Assessment and Accreditation Policy 2017-2018

Policy Type and Title	Related Documents	Related Legislation	Author	Consultation	Curriculum Links	Date Created	Date for review
Assessment and Accreditation	Lioncare School Curriculum and Curriculum Maps Teaching and Learning	**The Education (Independent School Standards) (England) Regulations 2014** Assessment: Part 1 (2 and 3) Accreditation: Part 2 (e)	Colin Christopher Julia Holford	Teachers Head Teacher	English/Literacy Maths/Numeracy PSHE/Citizenship Learning To Look After Me C16	August 2016	July 2018

Introduction

The Lioncare School is committed to ensuring all pupils have an equal opportunity to learn and to progress. Our curriculum has been designed to acknowledge the unique profiles of the children placed at the Lioncare School - characterised by disrupted early learning experiences, interrupted formal schooling, disengagement from formal settings, distrust of adult and professional input, continuous high levels of anxiety and emotional arousal due to trauma and the resultant cognitive, sensory and social impairment. It is well documented that traumatic events in early childhood impact on memory formation as well as the executive functions necessary to achieve higher order thinking skills such as analysis, evaluation and creativity (see Perry 2006, Perry 2011 , Van der Kolk 2014). Children who have experienced neglect or in otherwise deprived starts to life also have missed out on crucial formative experiences that, for other children, have built the foundations of successful learning.

Our assessment policy is based on the following principles:

- Assessment is fair, inclusive and free from bias.

- Assessment is open, honest and transparent.

- Assessment secures high expectations for all.

- Assessment is appropriate to age, task and desired information.

- Assessment is accurate and consistent.

- Assessment supports comparison with other schools, both locally and nationally.

- Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff.

- Assessment informs planning and provision for the next steps in learning.

<u>Aims</u>

The aims of this policy are:

- To show how diagnostic assessment seeks to discover the nature of a child's difficulties and identify any barriers to learning
- To show how regular and continual, formative assessment opportunities are identified.
- To show how formative assessment data is used to inform next steps in planning for progression.
- To show how summative assessment (summing up what has been learned) opportunities are identified.
- To show how summative assessment data is used to inform next steps in planning for progression.
- To provide guidance on the process for older young people taking formal qualification pathways.
- To provide guidance on the process for older young people taking alternative accredited pathways.

"It goes without saying that assessment goes hand-in-glove with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching."
Chair's Foreword to DfE's report: Commission on Assessment without Levels (July 2015)

At The Lioncare School the purpose of assessment is to improve standards, not merely to measure them, and to move students on in their learning. Therefore assessment is both "of and for" learning.

Our Aims and Purposes are:

- to enhance the self-confidence and the self-esteem of each pupil
- to encourage pupils to take a pride in their work and show that their work is valued
- to establish a baseline of each pupil's knowledge, skills and understanding
- to promote and extend each pupil's independence
- to confirm or modify teaching and learning strategies in order to increase their effectiveness
- to track pupil progress under Making Good Progress (this policy document). Separate documents cover the assessment of Participation and Personal Development however these are integrated into the whole assessment journey for each child through the Interim Progress Reports.
- to provide information for others, including: carers and parents (to inform them about progress/concerns and involve them in the teaching and learning process), teachers (to ensure that assessment is part of a continuous cycle that informs their planning, targets and outcomes), other professionals and agencies (including therapists) to inform so as to assist with their planning. Other agencies – CAHMS, Brighton & Hove, DofE – to provide evidence of attainment.

