



## The Lioncare School Policy for Assessment and Accreditation (including the monitoring of teaching and Learning 2021-2022)

Policy Type and Title	Related Documents	Related Legislation	Author	Consultation	Curriculum Links	Date Created	Date for review
Assessment and Accreditation	C2020 Curriculum Maps Transition Policy Additional Needs Policy	The Education (Independent School Standards) (England) Regulations 2014 Assessment: Part 1 (2 and 3)  Accreditation: Part 2 (e)  SEND Code of Practice  National curriculum 2014	Colin Christopher  Julia Holford  Caroline Belchem	Teachers LSA's DHT Headteacher Registered Managers Director NCFE external moderator (2020) Rose Keen School Improvement Partner	C2020 including Learning to Look After Me (LTLAM)	August 2016  Reviewed: August 2017 JH/CC August 2018 JH/CC August 2019 CB/RK August 2020 CB/RK/ teachers August 2021 CB/teachers	August 2022

### Introduction

The Lioncare School is committed to ensuring all pupils have an equal opportunity to learn and to progress. Our curriculum – C2020 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.

### **Roles and Responsibilities**

It is the responsibility of all teachers at The Lioncare School to ensure that appropriately challenging yet achievable targets are set, interventions are in place, and progress is regularly assessed and reported on to parents/carers and wider networks for the children in their class. Teachers are responsible for ensuring good practice in assessment, recording and reporting in line with this policy Teachers should have high expectations and appropriately challenge all students in all lessons Teachers should make effective use of well-structured questions to monitor students understanding and challenge their thinking This is monitored and overseen by the Headteacher, along with internal and external moderation, external accreditation and examination entries. The Headteacher reports to the Executive Team.

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### **Part One: Principles of Good Assessment**

### **Our assessment policy is based on the following principles:**

- Assessment is an integral part of teaching, based on best practice, focusing on our C2020 curriculum; it lies at the heart of promoting our children's education without necessitating too much one to one teaching or overly demanding programmes.
- Children take responsibility for their achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- High quality, in depth teaching, is supported and informed by both formative and summative assessment.
- Assessment helps pupils to embed knowledge and use it fluently informs planning and provision for clear next steps in learning.
- Assessment is inclusive of children at all attainment levels.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports comparison with other schools, both locally and nationally. Assessment outcomes provide meaningful and understandable information for pupils, parents and school staff.

**Formative Assessment** is an integral part of teaching and learning. It helps children to measure their own strengths, areas for development and to set targets. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers in providing appropriate targeted support, activities to deepen understanding and activities to extend learning into new areas. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Formative Assessment, we:

- support children in measuring their knowledge and understanding against learning objectives, success criteria and wider outcomes, identifying where they need to target their efforts to improve. This assessment will be in curriculum skills and knowledge, learning attitudes and thinking skills.
- ensure that gaps are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- record and report progress providing carers, parents and professionals with a broad picture of where children's strengths and gaps lie and what they need to do to improve.

We use a range of Formative Assessment approaches including:

- marking of pupils learning using a consistent structure of highlighting achievement, responding as a reader and setting targets in Reading, Writing and Maths
- making use of rich question and answers
- observational group assessments
- short informal tests
- assessment within feedback
- targeted discussions with children

- pupil self-assessment against success criteria
- peer-assessment (where appropriate)

The loop between assessment, feedback, response and target setting is essential in supporting children in understanding their learning journey, their achievements and their learning needs and equips them with the skills and understanding to set their own targets. Clear time is identified within lesson structures for children to thoroughly respond to feedback from marking and to set informed and appropriate targets.

**Summative assessment:** describes learning achieved at a certain time for the purposes of reporting to parents, other teachers, the children themselves and, in summary form, to other interested parties such as governors.

**Formative assessment:** describes the focus on monitoring children's response to and progress with teaching. The process provides immediate feedback to both the teacher and child regarding the learning process and informs the next step(s) to be taken in order to promote learning. Assessment and Trauma We recognise that progress is not always linear and assessment is reliant on the children's cooperation and engagement. We, therefore, actively use a wide range of assessment tools using formal and informal methods. We are not prescriptive in which assessments we use but choose assessments based on need.

