

ASSESSMENT & REPORTING, PLANNING & RECORDING AT NEWBRIDGE SCHOOL

Pupils' performance and progress is assessed in many ways and across all areas of the curriculum and school life.

- We see our pupils grow in skills of self-help, understanding, confidence, self esteem, social competence, independence and maturity.
- We encourage and celebrate these very significant achievements at every opportunity.
- Targets in all these areas of personal development may form part of pupils' Individual Education Plan or be re-enforced as an element within individual learning intentions within Study Plans.
- However for most pupils, learning and progress in these areas takes place as a result of the pervading ethos and expectations of the school and is observed and assessed less formally.
- In setting targets, planning lessons, teaching and assessing students, we take account of pupils' ethnicity, background and linguistic needs.
- Class staff will informally observe and assess pupil achievement and progress in managing their behaviour within the class / school ethos and expectation.
- For some pupils success in meeting behavioural objectives will be addressed and assessed through their Individual Education Plans.
- A number of pupils will have their progress in behavioural terms monitored and assessed through the implementation of a Promoting Positive Behaviour Plan.
- Throughout the school year, pupils' progress is assessed through review of Study Plans, Individual Education Plan / ASDAN Personal Progress Targets (BLC) and the use of the B Squared programme.
- Targets and learning intentions are therefore adjusted as necessary within each year.

Assessment / Reporting at Newbridge School

Further information re Yearly Timetable

End of Year Reports

Gresham Drive

A summary of what each pupil has been taught over the academic year. Written via the evaluated study plans. Each pupil's National Curriculum level in core subjects, plus PHSE and ICT.

Barley Lane

KS3

The End of Year Report to parents/carers is made up of Autumn, Spring and Summer KS3 targets / IEP's (approximately 10-15) each term.

KS4 and 16-19

The End of Year Report to Parents / Carers is made up of Autumn, Spring and Summer KS4 and 16-19 ASDAN Personal Progress targets / IEP's (approximately 10-15) each term.

Summer assessed targets

Both Summer term assessed targets include a 'general comment' from the class teacher and the Senior Management Team.

The KS3 Summer assessed targets also includes each pupil's National Curriculum level in the core subjects, plus PSHE and ICT.

The KS4 and 16-19 Summer assessed targets also includes each pupil's 'P' or 'M' level attainment level for literacy and numeracy.

Statutory information on attendance is part of this report, as is pupils' own information and opportunities for parents / carers to comment and meet with class teachers.

Foundation Stage Profile (Statutory)

A statutory assessment undertaken in the Summer Term of the academic year a child reaches 5 years of age. Based on teacher observation. May be externally moderated.

Statutory Attainment Targets (SATS)

Series of tests undertaken in the Summer Term at the end of Key Stages 1 and 2, Teacher Assessment only at Gresham Drive, always based on Teacher Assessments at Newbridge and reported to parents, school governors and DOE. (Very occasionally the tasks may be undertaken at the end of Key Stage 1).

Assessments for Whole School Target Setting & Value Added Information

Teachers' judgements on pupils' attainments in Year 5 using the National Curriculum 'P' level descriptors via B Squared Assessments are used to inform whole school target setting. Teachers state current level (as at November) and give predictions of levels for eighteen months time. This information is submitted to Durham University Centre for Education Management in order to calculate value added performance against national standards. It also provides information for the monitoring and evaluation of the taught curr

Initial Assessment on Entry (non-statutory)

If a pupil is admitted to Newbridge and they do not have information on previous attainments or have a statement of Special Educational Need, then an Initial Assessment is undertaken. The assessment material for this is based on the PACE Assessments. Pupils entering Early Years will follow a developmental check list. Pupils at the end of the foundation stage will be assessed with the Foundation Stage Profile.

ASDAN Moderation (non-statutory)

An accredited modular course followed by all students in Key Stage 4 and at 16 plus. Students study the ASDAN Personal Progress Scheme for 5 years. The number of units completed is dependent on each individual student's needs. All school staff are involved in the internal moderation of the work. Teachers and the CMT are involved in the internal moderation process. The external moderation is completed by dedicated ASDAN moderators across a network of Special Schools in the South East of England.

Pupil / Student Progress File

Three samples or evidence per term per pupil to record significant progress over the year, photographic evidence is acceptable, presented at the End of Key Stage 2 and Key Stage 3 to mark the start of transition to the next stage of education.

