



Tribe: Always Stay Curious

Assessment Policy

	Content	Page Number
1	Background: UN Rights Respecting Article	4
2	Purpose and Scope: Why do we need the policy? Link to DE guidance.	4
3	Objectives: What do we intend to achieve?	5
4	Procedures/Guidelines: How are we going to achieve this?	6
5	Monitoring/Evaluation: Timeline review.	5

Assessment Policy Reviewed January 2024 SCR

Policy Commenced	September 2022
Policy Review	March 2025 to update logos and new practice
Approval of Chairperson (signature)	
Curriculum Vice Principal	

1. Background

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

www.unicef.org.uk: cited 15.02.23

As part of the curriculum review in Ardnashee School and College staff offer an assessment system that provides opportunities for all students to achieve personal goals and make progress in all areas of learning. In 2022 staff adapted the curriculum to a learning pathways model, serving the needs of all learners through carefully planned projects. Staff reviewed the teaching methods applied to enable better engagement in learning across all learning pathways and embarked on a review of assessment software with CCEA. Staff established an assessment timetable specific to each key stage in Ardnashee School and College and relevant to the learning pathway profile of the individual learner. This ensures that all forms of assessment are applied to celebrate the progress and implement effective teaching strategies to promote engagement in learning at the appropriate pace and level for each child in our school. Staff also engaged in an inquiry project into the accreditation pathways offered from Key Stage 4 and Post 16 to ensure there was a breadth of experiences and education offered to serve the needs of our learning community.

2. Purpose and Scope

The purpose of this policy is to provide staff, governors, other professionals, families and other interested stakeholders with the procedures in place for assessing learners progress when offering the NI curriculum through the ASC learning pathways model. The policy outlines the specialist and creative teaching methods offered to deliver the curriculum and a timeline of how staff assess progress across the school. (appendix 1).

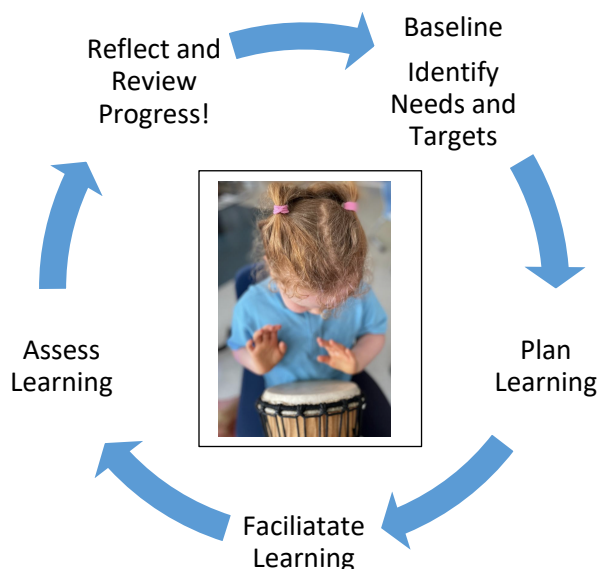
3. Objectives

Staff in ASC will ensure assessment is embedded in the learning and teaching cycle annually. All staff will follow the annual assessment calendar (appendix 1). Baseline assessments or skills audits will support teachers in identifying the most appropriate pathways for learners and identify personal targets for students. Staff will:

- Provide a baseline test OR skills audit to measure attainment and progress in literacy, numeracy and functional skills for life.

- Identify the individual learning needs of learners using the personal learning plan and review biannually involving the parent or carer in this process
- Research and develop quality teaching methods to motivate and engage students in learning when offering the NI curriculum
- Provide photographic/ video and work-based evidence to support assessment outcomes
- Comply with statutory requirements and up to date guidance from DENI shared by the Principal and Vice Principal responsible for curriculum development
- Inform parents and carers of their child's experiences and achievements through the annual report, PLP and annual review process

4. Procedure/Guidelines



Assessment Overview

The majority of students in Ardnashee School and College are working below the expected levels of progress due to significant developmental delay. Our approach to assessment is to serve the needs of the individual learner to enable progress at the appropriate pace taking a holistic approach to their education in our special school setting. From primary 2 staff use the CCEA pre-requisite skills or Quest for learning frameworks to support learners to work towards the levels of progression.

Teaching and assessment enable students to learn. In ASC teachers use different assessment types to gather information, set targets and review progress. (Appendix 2). CCEA statutory and non -statutory assessment frameworks are available for all learners within the three learning pathways dependent on student profile up to the end of key stage 3. From Key Stage 4 students embark on a variety of accredited courses from CCEA and City and Guilds. Staff measure

student progress and celebrate success through carefully planned observations and assessment tasks as well as assessed units (KS4+).