Under the previous National Curriculum, we previously used levels and sub-levels to express pupils' attainment at selected points when summative assessments were made and recorded, and to quantify the progress children had made over time. The new programmes of study provide an opportunity to assess and record attainment and progress in curriculum terms rather than quantifying these in terms of levels, or systems derived from levels. How can this be achieved?
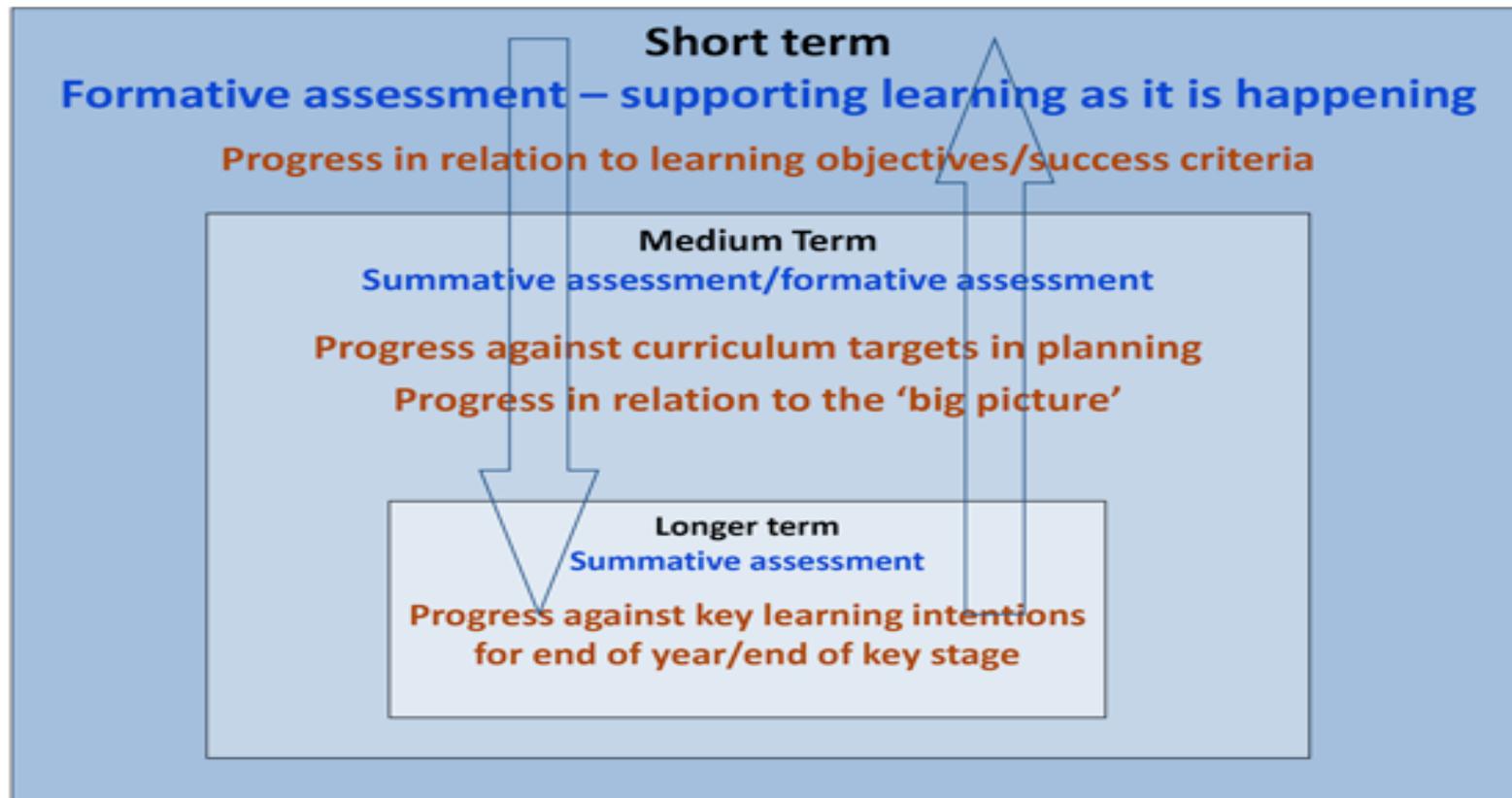
In the **short-term**, assessment serves its primary, **formative purpose**, supporting learning as it happens moment by moment, lesson by lesson.
Over time, as pupils learn, assessment evidence accumulates that provides a wealth of information that can be used in the **medium term** to show both attainment and progress referenced to the learning outcomes in our curriculum planning. Assessment begins to have a **summative purpose**, where the cumulative evidence from ongoing learning provides information that indicates the extent to which pupils are attaining against planned learning outcomes and making sure the expected progress is embedded in our planning. **This evidence can be quantified in terms of the proportion of children achieving, exceeding or working towards planned outcomes.** This evidence can also serve a formative purpose, for example when work is reviewed with individual children, so that they have an understanding of how they are progressing over time, i.e. against the 'big picture'.

In the **longer term**, cumulative evidence is used for a **summative purpose** to judge attainment and progress in relation to key indicators (e.g. Key Performance Indicators or at the end of year or the end of a key stage). Once again, it can be quantified in terms of the proportion of children achieving, exceeding or working towards key aspects of the curriculum.

This inter-relationship between formative and summative assessment is represented in the diagram below. The downward arrow indicates how the evidence that accumulates over time from ongoing learning can feed summative assessments while the upward arrow indicates how summative assessments can be used for review and evaluation, feeding back into planning and consequently into teaching and learning in the classroom.

Assessment in the short, medium and longer terms

Short term

Formative assessment – supporting learning as it is happening

Progress in relation to learning objectives/success criteria

Medium Term
Summative assessment/formative assessment

Progress against curriculum targets in planning

Progress in relation to the 'big picture'

Longer term
Summative assessment

Progress against key learning intentions
for end of year/end of key stage

Our method of assessment

We assess pupils' depth of understanding against agreed and concrete descriptions of what a pupil is expected to know and be able to do, based on our own Key Performance Indicators and end of year expectations for each year group:

- Assessment criteria are arranged into a hierarchy, setting out what pupils are normally expected to have achieved by the end of each year/end of each Key Stage.

- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.

- Each pupil is assessed as either ('Below', 'Working Towards', 'At', or 'Exceeding') against each relevant criterion contained in our expectations for that year.

- Where a pupil is assessed as 'Below' or 'Exceeding' their needs will be met through support or challenge. Where pupils are assessed as working 'well below' or 'well above' expectations additional provision will be considered.

- Assessment judgements are recorded and backed by a body of evidence created using observations, learning records and testing.

- Assessment judgements are moderated by colleagues in school to make sure our assessments are fair, reliable and valid.

Types of assessment at the Lioncare School

Diagnostic:	Examples of Strategies: for monitoring assessment
Elements of diagnostic assessment are used during a young person's 8 week baseline assessment plan. Over the eight week period, the relevant teacher (supported by senior teachers) will confirm or challenge the levels sent from previous placements. If no assessment data is received on admission, a full diagnostic assessment of competency in English and Maths must be completed. The tools for this assessment will vary depending on the young person. For younger people, those on the P scales and those with complex school phobias informal assessments in semi-structured settings maybe the best tools. For others, the school's range of Rising Stars or Access reading materials may be used but should always be confirmed by the teacher through informal observation and monitoring. For those entering the school in KS4, planning with the child's Virtual School for intended accreditation pathways and expected outcomes takes place at the first PEP meeting.	Specific Diagnostic tests used include: Rising Stars Assessments, Access Assessments, The Alpha and Omega Placement Test, The Vernon Spelling Test, The Suffolk Standardised Reading Test. Teacher observations and pen portraits completed by adults working with each new pupil. Informal assessments e.g. through discrete learning tasks to identify next steps. Information is shared through feedback by the assessment co-ordinator on new pupils to the education team.

Formative: A formal: Teachers assess pupil progress weekly, using written evidence in their English and Maths books as well as practical work and work created for classroom displays. Formative progress is recorded in the Interim Progress Report for each child and this information is used proactively by teachers to set further targets and give verbal and written feedback to pupils on their progress. B Informal: Informal formative assessment is continuous and implicit in all aspects of the school day. Adult awareness of each pupil's current targets means that progress or barriers to learning are picked up and noted across the day. Simple examples may be a child accurately reading instructions or signs off site or noting the passing of time in a game when these skills are indicative of either greater or lesser skill than formal work would predict. It is the responsibility of teachers and LSA's to capture such informal assessment and use it to adjust their expectations and strategies.	Discussion/verbal communication with each pupil. Specific targets and process success criteria set by each teacher and recorded in the Interim Progress Report. Reading and Maths schemes such as Rapid Readers and Rapid Maths are useful for formative assessment of pupils' literacy and numeracy skills Work sampling, classroom observations, target sampling. Written feedback of pupil's work and comparison with evidence on arrival (exercise books and work for display, work on computer). Discussions between the Assessment Co-ordinator, Head Teacher and Teachers. Pupil feedback, Parent/Carer feedback. In addition, pupil progress may be discussed informally in team meetings, handovers, group supervision and debrief.
Benchmark: This type of assessment captures performance against set criteria at given points-in-time. These are the assessment carried out during school assessment weeks and allow the whole teaching team to take an overview of performance across the school using shared tools. However benchmark assessments are not highly reliable as they depend on 'in the moment' presentations from young people and as such should never be used as the only measure of reporting on progress but must be considered alongside informal and formal formative measures. Teachers provide clear instruction to LSA's and home adults working in school to ensure that benchmark assessments are delivered with the appropriate level of support that each child needs to make sure they are reliable.	Specific Benchmarking tests used include: Rising Stars Assessments, Access Assessments, The Alpha and Omega Placement Test, The Vernon Spelling Test, The Suffolk Standardised Reading Test.
Summative: These are used to measure achievement against a specific piece of instruction. Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding and Thinking Skills. Summative assessment can occur at different intervals such as weekly, on completion of a topic of work, at the end of each term, or at the end of the year. The information it gives indicates pupil progress and achievement in the	A simple example is spending some time teaching the four times table and then testing knowledge. This can be presented formally or informally but summative assessments are always carries out with teacher awareness of the process and a clear explanation of what level of support was given is individual children's exercise books. Summative assessment may be linked to Criterion-referenced Assessment.