**A user-friendly guide to assessment can be located at Appendix 3**

## **Part Two: Our assessment procedures**

In KS2, the teacher sets individual children's targets and discusses them with the children.

In KS3 and 4, children are encouraged to be involved in setting their targets, where appropriate, in Maths, English and project work, for ASDAN accreditation, and for Functional Skills and GCSEs during keywork sessions and by joining their Transition Planning and Annual Review meetings. For those children who have PEP meetings, there is a termly opportunity for them to be actively involved in discussing their progress against the targets set, with their wider network, and agreeing new ones.

We will assess children in key stage 2 and 3 using stages 1 to 9 (which links to the year of study - stage 1/year1, stage 2/year 2) and pre key stage standards where appropriate. Key Stage 4 will be assessed using pre key stage standards where appropriate, against entry level criteria for each entry level qualification between 1, 2 and 3 and against GCSE criteria for each retrospective qualification. For level 1 and 2 children will be assessed as working towards and passing.

Teachers assess pupil progress over the week, using a mix of classroom observation, written, audio/visual or photographic evidence as well as practical work and work created for classroom displays. Formative progress is recorded in the Live Monitoring Form for each child. This information is used by

teachers to update learning objectives and make changes to teaching and learning strategies to overcome barriers to learning. 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, whilst out on a trip. 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 LSAs to capture such informal assessment and use it to adjust their expectations and strategies. Verbal and written feedback is given to pupils to help identify strengths and weaknesses and identify next steps in their learning.

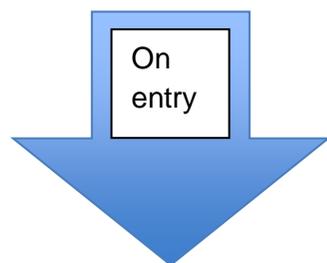
- Teachers use a range of questioning techniques to establish the breadth and depth of each pupil's understanding of a topic.
- Teachers quickly identify process success criteria for each pupil and these are recorded in the Live Monitoring Form.
- Reading and Maths schemes are available on an individual basis as well as any key textbooks (these can provide a structured progression model that children are able to work through systematically).
- Discussion between the Headteacher and the other Teachers is a standing supervision agenda item, to identify areas of progress and, 'stuck' areas for each child, and to agree targeted interventions which are reviewed monthly. Daily team briefings and discussions with LSAs, in each class, along with pupils keep this process live, and parent/carer feedback is also used. In addition, pupil progress is discussed both formally and informally in team meetings, handovers, group supervision and debrief.

A range of 'In-school-summative assessments' will be used including, for example:

- Assessment relating to the National Curriculum stages of development (related expectations) reported on Behaviour Watch for Reading, Writing, Maths and, at KS3 onwards, Speaking and Listening.
- Diagnostic assessments such as the baseline assessment process (see below for further detail)
- Teacher assessment based on ongoing tracking
- Short end of topic or unit tests or task, for example: skill check for Functional Skills

### Assessment process

The diagram below summarises our assessment process



Baseline Assessment Reporting: Previous School data, CATs, WRAT5, observation

Target  
Setting

Individual children targets set using information from baseline, EHCP

Approach

Differentiated, focused and intensive teaching enables targets to be met

Assessment

Diagnostic, formative, summative, evaluative

Photographs, annotated work, witness statements, children self assessment, end of project testing, moderation



Live Monitoring Forms capturing live monitoring monthly, bi annual education reports, annual progress discussed in Annual Reviews and PEPs.

The SEND Code of Practice puts increased focus on the outcomes that young people and their families want to achieve. It therefore increases the involvement of parents in the assessment, planning and reviewing process. The Department for Education identifies the key elements of integrated working as including integrated assessment, information sharing (regular team around the child meetings), and lead professionals (to ensure integrated working with families). We believe that ensuring we develop children as a whole therefore assess not only their academic progress but their social communication, personal development and independence skills too.