Personalised Learning Planning

Personalised Learning Plans (PLP) are created by teachers with parents/ guardians, allied services and students to identify individual targets and review progress biannually.

Baseline Assessment

The following frameworks will be used depending on student learning pathway profile (Achieve, Succeed. Conquer):

- ASC Early Years Tracker (EYFS)
- Play Observations (EYFS)
- ASC Baseline Skills Audit (Key Stage 1 +)
- Salford Reading and Comprehension test (KS2 and KS3)
- Sandwell Numeracy test (KS2 and KS3)
- SPAR spelling test (KS2 and KS3)

*End of year data from statutory and non -statutory assessment will be considered for students in KS4 when preparing learning and teaching plans and PLPs.

Statutory and Non - Statutory Assessment Frameworks

Staff select from the following assessment frameworks to assess student progress in learning based on age and learning pathway:

Primary to end of Key Stage 3

- CCEA Quest for Learning (Conquer Pathway)
- CCEA Prerequisite Skills (Achieve – Succeed Pathway)
- CCEA Levels of Progression (Achieve Pathway)

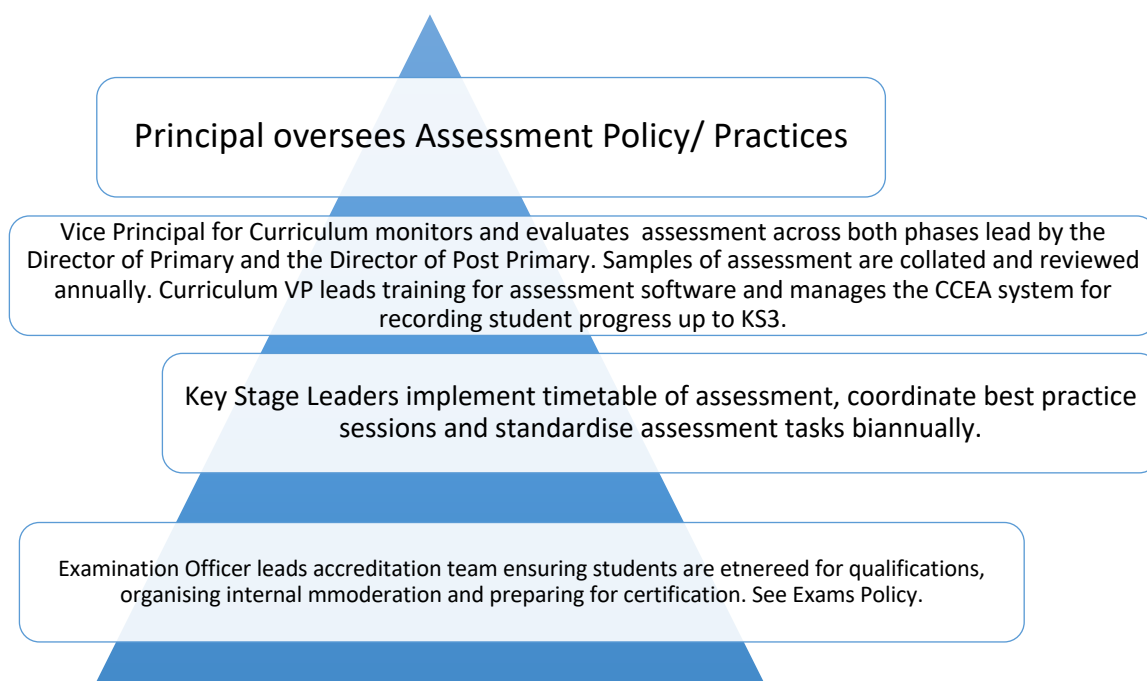
Key Stage 4 and Post 16

- CCEA PEER Qualifications (Pilot Stage Conquer Pathway 2023)
- CCEA Entry Level Qualifications (Achieve- Succeed Pathway)
- CCEA Level 1/2 Qualifications (Achieve Pathway)
- City and Guilds Entry Level 2 and 3 (Achieve- Succeed Pathway)
- OCN Entry Level Qualifications – Level 1 (Achieve- Succeed Pathway)
- John Muir Award ((Achieve- Succeed Pathway)

We record data biannually assessments for all students in Key Stage 1 to end of key stage 3 using the CCEA Prerequisite Skills or Quest for Learning software. Students following the Achieve Pathway will complete a variety of entry level qualifications from the entitlement

Assessment Policy Reviewed January 2024 SCR framework. Data is used to monitor student progress, inform student pathway and most importantly to celebrate achievement of personal goals from the PLP.