Annual Reviews (statutory)

Every pupil with a Statement of Special Educational Need has an Annual Review of their Statement. This is in the form of a completed questionnaire, a meeting between parents / carers and associated professionals. Draft Individual Education Plan targets are discussed and formalised at this meeting at Gresham Drive. At Barley Lane the Draft IEP / ASDAN Personal Progress is sent to parents / carers prior to their attendance at the meeting, where the Draft is discussed.

Weekly Planning

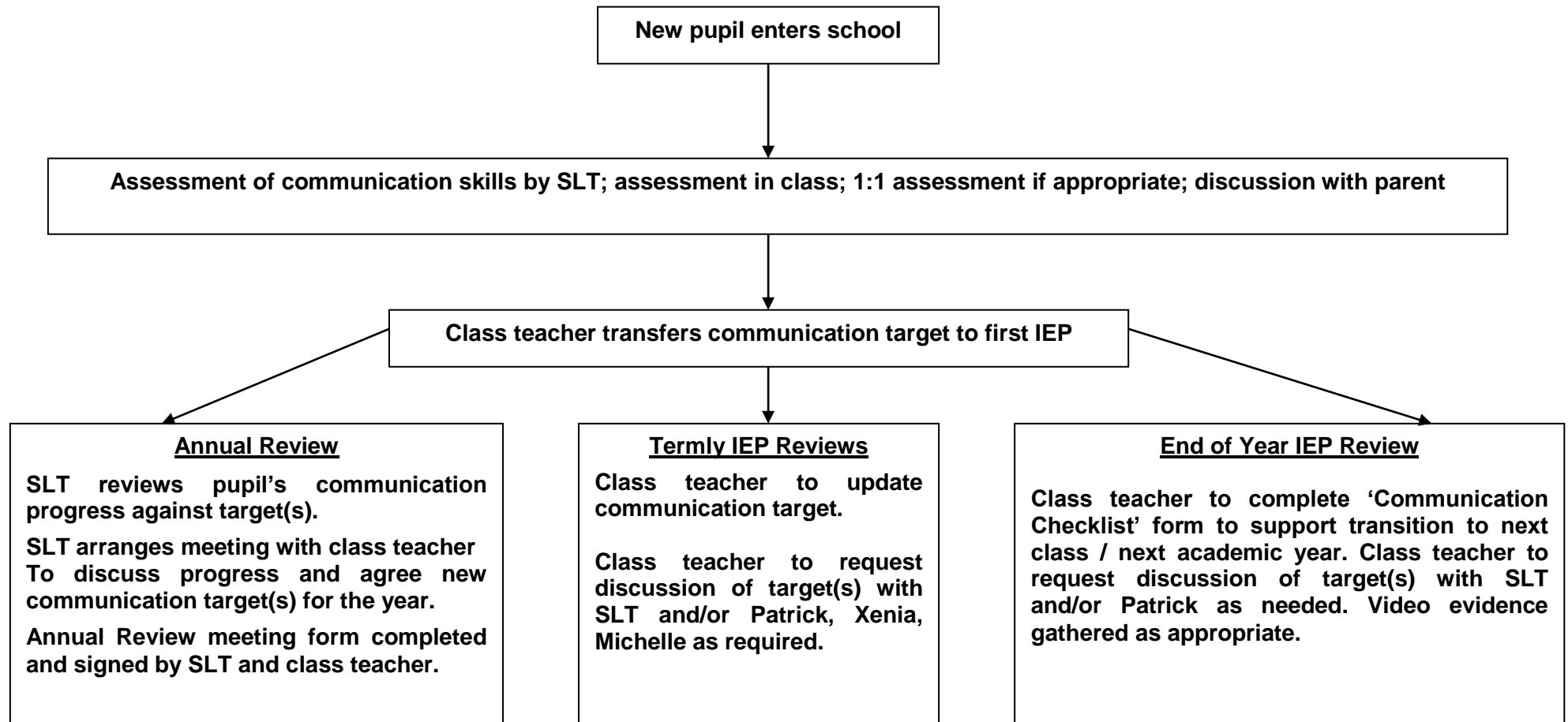
This is on an individual teacher basis and must be displayed in every classroom on a Monday morning for the week ahead.

The plan gives an outline of what is happening for the particular week including any changes to the programme.

Communication Pathway

See over page.

Newbridge School Communication Care Pathway



THE STATEMENT OF SPECIAL EDUCATIONAL NEEDS

INCLUDING INDIVIDUAL EDUCATION PLANS

Where a pupil is formally assessed in relation to the need for a Statement of Special Educational Needs, Class teachers are requested to provide information as part of the schools response to this assessment under Section 323 of the Education Act 1996.