#### **A Therapeutic Curriculum: C2020**

C2020 is based on the following principal:

- All young people, whatever their start in life and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success. This curriculum model is designed to be ambitious to meet their needs.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life therefore providing the knowledge and cultural capital to succeed in life.
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, the relationships that develop as part of the process.
- For our children and young people the best route to such outcomes is to foster a skill set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow.
- The abilities and needs of each child are unique and must lead the curriculum, not follow it, providing cumulatively sufficient knowledge and skills for future learning and employment.
- Living is learning and all adults who interact with our children contribute to their curriculum.

C2020 is made up of our three tiers of learning:

- PERSONAL DEVELOPMENT
- PARTICIPATION and

- MAKING GOOD PROGRESS.

**PERSONAL DEVELOPMENT** is made up of four curriculum areas:

- Being at School
- Communication
- Being Safe and Healthy
- Moving On

They thread through all areas of living and learning.

**PARTICIPATION** is split into four curriculum areas

- Learning Together
- Community
- Belonging and Difference
- Activities

They sit at the centre of our group-led approach to learning and development.

**MAKING GOOD PROGRESS** is made up of four curriculum areas

- Human
- Creative
- STEM
- Functional

These offer a broad and balanced academic curriculum that addresses gaps in learning and fosters opportunities for achievement for however long a child or young person is placed with us.

The subjects within these curriculum areas are defined by a small list of skills (Key Performance Indicators) that are the backbone of our work. Key performance indicators allow for links between tiers of learning and operate on a re-iterative model across all year groups and key stages. Teachers choose the KPI most helpful to each child and set objectives for progress within these. These objectives are drawn from a range of sources. For Making Good Progress they are likely to link to related expectations from the national progress of studies and the monitoring of these is outlined in The Lioncare School Assessment Policy.

From September 2021 the guidelines for teaching Relationship, Health (and Sex) Education will be mapped into Curriculum 2020 and assessed holistically through the mechanisms described in this policy.

**i) Baseline**

The baseline assessment period aims to be concluded within eight weeks and published within twelve weeks. The baseline assessment is not to determine a place at the school as this will have occurred through Initial Impact Risk Assessment. Beyond this each child has a Live Monitoring Form which is updated throughout each month and captures data at the point of learning. The purpose is to provide a baseline to measure success against and to enable us to understand how an individual student needs impacts on the individual student in terms of identifying their profile of strengths and difficulties.

ii) **Live Monitoring Forms**

Live Monitoring Forms (LMF) show the progression journey of each child since arriving at Lioncare School, and identify trends which inform strategies for support as well as next steps towards expected outcomes.

The LMF contains all the overarching Key Performance Indicators and related learning objectives for which they are being assessed, at the relevant related expectations that each child is working towards (often not their own year group).

The targets, drawn from identified gaps in learning and often spanning more than one year group, are for Academic, 'Making Progress' in Maths, English and Project Work. (as detailed in section on C2020)

Targets are also set for Participation and Personal Development and show evidence of progression towards these. A new version is created as the targets change and develop, capturing progression over each month.

Assessment data recorded in Live Monitoring Forms is monitored in teacher supervisions. Evidence of progress, as well as, 'stuck' areas are identified. Where pupils are not making sufficient progress, this is challenged by the Headteacher who will provide advice on extra support, alternative approaches and targeted interventions. The Head Teacher and delegated teachers are responsible for reporting on individual and whole school progress to Senior Managers within the organisation and external professionals as required.

iii) **Formative and Summative assessment in practice**

At KS2/3 each child has a folder which collates both English and Maths work. Responsibility for the folder is with the teacher. Individual work is given to the young person in class then placed in the folder.