5. Monitoring/Evaluation



The Senior Leadership team access assessment observations for all learners in Ardnashee School and College. Staff are required to upload assessment observations as per ASC Assessment Timetable (appendix 1) and standards of assessments for cross curricular skills or quest for learning milestones are shared within departments for internal moderation.

Staff report assessment outcomes for students in Primary 4, 7 and Year 10 annually to the Department of Education who have agreed levels for the cross curricular skills (appendix 3). The Assessment Coordinators for primary and post primary oversee the uploading of the summative assessments for students who have moderate learning difficulty recorded on their SEN statement. Staff are not required to report on assessments for students with a statement of severe learning difficulty or PMLD needs and this data is recorded within school.

Assessment Policy Reviewed January 2024 SCR

Staff delivering accredited courses work within the Accreditation Team and meet termly to standardise units of work and engage in internal moderation. (See ASC Exams Policy).

*Please see Learning Pathways File for further information about timetables and teaching methods in ASC. Please see Curriculum Learning Pathways Policy for overview of teaching, learning and assessment cycle.

Appendix 1

Sample of creative teaching methods for active and engaging learning experiences.

Bucket Time (BT) Attention Autism	Circle Time (CT)	Tuff Tray (TT)
Sensology (S)	Music Therapy (MT)	Jo Jingles (JJ)
Sensory Circuit (SC)	Play (P)	Primary Movement (PM)
TacPac (TP)	Intensive Interaction (II)	Cookery (C)
TableTop (TTP)	Interactive Board/ Clevertouch (IWB)	DrumFit (DF)

Teachers apply the codes for teaching methods on the teacher timetable to enable effective monitoring and evaluation of pedagogy.

SAMPLE KS2 (YEAR 5,6&7) ANNUAL ASSESSMENT TIMETABLE 2022 – 2023

Baseline Data: To be completed and submitted to the Key Stage Leaders by 28th October 2022

AREA OF ASSESSMENT	SET 1	DATE DUE	SET 2	DATE DUE
ASC Skills Framework	Update Framework	31 st March 2023	Update Framework	16 th June 2023
Quest for Learning Framework	Observation 1 Observation 2 Observation 3	31 st March 2023	Observation 4 Observation 5 Observation 6	16 th June 2023
Prerequisite Skills (Q Skills) Communication Using Mathematics Using ICT	Task 1 Task 2 Task 3	31 st March 2023	Task 1 Task 2 Task 3	16 th June 2023
Levels of Progression Communication Using Mathematics	Task 1 Task 2 Task 3	31 st March 2023	Task 1 Task 2 Task 3	16 th June 2023

Using ICT				
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Tools: Induction Pro forma for New Entrants / ASC Skills Framework - update

End of Year Assessment Data:

Quest for Learning Framework recorded on the Milestone Map to be printed and placed in section 4 of Assessment for Learning File by 16th June 2023.

Prerequisite Skills / Levels of Progression recorded on the Progression Graph to be printed and placed in section 4 of Assessment Learning File by 16th June 2023.

ASC Skills Framework to be placed in section 4 of Assessment for Learning File by 16th June 2023

Appendix 2

<https://ccea.org.uk/key-stages-1-2/assessment-and-reporting>

cited: 20.02.23

Purposes of Assessment			
Diagnostic	Formative	Summative	Evaluative
To identify strengths and areas for improvement and to inform next steps	To use assessment information to make specific improvements in learning	To acknowledge, record and report pupils' overall performance and achievement at a point in time	To inform curriculum planning and to provide information for monitoring and accountability

Appendix 3

<https://www.education-ni.gov.uk/articles/assessment>

cited: 20.02.23

Assessment and Progression

The Department of Education has agreed the levels which we expect most children and young people to be able to reach in all three cross-curricular skills of Communication, Using mathematics and Using ICT with a clear expectation that individual pupils should progress at least one level between each key stage.

This allows for progression to be shown and ensures that there is a clear focus not simply on achievement at or above the expected levels but also, importantly, on measuring the progress made by pupils, bearing in mind their different starting points.

The expected levels at each key stage as reported by DENI and CCEA are:

Key stage 1 – level 2

Key stage 2 – level 4

Key stage 3 – level 5