

TreeHouse School Assessment Information

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The system in a nutshell

TreeHouse school uses a formative assessment system that has been developed in-house. In it, children are baselined on-entry according to a series of diagnostic assessments (VB MAPP, Vineland assessment, a group skills framework, Essentials for Living Assessment, BPI, Functional Behaviour Assessments, SALT and OT). These are then used to inform pupils' targets throughout the school and are reassessed on an annual basis.

P Scales and iCANS are then used as summative assessments three times per year, levelling each child in all subjects. In addition, BPI and Group Skills Framework are also completed three times per year. All this ongoing data is used to inform individual targets.

Individual targets are set against EHCP outcomes which inform IEP targets. These are reviewed three times a year against 'better than expected', 'expected' or 'lower than expected' (RAG rated).

On-entry diagnostic assessments

There are a series of pre-entry assessments on which the school determines whether it can meet individual needs. On entry a series of assessments are carried out which the school uses to create a baseline for teaching and learning. The assessments are conducted collaboratively by class teachers, the behaviour analyst team and the allied health professionals team.

Assessments are done on arrival at the school, whether this is in reception or mid-way through the school. They are repeated at least annually, according to the needs of the pupil.

Setting targets

IEP targets are set for each pupil linked to their EHCP outcomes. Collective assessment data informs targets which are shared with all staff working with the pupils, their parents/carers and

the pupils themselves. These are prioritised termly by the transdisciplinary team and are, in the Upper School and 6th Form, directed towards achieving the 4 adult EHCP outcomes of employability, independence, healthy living and participation?

parents/carers.

This is used to help pitch teaching at the appropriate level for the pupil.

The number and content of targets is tailored to the pupil and based on the assessments. All pupils will have language targets related to basic communication skills, while some will also have higher-level literacy targets.

Targets are set and reviewed termly to ensure that they are current and appropriately challenging.

Staff can respond to a pupil's development throughout the year and tweak objectives, if this is necessary (for example, if a pupil is meeting targets far quicker than expected), although this would be rare.

Adapting targets for the post-16 phase

By the time pupils reach the post-16 phase, a greater emphasis is placed on functional skills which are aimed at developing independence in preparation for adulthood.

Pupils' targets are related to specific tasks, either in school or local employment settings, with a real-life purpose. E.g. playing shops in year 1 becomes setting up their own enterprise scheme in 6th form.

The aim is to help the pupils acquire valuable life skills that will help them access the community regularly, participate in opportunities for work or leisure and enjoy a healthy lifestyle.

Tracking progress against targets

Pupils are supported in class to work one-to-one on specific learning activities. Most targets are worked on in this dedicated, one-to-one way, all are functional and context-specific and are woven into the school day.

Targets are put onto an 'individual education plan' sheet which includes a criteria for success for each one. For example, 'this pupil can brush his teeth with 100% independence across three consecutive days and three different adults'. The tasks and steps that make up the target are listed, and the staff member working with the pupil records how they are progressing towards each step.

A consistent system is used by all staff to indicate the pupil's progress towards each step.

These documents are kept in the pupil's acquisition folder in their classroom, along with any resources needed to work on the targets.

Group lesson outcomes

Objectives are also set for each subject lesson for a term's scheme of work, and pupils' progress against them is recorded. Learning is personalised to take account of different stages of development in relation to the Group Skills Framework.

The objectives for each lesson link to the National Curriculum. Schemes of work and lesson plans record learning objectives and expected outcomes for groups and individual pupils within the group.

Analysing progress

Pupil progress against their targets

All data sheets from individualised programmes are collected in each pupil's acquisition folder in chronological order and are assessed against the mastery criteria outlined in each pupil's individual learning plan (ILP). The summary of these is then used to measure the progress against the IEP targets on a termly basis as part of the RAG rating assessment process.

It is hoped that across the school, 90% of pupils make at least expected progress against their targets each year. Otherwise, it could indicate that the targets are either too challenging or too easy. If a target isn't being achieved, the transdisciplinary team will consider why this is the case, and what could be changed to support the pupil's achievement more effectively.

Pupil progress (RAG rated and IEP) is analysed according to the targets set at the start of each term. New targets are set at the start of each new term and then analysed at the end of each term to measure the progress being made.

This is reported to governors, parents/carers termly and annually. This is reported to Local Authorities as part of the Annual Review process.

These data will be shared with subject leaders for further analysis of the data in each subject area. In particular, English, Maths and PSHE.

P Scale assessment results

The results of pupils' assessment against the P Scales are also analysed to look for patterns, which then inform future provision. For example, the school will consider issues such as:

- Is there variation in learning between strands within one subject?
- What CPD needs do we have?
- How does this link to the school improvement plan?
- How are minority groups achieving?

In general, results of P Scale assessments inform the wider, school-level practice, while the formative assessment informs the teaching and learning practised in individual lessons.

What statutory assessments and accreditation are taken?

At the end of Key Stage 2, pupils at TreeHouse School do not take SATs, and are summatively assessed as previously described and against the P Scales.

At Key Stage 4, the school uses Open College Network London Entry Level Awards to accredit pupils' achievements. Pupils tend not to take GCSEs.

In the post-16 phase, pupils work towards Open College Network London Entry Level Awards and Certificates in: Personal Progress, Independent Living Skills, Using Employability Skills, Functional Skills Maths and Functional Skills English.

How do staff develop their knowledge of the system?

It can be difficult for new staff to fully grasp the system. To support them, the school does the following things:

- A culture of openness enables all new staff to feel comfortable asking the SLT, or any other staff, about the assessment system
- A thorough induction programme will take new staff through the school's approach to assessment
- New teachers/class leads are given support from a transdisciplinary team.
- Weekly scheduled pupil progress meetings to discuss progress against targets and strategies to support learning.
- Additional termly scheduled meetings to support target setting and discuss overall pupil progress.
- Termly RAG rating transdisciplinary meetings.

The school regularly hires staff as ABA Tutors, and then supports their career development to more senior positions within the school. Many of the teachers/class leads/Behaviour Analysts started as ABA Tutors and therefore have a long lead-in into the school's assessment system.

Communicating the assessment system to parents

Parents are involved in the following ways:

- Six week review meeting at the start of their school journey.
- Initial targets are finalised and agreed upon at the six week review meeting.
- Parents are updated on their child's progress every term. They attend termly meetings and Parent/Carers' evenings where they are shown evidence of progress.
- IEP progress against targets and group work is reported at the end of each term.
- An Annual Review meeting takes place each year to review the pupil's Statement/EHCP.
- Transition Review takes place at the end of each key stage.

This information will be updated at least annually

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