knowledge and skills in a particular area of learning, sometimes in grade-related or numerical terms. Short summative assessments can be relevant and valid when they are part of a wider range of assessment methods used to form a holistic picture of each pupil's achievements.	
Criterion Referenced: These assessments measure performance against set standards and are most commonly used at the Lioncare School with young people entered for GCSE programmes, where progress against knowledge (as opposed to skills) is an important element of success. An example is a practice test or paper. Care should be given to do these in ways that reduce anxiety and with fair and open discussions of possible outcomes. When levels of performance are described in holistic terms, requiring interpretation and human judgement, there is a danger that reliability will be compromised. For 'true' criterion referencing, experts would not accept criteria which could allow a range of interpretations. The development of criteria which would not allow a range of interpretations would be challenging and arguably such criteria would be too numerous, narrow and unmanageable.	GCSE practice tests and past papers. One advantage of age independent scales of performance (e.g. KPI) is that they allow for overlap between age groups and differentiation at any particular age. The assumption is that it is possible to define progression in a given subject and that an age independent scale of progression exists. It could be argued that for some subjects progress is more easily defined, whereas for others definitions of progress may be more problematic.

Recording of assessment data:
Each teacher keeps an updated file for each pupil on the google drive. Each file includes the following:

	Assessment Information/Data
Baseline Assessment	Yes, monitored over the 8 week assessment period
Outcomes from Statement/EHCP	These may be linked to specific targets on the interim assessment report
Parental Permission Forms	
Safeguarding Risk Assessment	
Interim Assessment Reports	Yes, updated weekly by teachers
School Reports	Published at the end of each term with data showing progress over three terms
Sensory Checklist/Diet	

PEP forms (including student views)	Yes, updated for statutory meetings each term
Annual Reports SEN AR	Yes, updated at least 2 weeks before each Annual Review Meeting
Home/School Meetings	Issues discussed re progress and barriers to learning
Non-academic achievements including celebrations, events, Certificates and Rewards	

Home and School - Working together for progress

Each child who attends the Lioncare School has a detailed baseline assessment report which maps out the planned outcomes for each child. These outcomes are broken down into a series of targets that are reviewed and reported on through the Lioncare School Education Reports. These are shared at the end of each term and discussed with Registered Managers at the start of the next term. Reports are also shared and where necessary, updated at Looked After Child reviews, Personal Education Plan reviews and EHCP Annual reviews. The targets set will cover all three tiers of our curriculum – Making Good Progress, Participation and Personal Development. The school welcomes all feedback on these targets from the living environments - this includes common or divergent behaviours between school and home, successful strategies in either environment and changes in behaviour. Part of the homework for each young person is to be aware of these targets and to explicitly work towards them. Care Co-ordinators should be aware of all of these targets and how the school is working with the young person.

How can attainment and progress be recorded and tracked?

Assessment is the knowing and understanding of learning, a continual process involving both learners and teachers. As part of this process, teachers need to analyse and record key pieces of assessment information and utilise these to make informed decisions about how to support on-going learning and development. The base for collection of assessment evidence should be as wide as possible to provide the best foundation for judgements.

Recording, with its documentation, is a by-product of the process reflecting the assessments made, but is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge and understanding of the pupil as a learner; it supports the knowledge but does not replace it; it assists in recalling and remembering information, but is not a substitute for it. Any recording and documentation should never be at the expense of interaction.

How and when evidence of learning is recorded should be a whole school decision. There are no set formulae. Informal notes, post its, photographs and longer narrative all have their place but this recording is not the assessment itself but merely a means to help the adults recall or remember what they know. Assessment is the "accurate and usable knowing and understanding of children, not the quantity or form of recorded information." (Dubiel 2014)

A successful recording system should:

- be simple and easily understood by internal and external users
- relate to key indicators about attainment and progress
- use language that is sensitive to those whose attainment is currently below the age-related expectation.

Tracking generally refers to a system of recording what pupils have learnt at key points in time, for example a record of key skills acquired by pupils.

Why track?

Tracking can serve a number of purposes. **Primarily it should serve the learner by ensuring that appropriate intervention can take place, and other purposes should not work against these.**

Purposes can include:

- enabling teachers to see the journey of a child's learning
- helping teachers to plan appropriate learning experiences that will meet their children's needs
- identifying children who are making slow progress, so that action may be taken
- providing the school leadership team with information about the progress children are making across the school
- providing the school leadership team with information about whether children are meeting age-related expectations and are 'on track' to meet expected end of key stage outcomes used for accountability
- providing the school leadership team with information about whether children are on track to meet outcomes based on high expectations.

Reporting and Monitoring

All assessment information is captured in the Interim Progress Report and updated on the Behaviour Watch System. All teachers receive up to date training in recording assessment data and monitoring pupil progress using the Behaviour Watch System.

