



Peterhouse School

Assessment, Recording and Reporting Policy

C.Amy

This document should be read in conjunction with:

Annual Review Policy

Adult Learning Curriculum Policy

Teaching & Learning Policy

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SUMMARY / SCOPE

Peterhouse School is committed to providing the best possible **outcomes** for all of our pupils. Our priority is to enable our young people to leave us as **successful adults with autism**, who make a positive contribution to their local community and have the skills to be lifelong learners.

For some this will mean being able to exercise **choice** and **independence** in a supported environment; having self-occupancy skills, independent living skills and the ability to self- manage their own behaviour.

For other pupils the priority will be the attainment of nationally recognised qualifications to enable them to continue in further education or to experience

success in the workplace. We recognise, however, that these qualifications will be meaningless unless we also equip our young people with the **parallel skills** to make their qualifications count. At Peterhouse School we recognise the unique impact of ASC on each individual and therefore employ unique and person-centred approaches to enable our young people to develop the skills and strategies to enable them to **independently** communicate, socially interact, problem solve, behave appropriately and keep themselves healthy and safe. These skills are fundamental in securing the future success and wellbeing of all our pupils as they continue on the road of lifelong learning and make a positive contribution as a successful adult with autism.

This policy has been developed in accordance with this ethos and sets out the aims and procedures for assessing, recording and reporting of student progress, attainment and outcomes at Peterhouse School.

REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
March 2017	Update from old format		Janet Allan	March 2020
	Include new legislation			
March 2022	updated	new assessment tool and criteria	Cheryl Amy	
March 2023	Assessment slip in appendix updated	Appendix I	Cheryl Amy	September 2023
January 2024	Throughout to reflect updates and changes in language		Cheryl Amy	March 2027

1 PHILOSOPHY AND VALUES

Peterhouse School mission statement;

Peterhouse aims to provide a specialist environment which is flexible and responsive in fulfilling the academic, social, emotional and physical potential of all our young people, equipping them with the skills, knowledge and understanding to be a successful adult with autism.

In keeping with this mission statement we aim to equip our students with the knowledge and understanding, together with the appropriate skills and strategies, to help them succeed in life as an adult.

We recognise that our student's autism can impact significantly on their vulnerability as an adult and addressing this is embedded in everything we do.

2 PRINCIPLES AND AIMS OF ASSESSMENT

Students with a diagnosis of ASC can demonstrate an uneven profile of abilities. For many of our students the impact of their autism can be a significant barrier to their learning and at times they may appear to regress or be unable to demonstrate achievement.

In the past 'best fit' judgements often had to be made given this 'spikey' and sometimes inconsistent profile. The move to deep, secure learning over time allows for a more accurate picture of our student's progress and attainment to be presented. Student's with ASC often find it difficult to generalise and apply what they have learnt so it is important to provide opportunities for learning in a variety of contexts and over a period of time.

Assessment is therefore an ongoing process dependent upon observation and knowledge of individual pupils and covers more than just academic progress and attainment. In keeping with our mission statement, assessment considers the long-term wider outcomes such as higher education, employment, independent living, participation in society and staying healthy and safe. The Peterhouse Way is a 'Blended Offer' that is based around our specialist knowledge of autism to create a personalised approach to shape a curriculum offer that engages and enthuses each pupil alongside preparing them to live in a neuro-prevalent world with good quality of life.

The aims of assessment are

- To demonstrate progress over time in achieving meaningful and aspirational outcomes as described in each young person's EHCP.
- To use assessment data and observations to identify any additional input and support that may be required to secure continued progress
- To be meaningful to the teacher in informing next steps

- To be communicated to and understood by the student so that they know what they need to do to progress further.
- To monitor professional accountability, inform whole school self-evaluation and drive school improvement.

3 TYPES OF ASSESSMENT

In 2018, the school adopted the Assessment tool 'Earwig'. Earwig was selected as it is *"a software package designed to turn the whole business of providing teaching evidence, making assessments, tracking progress and reporting into a pleasure rather than a chore"*. It pulls everything we do together into one, consistent approach and supports teacher workload, especially when reporting to parents / carers. It has evolved in its implementation and has become an established tool with regard to assessment and is used to monitor, assess, evidence and report on progress for:

- The Semi-formal pathway; further adapted core and foundation subjects
- The formal pathway; core and foundation subjects
- The Peterhouse Preparing for Adulthood (PPfA) offer
- EHCP targets – targets are set termly by the class teacher and specialists. They identify what targets are being worked on and how this will be achieved throughout the day / all lessons / incidental learning (Appendix III)

