



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

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# Assessment policy

## Assessment and Monitoring

The Lady Byron School



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## 1. Purpose

1.1 This document is a statement of the aims, values and strategies used for the development of the curriculum undertaken at The Lady Byron School. The purpose of this policy is to provide a comprehensive document for staff, other professionals, families and other interested stakeholders. The policy makes clear the vision, values and aims of The Lady Byron School as well as detailing our curriculum intent, its broad and balanced content and the specialised approach to teaching and learning, and assessment that is needed by our young people in order for them to flourish and achieve their full potential.

1.2 The policy aims to consider diversity of beliefs and needs and provide equality of opportunity.

1.3 The Lady Byron School is an independent special school which provides a high quality broad, balanced and meaningful curriculum for learners in Key Stage 2 – Key Stage 4, who hold an Education, Health & Care Plan and have a diagnosis of Autism.

1.4 Learners at the school represent the full autism spectrum with a wide range of needs and abilities.

1.5 The nature of learners with autism creates an uneven academic profile both within the individual young person and within the year groups. Additionally, heightened anxiety and school refusal are frequent traits within our learner community, many of whom have experienced lengthy periods out of school and / or had a history of multiple school placements. This presents particular demands to ensure that each learner has the opportunity to achieve their full potential in all areas of the curriculum.

1.6 The Lady Byron School offers a differentiated curriculum that meets the range of different ages, aptitudes, needs and interests of the learners and is permeated with a specialised autism-specific curriculum and delivered within an ethos of empathy, understanding, and structure.

1.7 The primary focus of The Lady Byron School curriculum is to prepare learners for transition back into mainstream education, where appropriate, and develop the skills for living and working independently in modern day Britain. This involves ensuring our young people are 'ready to learn' by prioritising their social, emotional and mental health as well as their spiritual, moral and cultural development.

1.8 The curriculum offered to each learner is based upon their individual needs as outlined in their Education Health Care Plan (EHCP). Their individual timetables reflect their personal needs and abilities with opportunities throughout the week to mix with a variety of people in a wide range of situations.

1.9 This Policy aims:

- To offer intervention for primary and secondary young people
- To provide a whole school approach where all staff have knowledge and understanding of autism.
- To provide a curriculum that meets each young person's individual education needs.



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- To provide a broad and balanced curriculum that includes Functional skills and GCSE qualifications.
- To enable young people, where possible, to integrate into mainstream schools and colleges
- To provide parent education and build partnerships between parents and staff.
- To provide a safe, caring and enjoyable environment where young people can thrive and grow towards independence.
- To provide a professional development programme for teaching staff.
- To provide a training programme for continued personal development.
- To monitor provision through the use of teaching & learning observations with the aim of identifying good practise and areas of provision that require development.

## 2. Definitions

2.1 “The school” and “TLBS” means The Lady Byron School

2.2 “Functional Skills” is a curriculum development and awarding organisation.

## 3. Scope

3.1 The School Leadership Team will ensure that the following procedures are followed.

3.2 This policy must be interpreted alongside other school policies, including but not limited to:

- Functional Skills Schemes of Work
- GCSE
- LBS Curriculum Policy
- LBS Literacy Policy
- National Curriculum Schemes of Work
- Safeguarding and Child Protection
- Curriculum subjects
- Health & Safety
- Online Safety
- Mobile Device & Acceptable Use
- Photos and Images of Young people
- SMSC
- Equality & Diversity

3.3 The aims of the education provision at The Lady Byron School are to:

- Provide a personalised and individualised learning experience
- Provide a broad, balanced and meaningful education for all young people



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- Enable young people to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supports young people' spiritual, moral, social and cultural development
- Support young people' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude to learning
- Ensure equal access to learning, with high aspirations for every young person and appropriate levels of challenge and support
- Provide subject choices that support young people' learning and progression, and enable them to work towards achieving their goals
- Cultivate young people' independent learning skills and resilience, to equip them for further education and employment
- Develop young people' ability to foster positive relationships with peers and adults within the school context and wider community
- Provide high quality teaching and learning facilitated by experienced and qualified teachers
- Inspire in young people a love of learning

## 4. The Policy

4.1 The Lady Byron School is an independent day school for children with autism, aged between 10 and 16 years, offering a structured programme of education. All young people have long-term, substantial and specific educational needs.