The Interim Progress Report is an important document that enables weekly progress for each individual pupil to be efficiently captured during each half term. SMART English and Maths targets are constantly reviewed and updated to reflect progress and help pupils and teachers (working in collaboration) plan for the next stages of learning. Barriers to learning are also monitored and strategies developed to overcome them. A 'system checklist' allows teachers, LSAs and other team members to link individual pupil progress to key documents and reports. These provide essential information that help us develop and follow the most effective educational programme to support a pupil's progress in their journey at Lioncare School. At the end of each term a full school report is written which summarises the achievements of each individual pupil across the three tiers. The school report is a vital document that is shared with all individuals and agencies who work with the pupil and they are encouraged to read and comment upon it. Over the school holiday, home adults discuss the school report with individual pupils and they are encouraged to celebrate their successes and identify personal targets for the new term. At the start of each term Home and School adults meet to discuss the achievements and future targets for each pupil.   (see Appendix One-Interim Progress Report Format)

Each term there is a time bound period to collate assessment data, carry out Benchmark assessments, moderate levels and report on them. The data produced in these periods will be used as the school's main pupil progress measures. This data will also be used to set targets for the next term. Clear, SMART targets are recorded in school reports and inform pupil progress and all PEP documentation (this is recorded on paper-based forms or on the welfarecall.com system depending on the requirements of each local authority).

Assessment data recorded in Interim Assessment Reports (and in the Mark Book on Behaviour Watch) is monitored in teacher supervisions. All evidence of progress, however small, should be noted. Where pupils are not making sufficient progress this is robustly challenged by Senior Teachers and extra support, alternative approaches and targeted interventions are discussed and agreed. The School Manager is responsible for reporting on individual and whole school progress to Senior Managers within the organisation termly and external professionals on demand.
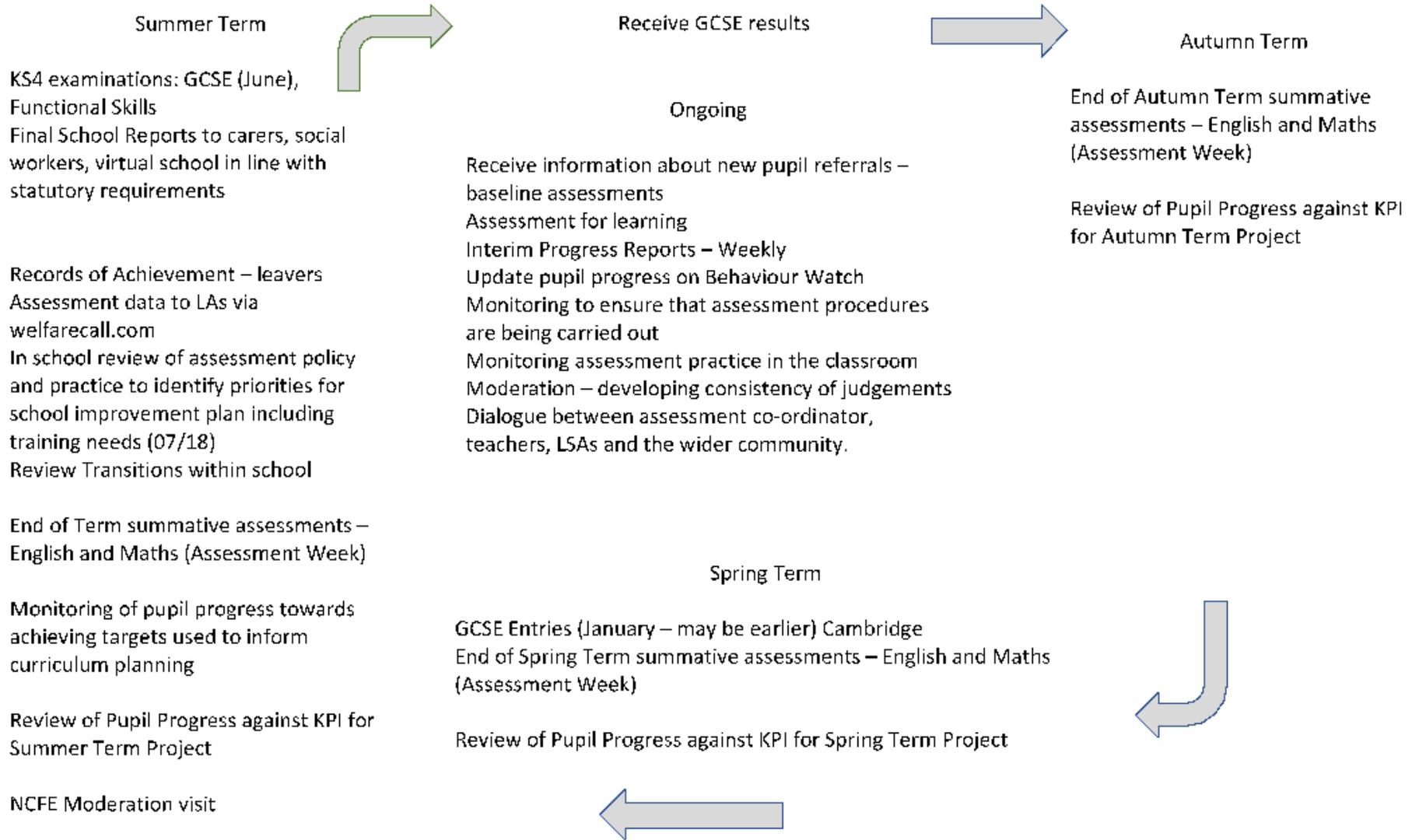
All curriculum subjects at The Lioncare School have Key Performance Indicators which allow progress to be monitored and ensures that all pupils are able to access a broad and balanced curriculum. These Key Performances Indicators are based on advice from the NAHT as updated at the National Conference for School Improvement (September 2015). The KPI continue to be linked to Key Stage milestones so that individual pupil progress can be assessed in the context of the new national curriculum. This assessment model is tailored to the Lioncare School Curriculum for Therapeutic Education but also allows for concise communication with 6-10 placing authorities. As an independent school, The Lioncare School does not have to follow the National curriculum but chooses to broadly do so for Maths and English.