At KS4 the children can choose to use folders, rather than A4 books however it is noted that some children still prefer to use A4 books. Children are encouraged to take responsibility for putting their work into their folders or books, thereby further fostering the development of responsibility towards their own learning. If a child performs a mental task a record of this is also noted in the book/folder, which is then used for regular written feedback and to record Formative assessment, including self-assessment and peer assessment where appropriate. Maths/Numeracy and English/Literacy books and folders 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 Butterfly. Using work from books/folders teachers are able to check progress in developing skills against the National Curriculum descriptors, which are used to target set in school reports, and on the Live Monitoring Forms.

All assessment information is captured in the Live Monitoring Form and will be updated on the Behaviour Watch System (on the Formative Assessment

tab). Currently, Behaviour Watch has been built to provide descriptors from Y1 to Y6 in English and Maths and likewise for KS3. Progress is recorded on a 5-point scale against the National Curriculum Descriptors for each year of Related Expectations (stages of development). For example, a child working on the Year 3 descriptors for maths could be at: 3.1, 3.2, 3.3, 3.4 or 3.5, depending on where they are working at. In the early stages they would be at 3.1, whereas once they can confidently achieve the descriptors, and are ready to progress to Year 4 descriptors, then they would be working at 3.5/4.0. At three points of progress this could be sufficient to move on if it is felt this is secure. This will allow for accurate monitoring of progress and easy gap analysis for all teachers. All teachers will receive training in recording assessment data and monitoring pupil progress using the Behaviour Watch System.

A progress threshold of 4 stages (years) progress at key stage 2 depending on starting points is applied and adapted as necessary. A progress of 3 stages (years) of progress at key stage 3 depending on starting points is applied and adapted as necessary. In key stage 4 1 grade (2 grades for those above a grade 3) will be applied. Those working at pre key stage standards will be set a target of 2 levels per year. All subject targets are then modified taking into account elements of challenge, needs of the individual pupil and previous progress.

#### Yearly Progress

<b>Sub-stages/grades away from end of year target:</b>	<b>Progress Descriptors:</b>
-2 or more points of a sub stage (level)	(emerging)
-1	(developing)
On target	(secure)
1 or more above target	(mastered)

The Live Monitoring Form is an important document that enables weekly progress for each individual pupil to be efficiently captured. 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.

#### iv) **Moderation**

Internal moderation of marking between teachers is organised within teacher supervision, including for ASDAN and Functional Skills assessments. All ASDAN challenges and Functional Skills papers are internally moderated, before external moderation, to ensure consistency. ASDAN accreditation is moderated by

The Regional Manager and for Functional Skills, papers are verified by the NCFE appointed external moderators annually. All GCSE papers are externally marked by Cambridge International and any coursework is sent to their appointed external moderators. External moderation links are being made with other schools. We identified providers, from a similar specialist provision to mainstream primary and secondary schools to ensure that we are able to accurately assess progress for the broadest range of learners, functioning at different stages of development (Related Expectation).

#### v) **Education Reports**

In the Autumn and Summer terms a summative report is produced for each child, outlining progression against their targets and with new targets set for the following term, where the previous targets were met, or deemed ready for change. These are based on the Key Performance Indicators, or skills, from C2020 and linked to the National Curriculum Descriptors which indicate the year group the child is working at, and therefore the depth of skills-based learning or knowledge expected. These are also directly related to the expected outcomes from the EHC Plan. In the Spring Term, an interim report details progress so far and next steps, and is taken directly from the Live Monitoring Form. They also inform the development of PEP targets (if a child is looked-after). Your child will be graded against different skills (as defined in the national curriculum) as Emerging, Developing, Secure, or Mastered.

Current Progress Key What does this mean?

- Emerging - Students beginning to grasp some of the ideas and skills in a unit of work.
- Developing - Students have begun to grasp the concept of/or show some competency with skill but it is not secure i.e. the skill is not consistently applied or the students demonstrate some misunderstanding still.
- Securing - The students' understanding with the skills is secure i.e. they make few or no mistakes when applying the skills and show a solid understanding of the content covered (but not extensive).
- Mastering - Students demonstrate complete competency with a skill. A full understanding of content i.e. they make no mistakes and demonstrate a skill regularly, their understanding is detailed and accurate (it is likely to demonstrate mastery with a skill which a student will have evidenced competency in more than once).