The format of the report follows the guidelines laid out in the Code of Practice and a senior member of staff will support the class teacher in the task.

INDIVIDUAL EDUCATION PLANS

The Individual Education Programme consists of SMART - pupil specific targets for the year ahead: -

- **Specific,**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time related**

Individual Education Plan targets are set and agreed at the pupils' Annual Review Meeting, the previous years targets are also reviewed at the Annual Review Meeting.

The targets that form the Individual Education Plan are related to the individual needs of the pupil, and bear a **direct reference to the pupils Statement of Special Educational Needs**. They are separate and different from the curriculum on offer and consist of two compulsory targets plus up to three additional targets from the list below.

- Personal and Social Skills (Towards promoting confidence, self esteem and positive behaviour (Compulsory Target))
- Communication (e.g. speech, signs, symbols, picture exchange) Compulsory Target
- Mobility
- Life skills, (including personal / self-care skills).
- Other (please specify). Although the targets are not seen as being curriculum based, they *can* be taught via the Schemes of Work or modules, which form the basis of the curriculum at each Key Stage.

- Wherever appropriate pupils views about their IEP should be incorporated.
- Some targets will be taught discretely or as part of individual work: -
 - The teacher will select the most meaningful and significant area of IEP focus, ensuring appropriate challenge for all pupils
 - It is expected that a mobility target is set for a pupil with a physical disability
 - A behavioural target for a pupil with significant behavioural issues will be set. It may be linked to developing independence and self esteem. Detailed procedures will be outlined in Promoting Positive Behaviour Plan.

The teaching of individual targets can be carried out in a number of ways, depending on the needs of the child and the nature of the task: -

- On a one to one basis with an adult (teacher or LSA).
- In small group work allowing for individual priorities – differentiated curriculum.
- In whole class work allowing for individual priorities – differentiated curriculum.
- Topic work allowing for individual priorities.
- Class based.
- Real life situation.
- In the Community.

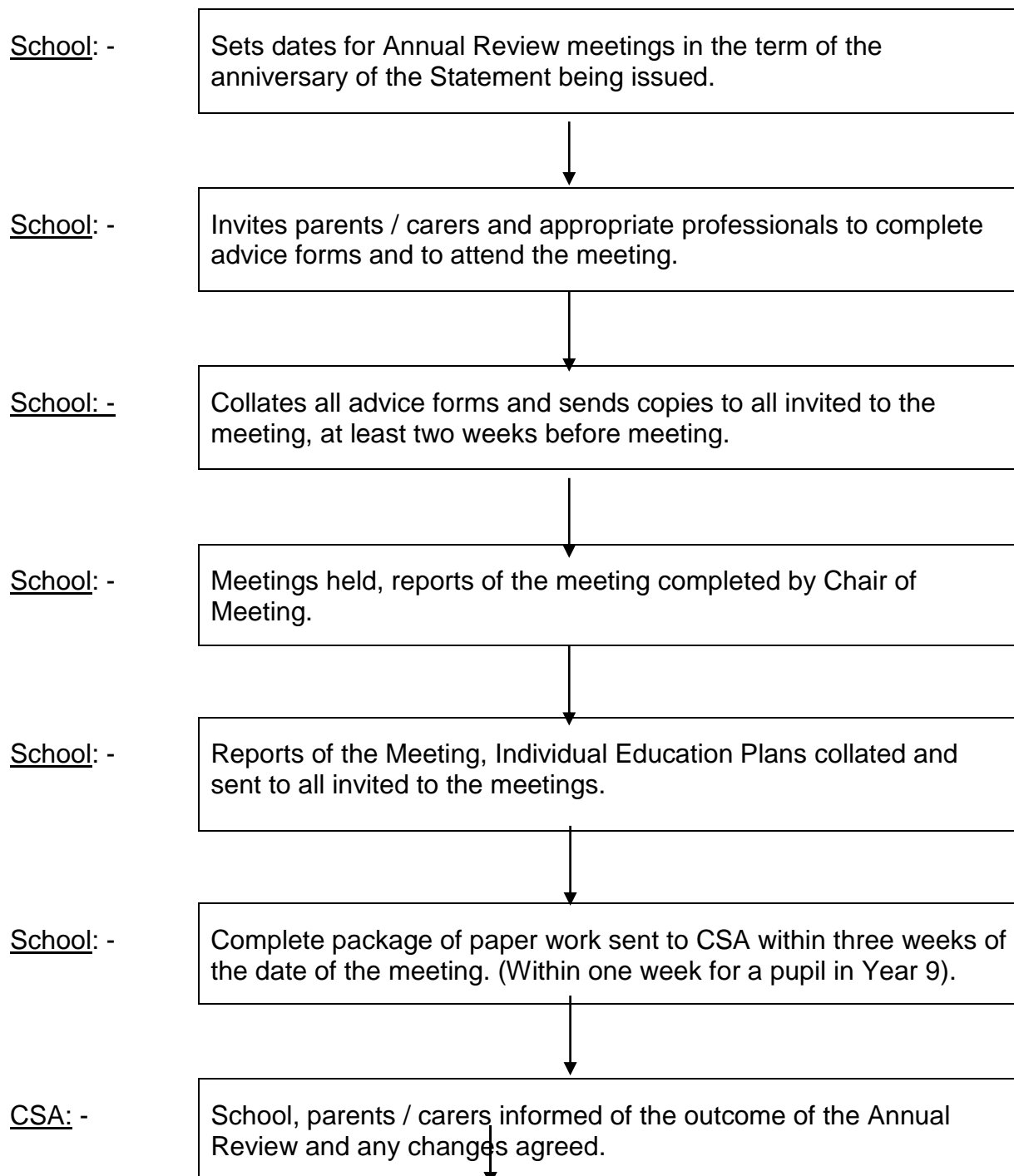
Teachers' set a draft IEP prior to the Annual Review meeting; prior to the meeting a copy is given to a member of the Management Team. At the Annual Review Meeting teachers discuss the planned IEP targets with parents and carers. Once agreed the IEP targets are broken down into small achievable steps and teaching strategies. This forms the basis of the Termly Monitoring of the short-term targets of the Individual Education Plan. Teachers' record progress and a completed Termly Monitoring Sheet is sent to parents and carers at the end of each term.