Maths/Numeracy and English/Literacy Books

Each Child will have a Yellow A4 English Book and a Blue A4 Maths book. Responsibility for these books is with the teacher. Individual work is given to the young person in class and then stuck into the book. If a child performs a mental task a record of this is also noted in the book. Books will be used for regular written feedback and to record Formative assessment.

Maths/Numeracy and English/Literacy Books work best when they are reviewed in partnership with the young person. The frequency depends on the age and presentation of the young person but the expectation is this would be at least weekly in Chrysalis class and more frequently in Butterfly. Participation will be rewarded through the "stars" system.

The Assessment Cycle:

Summer Term

KS4 examinations: GCSE (June), Functional Skills
Final School Reports to carers, social workers, virtual school in line with statutory requirements

Records of Achievement – leavers
Assessment data to LAs via welfarecall.com
In school review of assessment policy and practice to identify priorities for school improvement plan including training needs (07/18)
Review Transitions within school

End of Term summative assessments – English and Maths (Assessment Week)

Monitoring of pupil progress towards achieving targets used to inform curriculum planning

Review of Pupil Progress against KPI for Summer Term Project

NCFE Moderation visit

Receive GCSE results

Ongoing

Receive information about new pupil referrals – baseline assessments
Assessment for learning
Interim Progress Reports – Weekly
Update pupil progress on Behaviour Watch
Monitoring to ensure that assessment procedures are being carried out
Monitoring assessment practice in the classroom
Moderation – developing consistency of judgements
Dialogue between assessment co-ordinator, teachers, LSAs and the wider community.

Spring Term

GCSE Entries (January – may be earlier) Cambridge
End of Spring Term summative assessments – English and Maths (Assessment Week)

Review of Pupil Progress against KPI for Spring Term Project

Autumn Term

End of Autumn Term summative assessments – English and Maths (Assessment Week)

Review of Pupil Progress against KPI for Autumn Term Project

Learning, teaching and assessment should be viewed as a continuous cycle, where assessment plays an integral part in informing teaching and learning and in providing evidence of progress made and outcomes achieved.

- Assessment judgements should be moderated and evaluated on an ongoing basis through consultation with pupils, staff, carers and parents.
- The purpose of any assessment process should be clear
- Results should be understandable for all concerned
- The School Improvement Partner will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

The Lioncare School seeks to adapt its curriculum to meet the individual needs of pupils and offer a broad and balanced curriculum. A higher status is attributed to literacy and mathematics, but also to the emphasis on developing 'real life skills' and the development of each individual's capacity to learn (learning how to learn).

Roles and Responsibilities: Assessment Co-ordinator

One member of the teaching staff, usually a member of the senior management team (SMT), will take on the role of assessment co-ordinator, with responsibility for overseeing whole-school assessment.

Prepare and publish a timetable of events associated with the assessment cycle

Lead on development and review of whole school assessment policy including marking

Identify assessment priorities for school improvement plan

Identify staff training needs in assessment

Ensure assessment systems are manageable and that assessment data is effectively gathered and collated

Disseminate assessment information throughout the school and prepare data for termly school reports

Analyse assessment data (from previous schools, baseline reports, standardised tests etc.) to monitor school effectiveness and setting of targets.

Ensure that statutory requirements are met with regard to assessment. Currently the Lioncare School does not conduct SATs testing at KS1/KS2.

Check teaching staff carry out moderation across the school

Evaluate school assessment policy and practice and identifying areas for improvement as part of the school development plan;

Lead In Service Training (INSET) for continued professional development for teachers in assessment;

Support teaching colleagues in using assessment information. Establish clear, effective communication processes to keep teachers, , the Head Teacher and SMT informed on progress

Manage day-to-day issues related to assessment

The assessment co-ordinator will also involve pupils in the assessment development process where appropriate (e.g what form of marking/feedback they find most helpful). This can help to ensure that pupils are more actively engaged in the classroom assessment processes. The Lioncare School informs carers and parents of assessment arrangements to help them understand how their child's progress is measured, so that school reports are more meaningful. Progress and barriers to learning are discussed in home/ school meetings at the beginning of each term.