#### **Links to Professional Assessment and the EHC Plan process**

During the baseline process, (and throughout their time at The LCS) the need for assessment by professionals such as EP, SALT, OHT and CAMHS may become emergent and referrals made. These then form part of the reporting process for Annual Reviews of EHCP. Any additional support identified can be costed for provision through the EHCP and/or PEP (if the child is looked-after).

(Please see Additional Needs Policy for further detail).

### **Part Three: Our accreditation procedures**

#### **i) Year Nine Pathway Planning/review of baseline**

Learners develop detailed knowledge and skills across the curriculum and as a result achieve well. Towards the end of KS3, each child's individual baseline is updated (around October of Year 9) in order to develop a pathway for progression towards Post 16. This pathway helps inform amendments to the EHCP at the Annual Review, ensuring that support is in place for students up to the age of 21 or 25, if needed. It identifies the best outcomes possible from the following:

- ASDAN courses including Short Course - PSHE
- Functional Skills
- iGCSE

It also identifies progression routes for Post 16, along with opportunities for work experience and taster/short courses for KS4 students, with external providers such as Plumpton College or the YMCA.

(see Transitions Policy - Careers Advice and Preparation for Post 16).

#### **ii) Accreditation at The Lioncare School**

Learners are ready for the next stage of education, employment or training and where relevant gain qualifications that allow them to go onto destinations that meet their interests, aspirations and the intention of their course of study. 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 and participation as well as academic qualifications, all of which are recognised by Post 16 education providers and employers.

#### **ASDAN**

For KS1-3, The Lioncare School uses ASDAN, starting with New Horizons and working onto the 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 working below or towards related expectations, academically, but are still making progress across many areas of the curriculum (see C2020) In New Horizons, the younger children are encouraged to begin the process of imagining their potential adult selves, exploring and discovering a range of skills that will determine possible progression pathways and routes for education, college, careers and life beyond The Lioncare School. It is therefore linked to the PSHE, Citizenship and RSHE curriculum. This is then further developed in Transition Challenge and Short Courses on offer.

ASDAN's SEND courses support the achievement of the four preparing for adulthood outcomes, outlined in the SEND Code of Practice for England. These are:

- higher education and/or employment - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living - enabling people to have choice and control over their lives and the support they receive, their accommodation and living arrangements, including supported living
- participating in society - including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

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 or through the Centre Lead. ASDAN Short Courses in PSHE and other additional subjects that a child shows aptitude for, in Lioncare School and/or in partnership with other providers, such as Plumpton College or the YMCA eg: Sports Leadership, Employability Skills, Small Animal Care and Childcare.

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### **Functional Skills**

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. Functional Skills in Maths and English 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.

Children are entered for the first FS assessment at an easily accessible level for their ability, ensuring 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 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.

The Assessor and Internal Moderator meet regularly to ensure NCFE guidelines for assessment are followed. Functional Skills, for students aged over 14: We seek external moderation for all papers through annual External Quality Assurance monitoring visits in the summer term by an 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 teachers/carers to ask questions regarding the fair marking of assessments.

The Assessor will arrange for an NCFE External Moderation (EM) 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 teacher/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 Assistant Director for Education and Learning or the Chief Executive Officer of the Lioncare Group should be alerted.

The Headteacher would then discuss the issue with the Assessor and Internal 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.

### **iGCSE**

iGCSE in Maths and English (and other additional subjects that a child shows aptitude for, in The Lioncare School and/or in partnership with other 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.

All 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 Lioncare 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 the Headteacher.

The Lioncare school follows guidance as laid out in the 'JCQ Instructions for conducting non - examination assessments' (Appendix 2) and the guidance for schools 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted. (Appendix 3).

### **Learning To Look After Me**

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 in 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.