4.2 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.' All young people at TLBS have an Education, Health and Care Plan (EHCP).

4.3 The School provides all staff with a framework for the highest quality teaching and learning in order to inspire all young people to learn and achieve to the best of their ability. Through high quality teaching and learning, the School supports young people in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a positive contribution to society as adults.

4.4 The School has a duty to safeguard children, young people and families from violent extremism. When teaching controversial topics and political issues, young people are offered a balanced presentation of opposing views. Periodic risk assessments are undertaken to assess the risk of young people being drawn into terrorism. All teachers are made aware of the increased risk of online radicalisation, and alert to changes in young person's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

4.5 Under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and it is essential that teaching staff are able to identify those who may be vulnerable to



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radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

4.6 The School is committed to provide a safe environment where young people' welfare is promoted. Within this environment we work hard to build young people' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.

4.7 We aim to provide a broad and balanced curriculum which is aimed at providing learning targets relevant to the individual. The curriculum will:

- consider young people' age, ability and key outcomes for young people as identified in their EHCP
- use the National Curriculum statutory guidelines to inform planning across key stages 2 – 4;
- use the Functional Skills Programmes and Qualifications to provide each young person with a personalised learning programme.
- seek to offer appropriate choices beyond statutory requirements which reflect the needs and interests of the young people, including preparation for living in a setting away from family & skills linked to work related learning;
- incorporate regular assessment and reporting, including monitoring teaching to ensure learning is occurring optimally at every level;
- offer extended services that help young people engage and achieve, and build stronger relationships with parents and the wider community.

4.8 Breadth will provide young people with teaching and learning experiences across a full range of subjects and activities.

4.9 Balance will allow each area of learning and experience appropriate attention.

4.10 Coherence will be achieved through planning and discussion to ensure taught elements of a curriculum relate together in a logical and meaningful way.

4.11 Relevance will be achieved through recognition of previous learning, with clear records of work completed and standards achieved and through planned progression to ensure the curriculum meets each young person's present and/or future needs.

4.12 Differentiation will be achieved by providing a range of curricular tasks or activities that are appropriately matched with the previous attainments of young people and in relation to specific educational needs as outlined in young people' Education, Health and Care Plan (EHCP).

4.13 Progression is at the core of the curriculum extending young people' knowledge, skills or understanding through an ordered sequential process.



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## 5. Assessment & Recording Arrangements

Monitoring delivery of the curriculum and learners progress is an underlying principle of The Lady Byron School. The assessment of young people's work is an integral part of the process of learning and teaching. It is used to monitor progress and inform future planning. Assessment will provide young people and teachers with accurate information on each individual's progress, by recognising strengths and talents of young people as well as identifying and supporting weaknesses.

Effective assessment and record keeping is supported by:

- Diagnostic assessment to identify where learning is failing to take place.
- Formative assessment to provide ongoing teacher assessment so that next steps can be planned.
- Summative assessment to provide a record of what has been achieved.

### 5.1 Assessing Individual Need

5.1.1 Prior to admitting all learners, the school has informative discussions with the learner, their family, and where appropriate, their prior school and agencies involved with the young person. At this point, the child's Education and Health Care Plan (EHCP) and One-Page Profile are also reviewed and the aptitudes, needs and interests of the learner are ascertained.

5.1.2 Upon admission to the school, prior academic attainment data is obtained via past school records and the DfE's Key to Success secure website. This data is circulated to teaching staff to aid planning.

5.1.3 It is acknowledged that learners coming into Lady Byron School often have significant gaps and periods of missing education. As a result of this, target setting solely on the results of the Key Stage 2 SAT tests is not a reliable measure and therefore the learners undergo a series of baseline assessments within their first half term in the school to ascertain their current level. The baseline assessments are done throughout the first half term to minimize anxieties; the learners who are new to the school have frequently been out of education for in excess of a year, and often several years; to have their first few days at the school dominated by assessment is contrary to their needs driven by their ASC diagnosis. In addition to baseline testing for academic subjects, learners are also assessed for any social, emotional and behavioural issues through assessments such as the Boxall Profile amongst others.