During the year parents / carers receive three End of Term Monitoring Forms stating how pupils are progressing towards reaching their individual targets. Pupils who have achieved one or more targets during the year will have new targets set and this will be explained at the Annual Review meeting.

Targets set by therapists at the Annual Review are included in the Individual Education Plan Therapy Form, which is also sent to parents and carers. Communication targets are set in conjunction with the Speech & Language Therapist.

NEWBRIDGE SCHOOL

THE ANNUAL REVIEW OF THE STATEMENT OF SPECIAL EDUCATIONAL NEEDS. PROCEDURE UNDER THE 1996 EDUCATION ACT AND THE CODE OF PRACTICE 2001.

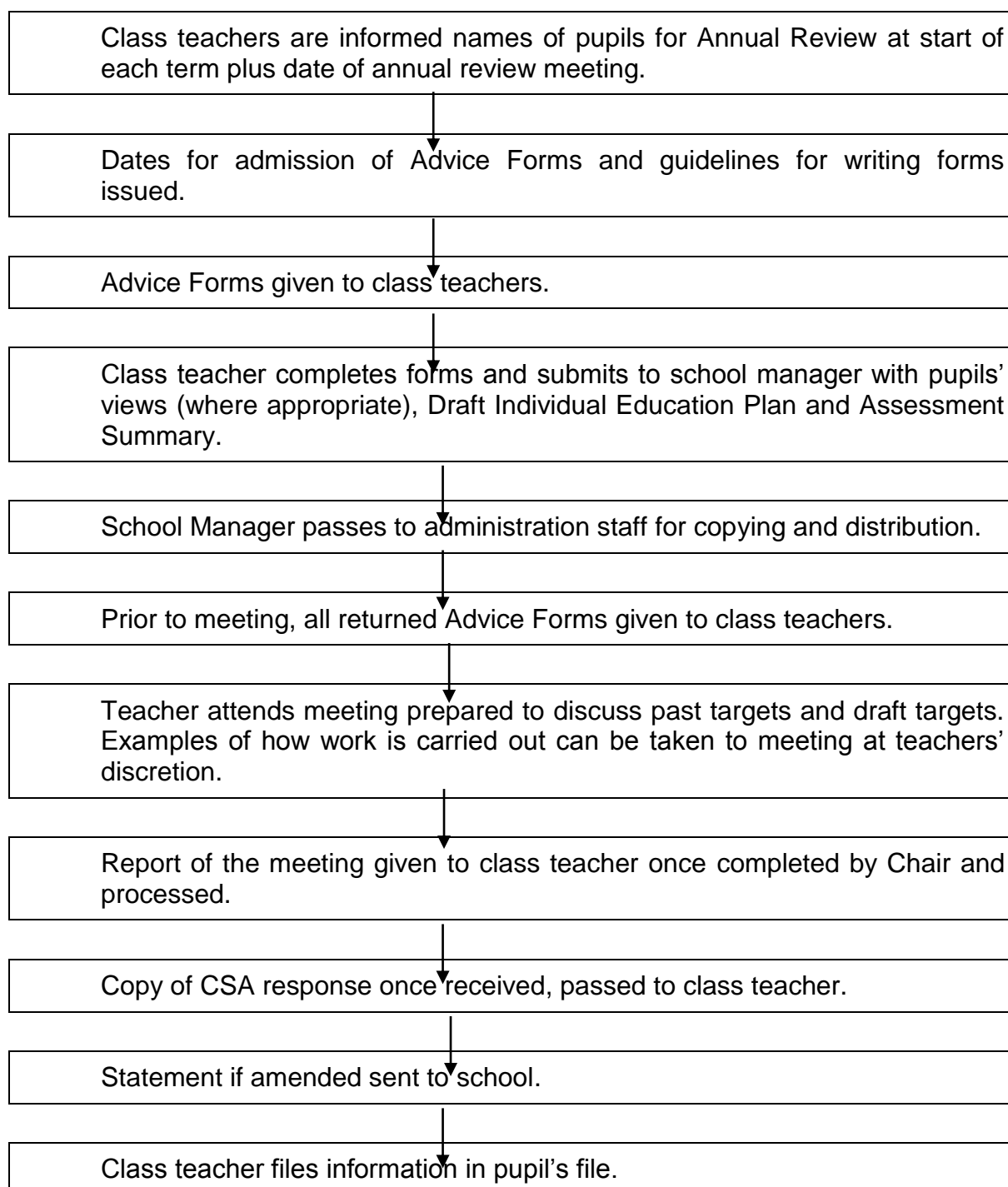


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NEWBRIDGE SCHOOL

THE ANNUAL REVIEW OF THE STATEMENT OF SPECIAL EDUCATIONAL NEED

CLASS TEACHERS' GUIDELINES



STUDY PLANS

1. The emphasis in the study plan is to highlight the learning intentions or experiences to be encountered for a programme of work (scheme, series of lessons) for the subjects or sessions taught. These are written for the individual child/student - NOT an overall aim for the whole class or the outcome of the lesson or series of lessons as a whole.
2. The description of the activity tells us what is going to be done, achieved, made, produced etc. at the end of the programme. If several subject areas will be covered on one study plan, separate targets must be set in relation to the subjects covered.
3. It is not expected that learning intentions be altered lesson by lesson. They are to be worked on over a series of lessons, on a half termly or termly basis. For some students it is difficult to decide if 'learning' has taken place, instead they may be given learning experiences.