Accreditation at The Lioncare School

Accreditation is the process by which our children's progress is formally recognised by external providers and awarding bodies. This can be for personal development, participation as well as academic qualifications, all of which are recognised by Post 16 education providers and employers.

For KS1-3, The Lioncare School uses ASDAN, starting with New Horizons and working onto Transition Challenge. We use ASDAN as it is a method of capturing and celebrating our children's progress across the curriculum – academically, as well as experientially, emotionally and socially; working and playing as part of the group. This is particularly important for children who are not working below or towards age related expectations, academically, but are still making progress across many areas of the curriculum (see C16)

Towards the end of KS3, each child's individual baseline is updated (around December of Year 9) in order to develop a pathway for progression towards Post 16. This pathway helps inform the conversion to EHCP from SEN. It identifies the best outcomes possible from the following:

- **ASDAN Short Course in PSHE** (and other additional subjects that a child shows aptitude for, in Lioncare School and/or in partnership with other LA providers, eg: Sports Leadership)
- **Functional Skills in Maths and English** – accreditation can begin from age 14 and ranges from Entry Levels 1-3 to Levels 1 and 2. Our children are able to work their way up from one level to another, building on their progress and successes. NCFE is our Awarding Organisation.

iGCSE in Maths and English (and other additional subjects that a child shows aptitude for, in Lioncare School and/or in partnership with other LA providers eg: Child Development or Art) CIE is our examinations board. Students on an Accreditation Pathway which includes GCSE are entered for their examinations with CIE in January of Y11. (or earlier if ready)

Mathematics and ENglish Language are the two key examinations that we aim to enter students for. Other examinations in which a student shows interest or aptitude for can also be entered, but if there is a coursework element, preparation for entry would begin prior to entry date. For example a student wishing to take Child Development would ideally be starting their observations of a baby's development in the summer term of Year 10.

examination papers are sent to the school in advance and are kept, unopened in the school safe. We follow the examination board timetable and time boundaries. The School adheres to strict regulation of examination board conditions, rules and guidelines. All other students are out of the building while an exam is in progress, to ensure candidates are undisturbed. Invigilation is led by JH.

Functional Skills Process

All children aged 14 and above, at The Lioncare School, are taught problem solving life skills, supported by NCFE Functional Skills, as part of their individual accreditation pathway, from Year 9. For some children, this is a stepping stone towards GCSE, while for others it is the main formal accreditation process for progression to Post 16 education or training, along with ASDAN PSHE Short course and Lifeskills Challenge.

Children are entered for first FS assessment at an easily accessible level for their ability, ensuing they have success and build confidence to continue to higher levels. The children take Functional Skills assessments whenever they are ready, throughout the year, in negotiation with their teacher and according to their Accreditation Pathway, as part of Annual review of EHCP, or in the writing of a new EHCP (for those students who have not previously had one) in the transition year to KS4'

All assessment papers are kept in the school safe, ready for completion and moderation.

The current Butterfly class teacher has whole school responsibility for Accreditation and is the Assessor for this process, supporting all students to achieve FS assessments.

The current class teachers for Caterpillar and Chrysalis share whole school responsibility for Assessment and act as the Internal Moderators for this process, ensuring all FS assessments are double marked for consistency.

The Lioncare School, as a Special Needs provision, will make all reasonable adjustments for individual students, within the framework of NCFE guidelines. This includes any special considerations, including extra time. If the Assessor is unsure about these guidelines, she will contact NCFE directly to clarify procedures.

Assessor and Internal Moderator meet regularly to ensure NCFE guidelines for assessment are followed. We internally moderate all ASDAN course progress in school termly and award certificates for each module completed, as per ASDAN guidelines. External moderation is sought for New Horizons, Transition Challenge and Short Courses on completion of either 3 or 5 modules, by attending external moderation meetings. For Lifeskills Challenge (LTLAM) certification is awarded directly through the ASDAN portal, on completion of a challenge. Functional Skills, for students aged over 14: We seek external moderation for all papers though annual External Quality Assurance monitoring visits in the summer term by External Moderator.

Verbal and written feedback is provided to the student following an assessment, to ensure that there is opportunity for the student and their carers to ask questions regarding the fair marking of assessments.

The Assessor will arrange for an NCFE External Moderation visit at least yearly, to check all policies, procedures and mark schemes are being correctly followed. The EM will check completed assessments for fair marking. All papers ready for completion, or completed are held in the school safe.