In summary, we then use Earwig to complete:

- On-going evidence recorded (by all staff) with a personalised commentary (internal for school reference and external for reporting to parents) and assessed level; we have a holistic approach to assessment, where all curriculums are aligned using the same principle of our encounter (E) basic (B) advancing (A) or deep (D) criteria (see appendix II), linking the evidence to the relevant frameworks
- assess progress at the end of Spring 1 / Summer 1 and also record progress in the half termly Progress Trackers
- targets are reviewed in Summer 2 and reports generated to inform parents / guardians on 'academic' progress
- inform Annual Reviews; staff report on EHCP progress after a full year of evidence collation, further supporting reducing the workload on teachers. The report is supported by evidence generated throughout the year as opposed to one time point at the end of the review cycle.

The following Assessments will be carried out:

- Baseline Assessments (at interim review for new pupils)
- In-school formative assessments
- In-school summative assessments
- Nationally recognised Accreditation

Moderation

Moderation is a positive part of a teacher's professional development as it offers the opportunity to compare pupil performance with the requirements of the agreed curriculum offer. It also ensures that accurate and fair marks are awarded to pupils by comparing them to others of similar ability and are consistent with those made in other classes and other schools. Staff at Peterhouse School moderate internally as well as leading a local cluster of schools with a similar cohort that externally moderate agreed subjects twice a year. This ensures consistency:

- Within a class team; between the teacher, HLTA and TA's
- Across different teams within the school
- Between different schools of a similar cohort
- Provides SLT with evidence of alignment of expectations and judgements with standards or progressions, and hence improved teaching and learning
- For subject leaders around their subject coverage and delivery across the school
- Assurance to parents and others that interpretations of students' achievements are in line with other professionals

Internal moderation of accredited coursework is also led by the school's Exams Officer / WRL co-ordinator.

4 BASELINE ASSESSMENTS

Pupils come to Peterhouse from a large number of Local Authorities throughout the North West England. The information we receive prior to entry varies greatly. Some pupils have comprehensive and detailed reports together with files of previous schoolwork. Some bring very little information and for others, the information that we receive does not accurately reflect their level of functioning. This may be due to a lack of understanding of the implications of an autistic spectrum condition upon children's learning and understanding. Accompanying standardised test results are rare and where they are supplied, they are not

always informative. Some students may have been out of education for a considerable period of time and have found previous school placements extremely difficult.

We undertake our own baseline assessment over the initial six months of placement which includes

- Reviewing transition documentation, discussion with parents/carers, previous placement, other specialist staff e.g. Educational Psychologist, CAMHS, medical staff etc.
- Communication assessment by the Speech and Language Therapists
- Occupational Therapy assessments and Sensory profile
- Phonics reading test through Twinkl; our DfE approved provider (if appropriate)
- 5 point star observations
- Teacher/staff observations
- Earwig baselining in the relevant frameworks

Information from this then informs

- Risk assessment
- Positive behaviour support plan (PBSP)
- About Me document / At A Glance
- Individual learning goals
- Individual therapy goals
- Initial Annual Review (where EHCP outcomes are agreed)

5 IN-SCHOOL FORMATIVE ASSESSMENTS

In-school formative assessment are an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Where appropriate these in-school formative assessment should include the student so that they can measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve

In-school formative assessments should also be communicated to parents via Dojo, weekly email or telephone conversation to provide them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This helps to generalise and consolidate learning across settings

Examples of formative assessments include

- Questions and answers during class. All staff are aware of the importance of checking for understanding and use LARC
- Marking of student's work
- Annotated work / assessment slips / floor books
- Subject records
- Observational assessment
- Regular short re-cap, quizzes
- Scanning work for student attainment and development

In looking at wider outcomes for the students we also consider the following in-school formative assessments

- Daily engagement log
- Incident reporting and post incident reviews
- Therapy case notes
- Personal tutorial recording
- Peterhouse Points/reflection
- Internal review meetings
- Curriculum / welfare / family / therapy meetings

Annotation and Feedback to students

A consistent system of annotating students' work has been agreed. Every piece of work should be

- Named
- Dated
- Assessment slip attached – (relevant pathway coloured border) should be completed alongside pupil as appropriate to allow them to understand how they can extend their learning.
 - The learning intention stated
 - Level of support indicated (I, S, D, or R)
 - **Independent (I)** – Work is completed independently with no support
 - **Support (S)** – Some support is given to complete the task but some of the task is completed independently
 - **Dependent (D)** – Support is given throughout the task to ensure completion
 - **Refused (R)** – The student refuses to complete the task
 - What went well; 1 subject specific and 1 driver related (linked to our hidden curriculum)
 - Next steps identified
 - Assessed against our EBAD criteria

- Some form of mark on the page to evidence it has been looked at to assess learning e.g. tick / sticker / stamp / VF (verbal feedback) – shows work has been looked at alongside the child. The use of a highlighter – green to show success / yellow to show misconceptions

Verbal feedback alongside the child, then agreeing what went well and next steps, supports progress and involves the pupil. This is more likely to support engagement, motivation and success; so ultimately pupil progress.

