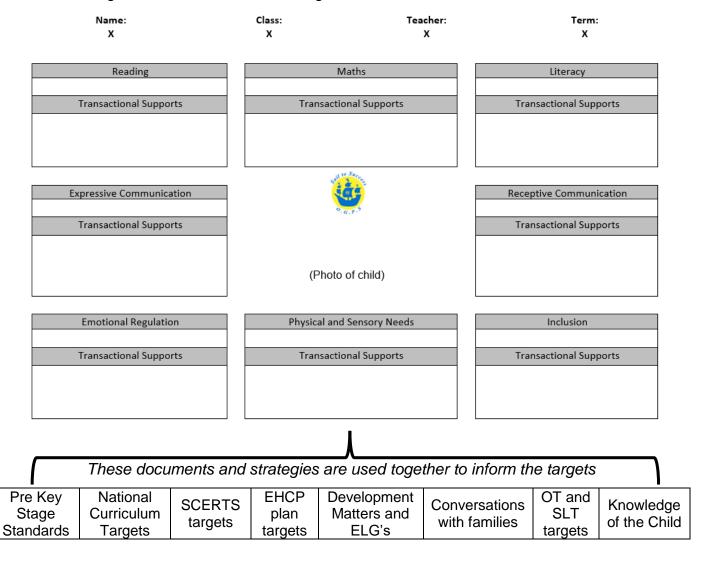
## **Assessment in the Autism Resource Provision at OGPS**

# **INDIVIDUAL EDUCATION PLANS:**

- Each term, the class teacher will write an Individual Education Plan for each child in the provision.
- Targets are reviewed every half term and adapted if the child has already met the target, or
  if the child is unlikely to have made sufficient progress towards the target by the end of the
  term
- Targets are reviewed at the end of the of the term and assessed
- Parents evening for children in the provision is at the end of the term. Review of previous term's targets and discussion about targets for the next term.



# Pre Key Stage Standards:

# Standard 1 Composition The pupil can: • say an appropriate word to complete a sentence when the adult pauses (e.g. "We're going to the...zoo/park/shop/beach"). Transcription The pupil can: • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). Standard 2 Composition The pupil can: • say a clause to complete a sentence that is said aloud (e.g. When we went to the beach today....we ate ice cream / I played in the sand / it was hot"). Transcription The pupil can: • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes.

# **SCERTS** targets:

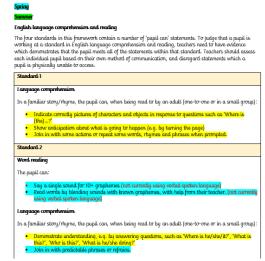
Demonstr	ates availability for learning and interacting						
SP	Notices people and things in the environment (looking at or visually tracking people or objects, reaching for them, exploring them through manipulation)						
SP	Shows interest in a variety of sensory and social experiences (looking, touching, tasting, smelling, moving in solitory or social play)						
SP	Seeks and tolerates a variety of sensory experiences (five different sensory experiences, looking, listening, rubbing, mouthing, smelling, climbing, jumping, rocking)						
SP/LP	Responds to sensory and social experiences with differentiated emotions (shows happiness and excitement in fun activities, distress in stressful or unpleasant activities)						
LP / CP	Persists during tasks with reasonable demands (does not need to complete the task, just effort)						
LP / CP	Demonstrates emotional expression appropriate to context (positive, neurtral, negative depending on situation)						
Uses beh	avioural strategies to regulate arousal level during familiar activities						
SP/LP/	Uses behavioural strategies to regulate arousal level during solitary activities						
SP/LP/	Uses behavioural strategies to regulate arousal level during social interactions						
SP/LP/	Uses behavioural strategies modeled by partners to regulate arousal level						
SP/LP/	Uses behavioural strategies to engage productively in an extended activity						
Uses lang	uage and/or metacognitive strategies to regulate arousal level during familiar activities						
LP / CP	Uses language strategies to regulate arousal level during new activities or experiences or transitions (when under-aroused or over-aroused) (e.g. asking a question, recalling a strategy / using a script from a social story or comic strip conversation / saying statements that aim to reassure self) such as "this will be laringth")						
CP	Identifies and reflects on strategies that support regulation (demonstrates and reflects on effective self-regualtory capacities)						
Regulates	emotion in/during new and changing situations						
SP/LP	Participates (active engagement not just tolerance or passive attention) in new (unfamiliar) and changing situations (variation in key fatures suchas sensory stimulation, activity level, sequence, difficulty)						
SP/LP/	Uses behavioural strategies to regulate arousal level in/during new and changing situations/ transitions						
LP/CP	Uses language strategies (delayed echolalia, emotion words, language pertaining to activity) to regulate arousal level in new (unfamiliar) and changing situations (unexpected features)						
LP / CP	Uses language strategies to regulate arousal level during transitions (e.g. intensity of emotional response)						
CP	Uses metacognitive strategies to regulate arousal level in new (unfamiliar) and changing (unexpected features) situations (ability to reflect on and talk about strategies for self-regulation)						
SP/LP/	Uses metacognitive strategies to regulate arousal level during transitions between activities (e.g. understand that uncertainty during transition is uncomfortable and so seek comfort)						
Recovers	from extreme dysregulation by self						
SP	Removes self from overstimulating or undesired activity (child moves away from overstimulating/undesired activities after dysregulation)						

### **ASSESSMENT DATA**

# PRE KEY STAGE STANDARDS; for all pupils working below the standard of national curriculum assessments engaged in subject-specific study

- Children in year 1 and above who are not yet working towards national curriculum targets are assessed using the 'Pre Key Stage Standards'.
- Each child has their own PKS document that is highlighted termly to see progression. Their PKS level is used as their assessment data.

		Reading		Writing		
		Word Reading	Language Comprehension	Composition	Transcription	Maths
	Autumn	PK1	PK1	PK1	PK2	PK1
	Spring	PK3	PK2	PK1	PK2	PK2
	Summer	PK3	PK2	PK2	PK3	PK2
	Autumn	PK2	PK1	PK1	PK2	PK1
	Spring	PK3	PK2	PK1	PK3	PK2
	Summer	PK3	PK2	PK2	PK3	PK2
	Autumn	PK3	PK3	PK3	PK3	PK3
	Spring	Year 1 D		Year 1 E		Year 1 D
	Summer	Year 1 S		Year 1 D		Year 1 S
	Autumn	PK2	PK2	PK1	PK1	PK2
	Spring	PK3	PK2	PK1	PK3	PK3
	Summer	PK3	PK2	PK2	PK3	PK3
	Autumn					
	Spring	PK3	PK3	PK3	PK2	Year 1 E
	Summer	PK3	PK4	PK3	PK3	Year 1 D



### THE ENGAGEMENT MODEL: for pupils not yet engaged in subject-specific study

- The engagement model is the assessment tool used for children working below pre key stage standards that are in year 1 and above.
- Schools are required to report to DfE which pupils are assessed using the engagement model for KS1 and KS2 — schools are not required to submit any other data to DfE about the progress of these pupils