If a student or their carer feels that there may be any malpractice in the process, they are encouraged to speak to the Headteacher, in the first instance. In her absence, the Service Manager or Director of the Lioncare Group should be alerted.

The Headteacher would then discuss the issue with the Assessor and I Moderator, in order to resolve the matter.

If the issue required further training, this would be offered to A/IM as needed, and depending on the nature of the malpractice grievance raised.

The Lioncare School would implement disciplinary procedures if any malpractice found was believed to be serious and wilful.

In addition to the range of pathways offered in school, we are working with our children's homes for older young people – Westfields and Hillfields, to develop their programme for interdependent living, called, 'Learning to Look After Me.' By linking it to:

- ASDAN Lifeskills Challenge, we are able to offer accreditation at a level that is appropriate to their academic needs – from age 14. Each child is able to work to a personalised learning programme, developing their skills in a range of areas such as cooking, housekeeping, shopping to a budget, accessing support/services from their local community and staying safe.

Roles and Responsibilities

Entry to all assessments and coordination of moderation is overseen by Julia Holford , with examinations administrative support from Gaynor May for GCSE and Internal Moderation support for FS by Colin Christopher . All teachers are actively involved in the internal moderation process for ASDAN in school. Julia Holford liaises with key adults from each children's home for Lifeskills Challenge.

GCSE entries are made in January each year, ready for June examinations. Usually this is for Y11 students, although it is possible for any students who are deemed ready (by agreement with teacher, student and home/SW) ahead of Y11, to be entered earlier.

Accreditation Table

Class	Age	Potential Accreditation Routes	Home	Accreditation
Caterpillar	Up to 11 years	ASDAN New Horizons	**Seafields & Springfields**	Individual ASDAN Challenges to support work in school
	Over 11 years	ASDAN Transition Challenge		

Chrysalis	Up to 14 years	ASDAN Transition Challenge ASDAN Short Course PSHE		
	Over 14 years	ASDAN Short Course(s incl.) PSHE Functional Skills in Maths E1 – L2 Functional Skills in English E1 – L2	**Westfields & Hillfields**	ASDAN Lifeskills Challenge (Learning to Look After Me)
Butterfly	Up to 16 years	ASDAN Short Course(s incl.) PSHE Functional Skills in Maths E1 – L2 Functional Skills in English El – L2 iGCSE Maths iGCSE English iGCSEs in other subjects (as appropriate)		

NB: There is small possibility that a new student over the age of 11 could be placed in Caterpillar Class, or a child may remain in Chrysalis Class until year 11 and in which case, any age appropriate accreditation routes would be studied in that class. Also, when appropriate, a child older than 14 may still reside in Seafields or Springfields and so would begin ASDAN Lifeskills Challenge there.

Action Plan for Further Development of Assessment and Accreditation Policy
1.   Teachers and managers will monitor Interim Progress Reports to ensure data matches the assessment data on Behaviour Watch. (CC/JH/VV)
2.   Upload Interim Progress Reports to the Googledrive to improve shared access and facilitate ongoing monitoring through each half term. (CC/JH/VV)
3.   CC will write a 'practice guide' to help the education team with a consistent approach to assessment.
4.   JH will ensure each young person in each class has updated accreditation pathway (JH)
5.   Head Teacher and JH will develop Learning To Look After Me across organisation (JH/SF)
6.   Set up external moderator meetings for NCFE maths
7.   JH to attend next available, local ASDAN Moderation meeting

The Lioncare School-Interim Progress Report		
Young Person Name:	Date of Birth:	School Year:
Teacher:	Attendance rate:	Date of enrolment :

Progress measures : Making Good Progress

Maths	July 16:	July 15 (or on entry):
	Indicators of Progress	Evidence
	Barriers to progress	Strategies in place
English (inc S and L)	July 16:	July 15 (or on entry):
	Indicators of Progress	Evidence
	Barriers to progress	Strategies in place
Project Work	Indicators of Progress	Evidence

	Barriers to progress	Strategies in place

Progress measures : Participation

	General Comments	
Activities:		
Community Meetings:		
Check ins:		
Against Targets :	Indicators of Progress	Evidence
	Barriers to progress	Strategies in place

Progress measures : Personal Development

General Observations :		
Incident /restraints Trends and patterns		
Reflection/ reparation/ sanctions	Older YPS Is this being explored in keywork:	Younger YPS Is this being done regularly:
Against	Indicators of Progress	Evidence

Targets :		
	Barriers to progress	Strategies in place

System Check

Item	Date on file	Comment on how it is being used with example	Action
Baseline report			
PAEN			
Boxall			
Windows of functioning			
BMRA			
Last PEP			
EHCP/Statement			
SALT report			
EP report			
OT report			
Ed Chronology			
Other			
Accreditation Arrangements			