If this can be completed within a task, as opposed to the end, so that any misconceptions can be identified early and the pupil can be involved in effective feedback through cueing them back in through questioning.

Marking work that is never looked at or re-addressed by the pupil, as this is unproductive use of teacher time, adds to workload and therefore does not address useful feedback.

Whilst we recognize the importance of giving feedback to students on what they have done well and what they can do further to improve their knowledge, understanding and skills, accepting feedback can be very difficult for many of our students; many may perceive it as criticism or additional demand. Praise too can be difficult for many students to accept due to low levels of self-esteem. Some students may also see praise as a perceived demand;

“For me, it’s... the implied demand to be able to do the same thing just as well every time, which for me and others with PDA, is at times unachievable”

‘Student with PDA diagnosis’

Given this context, feedback needs to be given creatively and sensitively but in line with the following principles

- Two positives – what they have done well. One of these should be elicited from the student themselves where possible and annotated as (T) teacher feedback and (S) student feedback
- One comment that reflects their next step

A consistent format has been agreed (Appendix I) but will be differentiated to reflect age, understanding etc. of the individual.

We recognise the importance of encouraging peer review (verbal) where possible.

6 IN-SCHOOL SUMMATIVE ASSESSMENTS

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

When considering wider outcomes, the teacher can use a range of data to consider where extra support/input is required.

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. When considering wider outcomes any actions or plans for additional support should involve the student wherever possible.

In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children annually at the Annual Review Meeting.

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment and outcomes.

The following in-school summative assessments can be used:

Class based assessments

These can include

- end of topic or unit test, quiz etc.
- past SATs papers
- Twinkl reading test (DfE Approved provider)
- White Rose maths end of unit tests / quizzes or SumDog

Peterhouse School Progress Tracker

Our progress tracker highlights any concerns and alerts teachers and senior leaders to where additional input may be required. The following data is included:

- Attendance figures for that half term
- Engagement – the data from each student’s engagement log is recorded as a percentage of full engagement, partial engagement and no engagement.
- Behaviour – incident data is collated half termly by the Assistant Head for behaviour and welfare which identifies if incidents have reduced, stayed the same, increased or changed I level of severity
- Earwig review of EHCP targets, subject learning and the PfA
- Accredited learning targets

Behaviour, engagement and any concerns are monitored and completed every half term. Academic progress is both monitored and assessed at two points in the year then an additional assessment point when we report to parents at the end of the year. If any of this data flags up a cause for concern, then actions to address

this are set. The success of these actions is then reviewed when the next progress tracker is completed. The tracker also provides the opportunity to record events which may impact on progress and to record the 'something new, something different' (achievements which may take us all by surprise! and which cannot be captured by data alone).

There is an additional summary sheet which is completed annually and included in the student's Annual Review report. This includes other indicators of progress towards wider outcomes and summarises a review of

- Risk assessments
- Medication
- Level of support needs
- Personal tutorial data and outcomes

Annual Review Report and Meeting

The annual review report includes a summary of the EHCP targets from the last review and the suggested new targets for the coming year. Reports from SaLT, OT and personal tutors are also included alongside the School Counsellor, Young Person and Family Coordinator and Children's Residential Services where appropriate.

The report also includes the student's 'About Me' document, Risk Assessment and Positive Behaviour Support Plan together with a summary of incident data.

All young people who attend Peterhouse School have an EHC Plan. Progress against outcomes is reported narratively in the main body of the report under each of the headings

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Medical, Physical and Sensory Needs

The Progress section of the EHC Progress Review Document is completed prior to the review. This is rated according to our B- A- D criteria for assessment.

During the review meeting the rest of the EHC Outcomes Progress Review document will be co-produced. This will then be included in the minutes and any amendments noted.