4. Teachers evaluate how the pupil is doing whenever appropriate, but a formal evaluation must be completed at the end of the period of study – half termly or termly.
5. Learning intentions and evaluations should contain appropriate detail for each pupil – in the majority of cases a 'tick only' or the word 'achieved' response is inappropriate, as the information will be used to write End of Year Reports.
6. In the activity/resources column the teacher should make brief notes of what he/she is doing (a brief lesson plan perhaps) and the resources needed.

MORE ABOUT LEARNING INTENTIONS - or what the group will learn from the activity.

For each class member decide on all or some of the following: -

- **KNOWLEDGE** What would I like them to know?
- **COMPETENCE** What do I want the pupils to do?
- **CONCEPTS** What would I like them to understand?
- **ATTITUDES** What attitudes do I want to foster?
- **EXPERIENCE** How can I use and build their experiences? What experiences can I give them?
- **EQUAL OPPORTUNITIES** What do I need to consider to ensure that all participating pupils access the activity?

STUDY PLAN GUIDANCE

Gresham Drive

Study plans form the basis of our planning and monitoring of the curriculum.

Study plans must be completed in the following subject areas as appropriate to the Key Stage Curriculum.

English (Literacy)	Geography
Language & Communication	History
Science	PHSE
Maths / Numeracy	Design & Technology
Physical Education	ICT
Swimming	Religious Education
Art	PHSE Lunchtimes
Music	Modern Foreign Language

If working with a Topic based approach and several subjects are included in one study plan, i.e. History, Music, Art, then a target needs to be set for each subject.

