for up to 10 minutes.</p> <p><i>Adults working with me can:</i> Use visuals to inform Brandon about the sequence of the events (through a jig). Use Brandon's Communication system for him to follow rules.</p> <p><i>It will also help if:</i> Encourage Brandon, by using non-verbal cues, to complete the tasks.</p>	<p><u>My Social, Emotional and Behaviour Targets:</u></p> <p><i>I am working on trying to:</i> To appropriately answer "yes" and "no" to questions in 3/5 occasions.</p> <p><i>Adults working with me can:</i> Encourage me to answer with yes or no appropriately.</p> <p><i>It will also help if:</i> Adults give me the choice of a yes or a no answer and correct me if needed.</p>	<p><u>My Sensory and Physical Targets:</u></p> <p><i>I am working on trying to:</i> Meet my need for sensory input by requesting for a wider variety of sensory-motor activities.</p> <p><i>Adults working with me can:</i> Model how to use different pieces of equipment such as the body roller, climbing wall, body sock. Engage with me in messy play and cooking sessions.</p> <p><i>It will also help if:</i> Activities are fun and I can interact with you when completing them. Maintain a low arousal approach and reduce language.</p>

RLS FORMAL ASSESSMENT



At Radlett Lodge school we use connecting steps to record achievements made by our pupils. Within the connecting steps framework there are multiple levels of achievement. This helps teachers to capture those small steps which allows for more progress to be observed and celebrated.

Encounter	The pupil was in the room when it happened, they show no awareness or acknowledgement of the task going on. This could be for many reasons
Awareness	The pupil is aware that there is something going on, depending on the level of the pupil, it could be a brief change in facial expression or a glance over while they are involved in their own activity
Attention & response	The pupil is now listening or aware of what is going on and may react to events. Depending on the level of the pupil, could be a smile as something happens or a vocalization
Engagement	The pupils is now involved ready to join in. Depending on the ability level will affect on how it is used, it could be use as full physical support, or it could be full verbal prompting, imitating etc.
Participation	There is not a large change from Engagement. It could be the pupil being more cooperative, even leading the activity with slightly physical support. If using verbal prompting, the amount of prompting is reduced
Involvement	The pupil is more involved, they may need no physical support, perhaps a nudge or point to start them. With prompting, they again may only need a few words to help them achieve
Gaining skills & understanding	This is where you are giving the pupil the chance to do it on their own, they may only need a couple of prompts to get them started or to make sure they complete the task. The pupil may even achieve the task, but cannot repeat the achievement
Mastered	You are confident the pupil can achieve the skill, they have demonstrated the skill a number of times
Confirmed	This is optional and to the computer has the same effect as mastered. Schools can use confirmed in different ways, the most common is if a different teacher has seen the pupil achieve the skill, or the pupil is showing "Greater Depth"

Our younger pupils who are working below connecting steps are using a bespoke assessment framework for the foundation stage. The Foundation strand is based around much of the Early Years Foundation Stage - Assessment Framework but with some autism specific elements included.

RECORDING AND REPORTING

We use a key worker system in each classroom with the adults who know the pupils best being responsible for daily recording of PLO targets.

Weekly class meetings, TDT observations and half termly monitoring, ensure targets remain challenging and achievable.

Termly data drops, by teachers, ensure regular recording of Assessment is maintained for SLT to monitor at progress meetings. Triangulation of data analysis, planning and work scrutiny and lesson observations allow for a joined-up overview of the education being provided to all of our pupils at RLS.

Termly Progress sheets (see below) are produced to give a summary of individual pupil progress.

Annual Review meetings are held to review the previous year's progress, set new expectations and where appropriate discuss plans for transitions to adulthood, further education and life after RLS.

Termly report
Autumn Term - 2023 / 2024

Subject	Termly Progress	Termly Engagement
English		
Maths		
PSHE		
P. E		
My World		
Creativity		

Progress		
Below expected	Expected	Above expected

Engagement		
Fleeting engagement	Sustained engagement	Fully engaged

Pupil	Year group	Class	Keystage	Attendance

Pupil	Year group	Class	Keystage	Attendance

My Personalised Learning Outcomes

Autumn 1	

Autumn 2	

The Radlett Lodge School Local Procedure for Assessment, Recording and Reporting should be read in conjunction with:

NAS POLICIES:

- Quality of Life (QoL) Framework Policy
- Special Educational Needs and Inclusion Policy
- Supported Home Learning Policy
- Remote Learning Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Curriculum

Teaching and Learning

Post 16 Education

Careers

Marking and Homework