## Accreditation Pathways

Class	Age	Potential Accreditation Pathways	Process and frequency of Accreditation and Moderation
<b>Caterpillar</b>	Up to 11 years	ASDAN New Horizons	Individual ASDAN challenges to support work in school – moderated internally by teachers in supervision and/or by the Headteacher.  The Lioncare School awards certificates for each module completed. For every 3 or 5 modules completed, external moderation by ASDAN and certification.
	Over 11 years	ASDAN Transition Challenge	
<b>Chrysalis</b>	Up to 14 years	ASDAN Transition Challenge ASDAN Short Course PSHE	
	Over 14 years	ASDAN Short Courses including PSHE	
		Functional Skills in Math E1- L2 Functional Skills In English E1-L2	
<b>Butterfly</b>	Up to 16 years	ASDAN Short Course(s) (incl.) PSHE (New Horizons/ Transition Challenge are also available if these are felt to be appropriate)	Individual ASDAN challenges to support work in school – moderated internally by teachers in supervision and/or by the Headteacher.  For every 3 or 5 modules completed, external moderation by ASDAN and certification.
		Functional Skills in Math E1- L2 Functional Skills In English E1-L2	Entry throughout the year with a termly cycle by Dec, Feb, April, External moderation annually.
		iGCSE Maths iGCSE English iGCSE's in other subjects (as appropriate)	Entry by end of January in year 11 Examinations in may/June of each year. Any coursework components have individual deadlines advised by CIE annually.
<b>(Springfields) Westfields Hillfields</b>	14 – 18 years	ASDAN Lifeskills Challenges (Learning To look After Me)	Internal moderation by headteacher every month, or more frequently as needed.  External moderation annually via ASDAN online portal.

#### Part Four: Monitoring of the quality of teaching, learning and assessment

Assessment should be functional and part of everyday practice but should not be tedious for any of the school team. Therefore not all assessments are recorded. For example, assessment includes teachers asking questions to monitor students' understanding during a lesson. This may not be recorded.

Monitoring quality through the monthly scrutiny of LMFs in individual teacher supervision with the Headteacher, is to ensure an appropriate level of challenge for each child; the development of strategies for, 'stuck' areas, and by reference to the tracking of incidents on Behaviour Watch, teachers are able to identify difficult times/transitions in the week.

From this, Positive Behaviour Support Plans and Risk Assessments can be updated, ensuring the right provision is in place to support learners to succeed. Targets can be adapted and developed if it becomes emergent that they are unachievable in their current form. This can mean ensuring progress by smaller steps, or by different routes. For example, a new Year 8 student, who is struggling to achieve a Year 4 descriptor in maths may not have achieved several descriptors from Y2, which are the foundation learning blocks for development of the Year 4 skill. It is the forensic backtracking by teachers which ensures the gaps are identified and filled, enabling the child to progress. It is also a reminder of the journey of progression since starting at LCS and identifies trends, such as times of year where academic progression may slow, for example. due to a significant anniversary, and so the opportunities to work on Personal Development and Participation targets need to be prioritised.

Moderation of marking through teacher supervision and by working with other schools, as well as the external moderators from our Examination and Accreditation Boards is to ensure that we are assessing skills and National Curriculum descriptors for each year group, or Functional Skills Level. (see section on moderation)

The Headteacher regularly 'drops in' to each class to spend a period of time working with teachers and individual children where children's work is shared and opportunities for team teaching and delivery can occur. This method provides for the observation of live teaching and learning which is far more informative and feeds directly into teacher supervision. Specific team teaching often occurs in Butterfly class where the class teacher and headteacher share the accreditation pathways for individual children.

The review of Baseline in Year 9 is also an opportunity to revisit and update new information, enabling a Pathway for Progression to Post 16 and often parallel planning for alternative outcomes, this informs Transition Planning Reviews and Annual Reviews, which are scrutinised by SENAT Teams in both our hosting Local Authority (Brighton and Hove) as well as the home LA of each child. Visits and meetings with the Local Authority Virtual Schools, for our looked-after children, means that we have welcome additional external scrutiny on a regular basis.