For PE and Swimming, there must be a target linked to the subject, changing and dressing can only be additional targets.

Barley Lane

Progression in skills across the curriculum (KS3 & 4 + 16-19)

P.L.T.'s - Personal, Learning and Thinking Skills

The PLT framework supports and compliments the subject programmes of study, they are implicit in skills we develop across a range of experiences and skills need to be transferred across a range of contexts.

6 groups of skills: -

- independent enquirers
- creative thinkers
- reflective learners
- team workers
- self managers
- effective participants

Teachers need to think about students' making choices, helping others, being aware of their behaviour and the consequences, taking part, taking responsibility and being independent.

See page 18 for an example Study Plan.

A FRAMEWORK FOR RECOGNISING ATTAINMENT (FROM QCA)

- **ENCOUNTER** Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, for example, those who withhold their attention or their presence from many situations their willingness to tolerate a shared activity may, in itself, be significant.
- **AWARENESS** Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, for example, by briefly interrupting a pattern of self absorbed movement or vocalisation.
- **ATTENTION AND RESPONSE** Pupils attend and begin to respond, often not consistently, to what is happening, for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
- **ENGAGEMENT** Pupils show more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts.
- **PARTICIPATION** Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement, although these responses may be supported by staff or other pupils.
- **INVOLVEMENT** Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other pupils, for example, by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.
- **GAINING SKILLS AND UNDERSTANDING** Pupils gain, strengthen or make general use of their skills, knowledge, understanding concepts or understanding that relate to their experience of the curriculum, for example, they can recognise the features of an object and understand its relevance, significance and use.

The framework does not imply a fixed developmental sequence through which pupils move evenly. Some pupils will demonstrate skills at different levels and progress can be lateral as well as linear, i.e. pupils can deepen their understanding at one level without necessarily being ready to move to the next. Effective judgements can only be made through having a detailed knowledge of the individual child and by taking into account other important factors, e.g. the environment, health issues.

RECORD KEEPING AT NEWBRIDGE SCHOOL

PUPIL PROFILE

1. Pupil Information Sheet
2. Statement of Special Educational Needs
3. Annual Review
4. Individual Education Plan (IEP) (including termly monitoring sheets)
5. 'P' Scales
6. Speech & Language Therapy (including feeding programmes, communication checklist etc.)
7. Visual Impairment / Hearing Impairment input
8. Physiotherapy / Occupational Therapy input
9. End of Year Report
10. Medical Protocol
11. Positive Behaviour Strategies
12. Individual Risk Assessments

EVERYTHING MUST BE DATED TO INCLUDE THE YEAR.

Information from previous year should be placed in an envelope with pupils' name clearly marked and kept in filing cabinet in classroom.

***All information over two years old relating to Behaviour MUST be passed to Head of Education or given to teacher with overview of Behaviour.**

GUIDANCE FOR WRITING TIMETABLES

- Timetables must include the compulsory subjects related to individual Key Stages.
- A Modern Foreign Language (French at Newbridge) is taught in the Summer Term at Key Stages 2 & 3.
- The core subjects of English, Science and Maths must be taught at Key Stages 1, 2, 3 and 4, as must Religious Education unless the pupil is withdrawn.
- Timetables must indicate where split groups are based and what each group is doing. It is not sufficient to put 'half class swimming' on timetable.
- Every class group must have a language and communication session on the timetable.
- Timetables must not list 'local café', 'shopping', 'park' etc., but the subject being undertaken on such a trip.
- Timetables need to be changed when an area comes to an end and changed timetables sent home to parents / carers.
- Remember to include 'act of collective worship / circle time' and note that Assembly does not normally take a whole teaching session – what happens before and after?

All timetables must demonstrate a BROAD AND BALANCED CURRICULUM.

NEWBRIDGE SCHOOL

GRESHAM DRIVE CAMPUS

DRAFT INDIVIDUAL EDUCATION PLAN

NAME:

DATE OF BIRTH:

TARGETS SET FOR YEAR:

to

DATE OF ANNUAL REVIEW:

Personal, Social & Health Education **Compulsory Target**

(Towards promoting confidence, self-esteem and positive behaviour)

Communication **Compulsory Target**

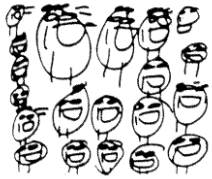
(E.g. speech, signs, symbols, picture exchange)

Set in conjunction with the Speech & Language Therapists

EXAMPLE

Plus one, two or three more targets as appropriate to the needs of individual pupils.

