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.

Name: X	Class: X	Teacher: X	Term: X

Reading	Maths	Literacy
Transactional Supports	**Transactional Supports**	**Transactional Supports**

Expressive Communication		Receptive Communication
Transactional Supports	(Photo of child)	**Transactional Supports**

Emotional Regulation	Physical and Sensory Needs	Inclusion
Transactional Supports	**Transactional Supports**	**Transactional Supports**

These documents and strategies are used together to inform the targets

Pre Key Stage Standards	National Curriculum Targets	SCERTS targets	EHCP plan targets	Development Matters and ELG's	Conversations with families	OT and SLT targets	Knowledge of the Child

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:

	Demonstrates 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, neutral, negative depending on situation)
	Uses behavioural strategies to regulate arousal level during familiar activities
SP / LP / C	Uses behavioural strategies to regulate arousal level during solitary activities
SP / LP / C	Uses behavioural strategies to regulate arousal level during social interactions
SP / LP / C	Uses behavioural strategies modeled by partners to regulate arousal level
SP / LP / C	Uses behavioural strategies to engage productively in an extended activity
	Uses language 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 / comic strip conversation / saying statements that aim to reassure self) such as "this will be alright")
CP	Identifies and reflects on strategies that support regulation (demonstrates and reflects on effective self-regulatory 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 / C	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 / C	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		Maths
		Word Reading	Language Comprehension	Composition	Transcription	
	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

Autumn
Spring
Summer

English language comprehension and reading

The four standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English language comprehension and reading, teachers need to have evidence which demonstrates that the pupil meets all of the statements within that standard. Teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.

Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):
- Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- Show anticipation about what is going to happen (e.g. by turning the page)
- Join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2

Word reading

The pupil can:
- Say a single sound for 10+ graphemes (not currently using verbal spoken language)
- Read words by blending sounds with known graphemes, with help from their teacher. (not currently using verbal spoken language)

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):
- Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- Join in with predictable phrases or refrains.

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

How to use the engagement model to assess pupil progress

Setting targets

What are the pupils' targets across the 4 areas of need, as outlined in their EHC plan?

Are they realistic and appropriate?

Have the parents/carers been involved in setting the targets?

Plan

Is the pupil's curriculum sufficiently broad and balanced, motivating, personalised and aligned to their learning outcomes and targets in their EHC plan?

What teaching strategies and learning environments need to be put in place to help the pupil meet these targets?

Working together

Are the teaching staff working together with a multi-agency team to:

- Set targets for the pupil
- Plan their personalised curriculum
- Conduct observations
- Identify the special educational provision needed to increase pupil engagement and moderate assessment outcomes

Are senior leaders supporting target settings and moderations?

Does the school have partnerships with other schools to assist with moderation and CPD?

Observe

Has a baseline assessment been conducted to identify what the pupil's achievement against the target looks like at the beginning?

How much is the pupil engaged in achieving the target through each of the 5 areas? What does this look like in different contexts/environments?

What adaptations have been made to the specialist education provision and how does this affect their engagement?

Assess, evaluate and moderate

How much progress did the pupil make against the target through each of the 5 areas?

How much support did they need?

How can the pupil consolidate the learning in different contexts?

Is the teaching environment suitable? Is additional challenge needed?

Is any special educational provision needed to improve the pupil's engagement?

Do any changes need to be made to personalised curriculum and pedagogy for the pupil?

Along with the school's other assessment systems, how does the assessment information help provide evidence of progress against the target?