5.1.4 All learners within the school have an Autism Education Trust (AET) Progression Framework record. The Progression Framework does not replace other specialist assessments that may accompany specific approaches or interventions that might be used with learners on the autism spectrum. Nor does it replace National Curriculum academic progress information. The content aims to address the skills and understanding that learners may find difficult as a consequence of their autism but also to recognise and build on the learners' strengths and interests and to improve their overall well-being. The AET Progression Framework also aims to alert practitioners to the fact that additional support may be needed in these areas. The Progression Framework is updated for each learner on a termly basis.





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5.1.5 Information gathered through these assessments are collated into an individual Learner Profile that is circulated to staff. This includes suggested teaching strategies and approaches so as to aid staff in their strategic planning to meet individuals identified needs, aptitudes and interests.

5.1.6 In addition to the Learner Profile, we use common formats to write overviews detailing planned routes of learning with assessment opportunities, this ensure that learner's individual needs, aptitudes, prior attainments and interests are taken into account and that activities, resources and support are put in place to allow each learner to make the progress that they are capable of.

5.1.7 Throughout the academic year, planning is adapted on a regular basis to take into account the individual and whole group needs of the learners.

## 5.2 Monitoring and Assessment

At The Lady Byron School we assess all learners regularly, plan the approaches and strategies that will work best for them, and then deliver them and monitor progress. We are systematic and thorough, and above all, we work in partnership with parents and other agencies to create the best education for them as an individual.

We regularly assess young people and monitor their progress closely, contacting parents when appropriate. Parents are able to request a meeting to discuss the young person at any time of the school year.

5.2.1 We utilise the BKSB and acceleread programme for our school assessment package. This comprises of 5 assessments: The options of CAT4 (cognitive abilities), the BKSB (English, maths, science), PASS Rapid (whole class dyslexia screening) Acceleread (Reading) Jigsaw (PSHE/RSE) ,

- CAT4 reveals hidden potential by assessing the other main types of reasoning ability known to make a difference to learning and achievement, providing a rounded profile of the whole child. CAT4 is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative, and spatial reasoning – and provides us with an accurate analysis of potential student achievement.
- IXL measures attainment in English, maths and science, these assessments can be used at the start of the academic year for baselining, at the middle or end of the year to measure progress, and then year-on-year. Reports are set against national averages so you can reliably compare your results with those of schools across the country.
- Rapid identifies the probability of dyslexia with fast whole-class digital screening for ages 4–15 years. And quickly screen large numbers of pupils to identify those who may have dyslexia by using three short tests which take a total of 15 minutes to complete. The tests measure: phonological processing, working memory, and either visual-verbal integration memory (for children aged 4-7 years) or phonic decoding skills (for children aged 8 and over).
- JIGSAW enables us to assess the pupils understanding of PSHE and RSE including their mental and physical wellbeing.





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- Accelerated measures attainment in reading, these assessments will be used throughout the year. It will identify a pupil's chronological age and benchmark them against national standards.
- YARC and TIPS to support in understanding students level of processing information.
- Fresh start Phonics Scheme to support the nurture class in catching up on the foundation of synthetic phonics.

Each package comprises the assessments matched to the needs of specific students. All are designed to baseline, measure attainment and progress, and screen for barriers to learning so that every student has the opportunity to realise their full potential.

5.2.2 At The Lady Byron School, we use the IXL Programme, which supports and monitors intent, implementation and impact of our literacy, Numeracy and Science curriculum.

IXL personalised learning model, motivates students with their own success and students have their own personalised learning paths. Performance data is easy to access and simple to interpret, and teachers have the resources they need for face-to-face instruction and independent student practise.

- Word study – targets gaps in basic reading skills and develops academic vocabulary.
- Grammar – improves written composition and reading comprehension.
- Comprehension – teaches the skills required for higher-order text analysis.

## **Assessment:**

IXL's auto-placement function automatically places pupils at their appropriate starting point within the program. Student data is easy to access and simple to interpret. While students are working independently in the online activities, IXL's patented embedded assessment system, Assessment, provides educators with actionable performance data without interrupting the flow of instruction to administer a test. Reports can be produced at school, class and student level.