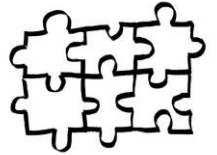
= Achieved



Newbridge School - Gresham Drive Campus

Individual Education Plan

Termly Monitoring Form



PUPIL: - _____ DATE OF BIRTH: - _____ TERM: - _____ YEAR: - _____

<p><u>TARGET</u> Including teaching strategies, relevant skills and help outside the classroom, i.e. at home</p>	<p><u>PROGRESS</u> Report on progress in achieving learning target</p>	<p><u>SUPPORT FROM OUTSIDE THE CLASSROOM</u></p>	<p><u>SUCCESS CRITERIA</u></p>
<p><u>Personal & Social Development</u></p>			<p>Continue this step <input type="checkbox"/> Progress to next step <input type="checkbox"/> Whole target achieved <input type="checkbox"/> Set new IEP target <input type="checkbox"/></p>
<p><u>Communication</u></p>			<p>Continue this step <input type="checkbox"/> Progress to next step <input type="checkbox"/> Whole target achieved <input type="checkbox"/> Set new IEP target <input type="checkbox"/></p>
			<p>Continue this step <input type="checkbox"/> Progress to next step <input type="checkbox"/> Whole target achieved <input type="checkbox"/> Set new IEP target <input type="checkbox"/></p>
			<p>Continue this step <input type="checkbox"/> Progress to next step <input type="checkbox"/> Whole target achieved <input type="checkbox"/> Set new IEP target <input type="checkbox"/></p>

EXAMPLE

FACTORS THIS TERM THAT MAY HAVE INFLUENCED LEARNING: -

Signature: - _____ Date: - _____

Class Teacher

Newbridge School
Communication Checklist

To support Summer Term IEP review and transition from class to class or campus to campus.

Pupil's Name:

Class Teacher:

Date:

<u>AAC (please circle)</u>	<u>Brief comments on classroom use</u>
<p>Comprehension – Pupil requires / uses:</p> <ol style="list-style-type: none"> 1. School objects of reference 2. Pupil's own objects of reference / multi-sensory cues 3. Touch signs 4. Simplified spoken language 5. Makaton signs 6. Photo timetable 7. Symbol timetable 8. Other 	<p>EAL student</p> <p>Understands basic verbal words – ‘toilet’, ‘music’, ‘dancing’, ‘drink’, ‘coat’, and ‘book’.</p> <p>Understands some pictures (e.g. bus, computer, bus, drink).</p> <p>Understands some widget symbols (e.g. computer, shower, bath, lunch / food etc.).</p> <p>N.B. Cannot match photos to symbols yet.</p> <p>Starting to trace letters. Pretends to read books / looks at pictures, but short attention span.</p>
<p>Expression – Pupil requires / uses:</p> <ol style="list-style-type: none"> 1. Object choices 2. Body movements / facial expressions 3. Switches, e.g. Big Mack 4. Makaton signs 5. Photo choices 6. Photo choice board 7. Symbol choice board 8. Communication book# 9. Voice output communication aid 10. Speech 11. Other 	<p>Babbles long sentences</p> <p>Initiates pretend conversation – very sociable</p> <p>Copies adult / peers in class</p> <p>Will make photo choices (not symbol choices), but choices are not always meaningful.</p> <p style="text-align: center; font-size: 48pt; font-weight: bold; transform: rotate(-10deg);">EXAMPLE</p>

Newbridge School
Communication Checklist

To support Summer Term IEP review and transition from class to class or campus to campus.

Pupil's Name:

Class Teacher:

Date:

<u>AAC (please circle)</u>	<u>Brief comments on classroom use</u>
<p>Comprehension – Pupil requires / uses:</p> <p>9. School objects of reference 10. Pupil's own objects of reference / multi-sensory cues 11. Touch signs 12. Simplified spoken language 13. Makaton signs 14. Photo timetable 15. Symbol timetable 16. Other</p>	<p>X has full understanding of verbal speech. X can recognise some letters / names, (e.g. d, a, b, c), but no words. (Student requires reading glasses when completing work activities). X has good recognition of most Widgit symbols and a number of Makaton signs. X can understand when he has to make a choice / the consequence of that choice.</p>
<p>Expression – Pupil requires / uses:</p> <p>12. Object choices 13. Body movements / facial expressions 14. Switches, e.g. Big Mack 15. Makaton signs 16. Photo choices 17. Photo choice board 18. Symbol choice board 19. Communication book# 20. Voice output communication aid 21. Speech 22. Other</p>	<p>Babbles long sentences Initiates pretend conversation – very sociable Copies adult / peers in class Speaks names of adults / peers in class. Will make photo choices (not symbol choices), but choices are not always meaningful.</p> <p style="text-align: center; font-size: 48pt; font-weight: bold; transform: rotate(-10deg);">EXAMPLE</p>