Annual Reporting Progress to parents / carers

This is a summative report which draws on a range of formative and other summative assessments as described above. The reports are generated at the end of the academic year using Earwig. Data and evidence from throughout the year is collated to demonstrate a time-line of progress and what progress has been made since the previous year. We report on:

- Semi-formal Pathway (pre-NC further refined subject specific learning)
- Formal Pathway Core subjects – English, Maths and Science and Foundation Subjects – Art, DT, Music, Computing, History, Geography and PE
- The Peterhouse Preparing for Adulthood Framework

7 NATIONALLY RECOGNISED ACCREDITATION

A range of accredited learning courses are available for students working at pre-entry level, entry level and Levels 1 and 2. Courses focus on life skills; work related learning and functional skills. Qualifications and awards include:






Semi-formal Pathway

- ✓ Trinity Awards and certificate in musical development (Entry 1-2)
- ✓ ASDAN Diploma in Personal Progress (Entry 1) Employment, Independent Living, Good Health, Community Inclusion
- ✓ ASDAN Towards Independence (Entry 1) DT (craft making, meal preparation, performing arts)
Art (printing, clay, making pictures)
Work related learning (work awareness, business enterprise, my future choices)
- ✓ ASDAN Personal Development (Bronze, Silver, Gold)
- ✓ ASDAN Short Courses i.e. horticulture and in areas of personal interest (Entry Level)






Formal Pathway

- ✓ English and Maths (Entry 1 to Level 2, AQA GCSE Language & Maths)
- ✓ Science (open award and certificate level 1&2)
- ✓ ASDAN Employability (Entry 1 to Level 2)
- ✓ ASDAN Personal & Social Development (Entry 1 to level 2)
- ✓ ASDAN personal development (Bronze, Silver, Gold)
- ✓ Art & IT (BTec Level 1&2)
- ✓ Digital Media (level 1 BTec)
- ✓ Creative Media Production (BTec Level 1 & 2)
- ✓ Vocational Studies (BTec Entry 3)
- ✓ Duke of Edinburgh – Bronze, Silver, Gold
- ✓ Trinity Arts Award – Explore, Bronze, Silver, Gold
- ✓ ASDAN Short courses i.e. in areas of personal interest

Semi-Formal assessment slip:

Name:	Date:	
Dependent / supported / independent / refusal		
L.O.		
WWW (Subject)		
WWW 		
Next steps:		

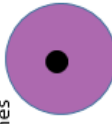



Formal Pathway assessment slip:

Name:	Date:	
Dependent / supported / independent / refusal		
L.O.		
WWW (Subject)		
WWW 		
Next steps:		

Peterhouse School Assessment

Students should concentrate on securing the fundamental foundations into long-term memory. This will give them the procedural and semantic knowledge they need in order to move on to the Advancing and Deep stages.



Level	Summary	Cognitive challenge / semantic knowledge	Teaching style	Support / procedural	Type of thinking pupils will typically display
Encounter	Experiencing; Learning to learn, building interest and attention in learning concepts and routines	Low level Joint/shared attention Learning to learn Introduced to concepts and routines 	Engaging interest Intensive interaction Modelling Repetition	High level of support Child led Reduced demands Attention Autism (stages 1/2)	Little or no attention to learning when agenda not their own, limited spontaneous communication, limited receptive communication, use of AAC, limited or no joint attention, learning to anticipate, full body sensory exploration of objects and experiences, anxiety around transitions
Basic	knowledge building; standard, routine thinking to learn the fundamental foundations	Low level Involves following instructions Introduced to knowledge but is unconnected 	Modelling explaining	High level of support Follows procedures with structure and will need reminding	name, describe, follow instructions or methods, complete, recall, observe, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.
Advancing	decision making to apply fundamental foundations	Higher level Mental processing beyond recall Some degree of decision making Schema developing and understanding demonstrated in same situations 	Reminding guiding	Medium level of support Follows procedures without reminders when asked	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret summarise, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate
Deep	non-routine thinking that requires inventive application of fundamental foundations	Complex and abstract Multi step problems Strong schema where links are made in a wide range of situations 	Coaching mentoring	Low level of support Follows procedures automatically without reminding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, making a case/debating/convincing others

EHCP (TERM) Targets 2025



Peterhouse School

Name: Pathway: **Semi- Formal/ Formal**

Cognition & Learning	
Long term Outcome 1	
Target 1.1	
How	
Target 1.2	
How	
Communication & Interaction	
Long term Outcome 1	
Target 1.1	
How	
Target 1.2	
How	
Sensory & Physical	
Long term Outcome 1	
Target 1.1	
How	
Target 1.2	
How	
SEMH	
Long term Outcome 1	
Target 1.1	
How	
Target 1.2	
How	
Preparing for Adulthood	

English / functional English

Maths / Functional Maths

Understanding of the World / Science, Computing, Humanities

PE / physical development

Expressive arts / art, music, DT

PfA

Interventions