IXL's products are carefully designed with the end-user in mind:

**Promoting Student Autonomy:** Students work at their own pace, having ownership of the assigned activities they choose. Lexia automatically adapts to provide the correct level of support in a subtle and encouraging manner. The student dashboard helps users set and manage daily and weekly goals.

**Accelerated:** Reading is a meaning-making activity, so it is important to engage learners with texts that are meaningful to them. The texts do not always need to be about familiar content, but they do need to be interesting and worth reading.

**Motivational Design:** Accelerated features game-based motivational elements, which include: auditory and visual feedback, animated rewards, age-appropriate songs and humour and video hooks to pique interest. Also provided are certificates, printable celebration charts and other motivational resources.

**Secondary Features (Accelerated):** For secondary pupils, Lexia provides a more age-appropriate interface and allows them to progress independently to higher levels with more complex content based on skill mastery. Since learning within the program is self-directed, pupils can choose which



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activities to complete as they work through the rigorous scope and sequence. Motivation for adolescents who may have difficulties with reading is critical, and research suggests that pupils are more motivated when they are able to monitor their own progress. To support motivation, learners are able to view their progress on a personalised dashboard.

We also hold termly open days (or part days) at school for parents, staff and young people, where able.

Every half term, assessments are completed in Core Curriculum areas and termly for the enriched Curriculum. These assessments are stored within individual learner assessment folders held centrally. Assessments can take several forms; formal exam or test papers, a piece of extended writing, a photographic record, a witness statement, or a photocopy of a piece of work completed in an exercise book, for example. The assessment demonstrates current levels of achievement.

Each time progress is monitored, it is discussed with learners, staff and parents.

## 6. Policy Review

6.1 This policy will be updated as necessary to reflect best practice and to ensure compliance with any changes or amendments to relevant legislation.

6.2 The Head Teacher DSL, and School Management Team will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6.3 This policy was last reviewed in December 2024

## 7. Version History

Version Number	Point Number	Amendment
2	8.2	Addition of GL Assessment
3	8.2	Edit GL assessments and added IXL, Freshstart
4	All	Reviewed for December 2024



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## Appendix 1 – LBS Curriculum Overview

### What are we trying to achieve?

- A culture of safeguarding is embedded across the curriculum at The Lady Byron School with a wide range of opportunities to teach safeguarding
- Each student to reach their full potential and to gain the highest level of personal outcomes, preparing them for adulthood (education, communication, wellbeing, health, sensory, personal development, life-skills and independence)
- To meet each student’s interests and changing/complex needs
- Maintaining vibrant, creative and safe learning environments in which students can confidently learn
- Bringing learning experiences to life and making them memorable and engaging for autistic students, developing their knowledge and skills
- Students to achieve their full communication potential, develop their student voice and build on their social interaction skills
- We set aspirational target for students
- Promoting a love of learning and widening each student’s knowledge of the world
- Developing healthy lifestyles, emotional wellbeing and sensory regulation
- Preparing students for their future progression in order to make a positive contribution to life in modern Britain

### How do we organise learning?

- Shared vision – putting the student at the centre of everything, they are our vision
- A purpose built learning environment - providing opportunities for students to use all of their senses to engage with the world around them
- A highly organised curriculum - designing our curriculum to be broad, balanced, coherent and interactive
- Our creative curriculum - making learning inspiring, diverse and memorable
- Our ‘thematic topic-based’ approach - learning filled with rich first-hand purposeful experiences
- We use the National Curriculum, Preparing for Adulthood, Autism Education Trust, The Lady Byron School Schemes of Work and accredited learning as the foundation of the curriculum, but interpret them in the most creative sense
- We use an eclectic approach to teaching strategies underpinned by an understanding of autism and the need to maximise our students’ independence
- A ‘total communication approach’ - maximising each student’s communication potential
- Personalised learning - being flexible and responsive to individual needs and interests
- Curriculum review - having a flexible framework and a working document which embeds the principle of sustainability
- Student participation and student voice - actively developing the whole student
- Visual daily timetables - enabling interaction and participation
- Spiritual, moral, social and cultural education (SMSC) - emphasis on the whole student
- Strategic recruitment and retention - sustaining excellence in teaching and learning
- Building partnerships - our collaborative approach



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## How we learn through our Curriculum at The Lady Byron School