EXAMPLE

EXAMPLE

Newbridge School Gresham Drive Campus

STUDY PLAN & PUPIL EVALUATION

SUBJECT:- PUT ALL IF CROSS-CURRICULAR

TEACHER: BOTH NAMES

DESCRIPTION OF ACTIVITY:- TITLE OF SCHEME OF WORK / TOPIC

CLASS: K.S

PROGRAMME OF STUDY LINKS: NEWBRIDGE EY, KS1, 2, 3, 4, 16+ + N.C

NO. OF SESSIONS: _____

DATE BEGUN: ADD YEAR

NAME	INDIVIDUAL LEARNING INTENTIONS AND/OR EXPERIENCES	EVALUATION / RESPONSE	ACTIVITY & RESOURCES
<u>BOTH NAMES OF PUPIL</u>	What you want the pupil to learn / gain / achieve / understand over the half term, for each subject if cross curricular	Do not ✓ or write 'achieved'. If not achieved, put reason why. Write short description.	Could be by session, i.e., 1. 2. 3. etc.
	If appropriate, what you want the pupil to 'encounter', 'be aware of', 'react to', 'respond to', 'take part in', 'engage in'.	Make a note of the response and reaction.	<u>OR</u> Each week we will.....
			List resources, also, if out of class where will the lesson take place?
			How you would group, i.e. split with LSA's 1:1 etc.
			Does the activity take into account needs of all pupils?

Newbridge School
Barley Lane Campus

Asdan Personal Progress

Individual Student Target Record

Name: - ???
Class: - - ???
Year: - ???

Teaching Profile

- ???
- ???
- ???
- ???
- ???
- ???

Five year planned destination

- Independence: ???
- Behaviour: ???
- Communication: ???
- Community: ???

Predicted to complete:-

1. At least ??? ASDAN pp Units
2. ASDAN Towards Independences 'Relationships' Module

One year targets overview

- Independence: ???
- Behaviour: ???
- Communication: ???
- Community: ???

Predicted to complete:-

1. At least ??? ASDAN pp Units

Newbridge School
Barley Lane Campus

Termly Individual Student ASDAN Personal Progress Targets / I.E.P'S
 (10-15 targets)

Term: ???

Individual (S.M.A.R.T) Target:		Evaluation	
Activity: ???		???	
<u>Unit Title</u>	<u>Reference</u>	<u>Learning Outcomes</u>	<u>Assessment Criteria</u>
???	Page ???	1 ???	1.1 ???

Newbridge School
Barley Lane Campus

Weekly Lesson Planning for: ???

<u>Week Beginning: ???</u>	<u>Term: - ???</u>	<u>Day: - ???</u>
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<u>Subject (am / pm)</u>	<u>Aim(s) of Session</u>	<u>Personal Learning Skills</u>	<u>Activities</u>	<u>Notes</u>
???	???	Student ??? Developing ??? skills PP pg ??? Student ??? Developing ??? skills PP pg ??? Student ??? Developing ??? skills PP pg ??? Student ??? Developing ??? skills PP pg ???	1. ??? 2. ??? 3. ??? 4. ??? 5. ??? 6. ???	???

Key Stage 3 – Individual Target Record

Name: -

Class: -

Year: -

Teaching Profile

-
-
-
-

Three –Year Planned Destination

- Independence
- Behaviour
- Communication
- KS3 Curriculum

One-Year Targets Overview

- Independence
- Behaviour
- Communication
- KS3 Curriculum

Student name new or assessed year

Individual Termly IEP Targets

Term

Year

Student Name

Individual (S. M. A. R. T.) Target 1		Evaluation		
<u>Activity:-</u>				
Curriculum Map – KS3	Topic	Scheme of Work	Learning Objectives (S.O.W.)	Assessment Opportunities

Individual (S. M. A. R. T.) Target 2		Evaluation		
<u>Activity:-</u>				
Curriculum Map – KS3	Topic	Scheme of Work	Learning Objectives (S.O.W.)	Assessment Opportunities

Student name new or assessed year