



Lakeside
School
Learning for life

Evolving Assessment at Lakeside
Pandemic/Post Pandemic

September 2022

- Academic Year 2019/2020

Academic Pupil progress was assessed using Lakeside Levels over 1 or 2 terms dependent upon attendance in school during pandemic.

Class pupil numbers much lower than usual, with high level of support (1:1)

Home learning (reasonable endeavours), resources delivered to families.

- Academic Year 2020/2021

Reconnection Curriculum introduced.

Main assessment focus moved to SCERTS (Social Communication Emotional Regulation and Transactional Support)/Engagement Scale Model

2% 'red' pupils 13% 'amber' pupils and 85% 'green' Engagement
SCERTS 2% 'amber' and 98% 'green'

Pupil academic progress was assessed using Lakeside Levels over 2 or 3 terms dependent upon attendance.

EHCP targets achieved – 2% red 8% amber 39% green 51% blue.

All pupils returned at start of year, but obviously back to pre-covid levels of support and number of pupils in class.

5 class closures of 1-2 weeks each in total (covid and 2 periods of whole school closure by rota, with each class open only 2 days a week for 2 weeks).

- Academic Year 2021/2022

6 Classes were affected by 13 weeks in total of class closures (covid) and 1 whole school closure of 2 days (Union strike). Reconnection Curriculum, SCERTS and Engagement Scale Model focus continued.

9% increase in numbers of pupils having judgement of 'red' on engagement model. 4% increase in 'amber' pupils SCERTS
2 Pupils needed to be taken out of main classrooms for therapeutic 2:1 support in their own learning spaces. By the end of the year both were 1:1.

No 'red' pupils for achieving EHCP targets. Percentage of 'blue' pupils went down 30% and 'green' increased. This indicates that targets were more appropriately set.

No disapplication of irrelevant Lakeside Level statements requested by teachers.

LF/CO began working on Computing statements. Those which were not relevant to our pupils were disapplied.

Pupils (red) who joined us at Year 7 from moderate learning difficulty schools already working at L8/L9, these are SLD pupils and unlikely to continue move beyond these levels. Progress will be assessed by the new AQA assessment system.

- Academic Year 2022/2023

LJ/LF meet with teachers regarding 'red' pupils. Notes entered onto case studies and programmes to set up to remedy gaps.

Teachers return to termly updating of Lakeside Levels.

LJ/LF to review relevance of Lakeside Level statements with subject leaders, starting for literacy and numeracy.

New ExL3 AQA assessment system to be devised and put into place for 14 – 19 year olds

Lakeside Levels now only to be used up to the end of KS3 (Yr 9)

Continue with other assessments – SCERTS/Engagement Model/Routes for Learning/Early Years Steps.

Colour Rating:

Lakeside Levels/Early Years Steps

The progress for pupils whose profiles produce **red** is a cause for immediate concern. The progress for pupils whose profiles produce **amber** require constant monitoring and planned immediate interventions to prevent their progress dipping into red.

The progress for pupils within the **green** range of progress are not a cause for concern, are learning as expected and progress within this range is what would be would generally hope for across the school.

The progress for pupils within the **blue** range have made much more progress than expected. They would not necessarily be expected to maintain this pace of progress.

EHCP Targets:

RED = less than 50% of targets partly achieved/achieved

AMBER = 50% of targets partly achieved/achieved

GREEN = One more than 50% targets achieved

BLUE = All targets achieved/only one not achieved

General Information:

SCERTS:

“SC” - Social Communication – the development of spontaneous, functional communication, emotional expression and secure and trusting relationships with children and adults. “ER” - Emotional Regulation – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting. “TS” – Transactional Support – the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment, and provide tools to enhance learning. We do not make quantitative judgements for this assessment.

Engagement Model:

The engagement model can be used after observing students in various scenarios in the classroom to assess their progress. This model looks specifically at how students engage with their learning. Teachers record the levels/percentages of engagement at the end of each term, which the senior leadership team monitor.

Key for scoring stages of engagement	0	1	2	3	4
	No focus / Disengaged <i>Inattentive and unresponsive</i>	Emerging / fleeting <i>Low and minimal levels of engagement; some evidence of awareness (1-25% Engaged)</i>	Partly engaged <i>Emerging engagement but unpredictable (26-60% Engaged)</i>	Mostly engaged <i>Engagement occurring the majority of the time (61-95% Engaged generally)</i>	Fully engaged <i>Completely engaged 100%</i>

Routes for learning

Routes for Learning assessment was developed to take into account the learners: • Preferred learning channels and ways of processing information (e.g. Visual, auditory, tactile) • Ways of communicating • Ways of integrating new experiences with prior learning • Ability to remember and anticipate routines • Approaches to problem-solving situations • Ability to form attachments and interact socially

The Routes for Learning materials focus on those early communication and cognitive skills that are crucial to all future learning and improved quality of life. The use of these materials is intended not only to support teachers in assessing learners' current performance but also help them to discover what has shaped that performance. The assessment materials support a wider view of progress for these learners. We do not make quantitative judgements for this assessment.

Assessment Recording and Reporting Policy

Intentions:

It is our intention to have in place, a system for assessment, recording and reporting which:

- is robust, relevant and meaningful
- meets our information needs in sufficient detail, but which is manageable (eg. must make efficient use of time)
- is nationally recognized therefore enabling possible comparison of results between schools
- Is jargon free, especially for reporting to parents
- is clear, balanced and accessible,
- Involves pupils in their own recording, reporting and target setting.
- Can be monitored by the school senior leadership team and Governors.

Aims:

Assessment of and for learning is essentially ongoing, and should be seen as an integral part of an interactive learning process. The main purpose of assessing a pupil is to enable him/her to make the best possible progress in the development of skills, knowledge and understanding (Assessment for Learning)

Assessment, Recording and Reporting of pupil achievement is needed:

- To lead to improvement in learning outcomes for all pupils.
- To inform planning of individual programmes, focusing on priorities for future learning
- To plan for progression, and maintain consistency and continuity.
- To provide a detailed picture of the learner and the learning process
- To inform the contents of reports to parents.
- to promote consistency between staff and others assessing the pupil
- Because we are accountable to pupils, parents, Governors, LA, DfE, Ofsted.
- To provide evidence of the value the school adds to pupil achievement.
- So that at short notice, a supply teacher could continue with individual pupil programmes.