Our School Improvement Partner, who is an Ofsted Inspector, regularly visits the school with an agenda, pre-agreed with the Headteacher, to monitor progress against the School Improvement Plan and robustly challenges all teachers to show clear evidence of progression. The Headteacher will also provide an annual presentation of progress for each child to the School Governing Body (MAP Group).

## Part Five: Annual Statement of Progress and Achievement

### Summary:

Pupils generally made sustained progress across the year from their starting points (three out of four pupils admitted in the academic year 2020-2021) made at least good progress. The one pupil who made less progress enrolled at the school in March 2021, has significant mental health needs and is functioning at the lower end of the Ego-Integration Scale.

The school prioritises three over arching key areas of learning through our C2020 model: Participation, Personal development and Making Good progress. The overwhelming majority of pupils made good progress across these areas. Our looked after children are making good progress.

There were no Year 11 pupils this academic year.

### Appendix 1

Current legislation:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

### Appendix 2

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

### Appendix 3

User friendly guide to assessment data:

The Department for Education (DfE) and Ofsted use the words 'attainment' and 'progress' based upon the following definitions:

- 'Attainment' refers to the standards that \*children reach, often measured in assessment and examination results. Attainment results are usually defined as grades, scores or levels achieved by children.  
For example - Child X has attained GCSE grade 4 Maths. Another example might be Child Y is at Age Related Expectations (ARE).

*(At the end of the document is an example of a conversion chart from the previous GCSE grades to the new GCSE grades).*

- 'Progress' refers to childrens' achievements over a period of time, for example from age 8 to age 10. Progress is measured by comparing childrens' current attainment with their previous attainment and measuring the difference - 'the distance travelled'.

At Lioncare we measure progress in stages of development which links to a year of study (12 months) - within each of these expected progress is five substages per 12 months of study.

For example - X has moved four substages of progress across three terms.

**Children in the United Kingdom are taught in Key Stages as follows:**

KEY STAGE	YEAR GROUPS	Primary/Secondary
Early Years	Nursery - Reception	Primary
Key Stage 1	Years 1 - 2	
Key Stage 2	Years 3 - 6	
<b>Key Stage 3</b>	<b>Years 7 - 9</b>	Secondary
Key Stage 4	Years 10 - 11 (IGCSE)	

- *Children replaced the word pupil for user friendly terminology.*

### **Age Related Expectations (ARE) - what does this mean?**

When the National Curriculum was revised, we were encouraged to see the new expectations laid out per year group as Age Related Expectations. These are a set of objectives that are to be covered across the curriculum in the year group a child is currently in . **Age – related expectations** are based on what children should have learned, or be able to do, at the end of the chronological year group that they belong in.

It works on the assumption that the average child of that **age** and within that year group should meet the given standard.

### **Why can this be problematic for The Lioncare School?**

Some children who attend our school, however, are not ready to perform at 'Age Related Expectations', they do not fit the 'one size fits all' model of assessment. Our focus is far more individual children's mastery of concepts over time therefore showing progress from their starting points to where they are now.

### **So this is what we do...**

The table below shows what children's aims are likely to be depending on what stage/year they are working at in year 6 and 9. .

This is only a guide

<b>Aim at the end of year 6 (aged 11)</b>  <b>If a child is operating at age equivalent to...</b>	<b>Aim at the end of year 9 (aged 14)</b>  <b>... the aim at the end of year 9 would be working within ...</b>	<b>...Aim at the end of year 11 (aged 16) will be...</b>  <b>Entry Level/ Functional Skills</b>	<b>...and/or aim at the end of year 11 (aged 16)</b>  <b>GCSE</b>
Year 1	Year 3 / 4 ARE	Entry Level 3	Grade 1
Year 2	Year 4 / 5 ARE	Level 1	Grade 1 / 2
Year 3	Year 5 / 6 ARE	Level 1	Grade 3
Year 4	Year 6 / 7 ARE Year 7 (KS3) (ARE)	Level 1 / 2 Level 2	Grade 3 / 4 Grade 4
Year 5	Year 8 (KS3) (ARE)	Level 2	Grade 5 / 6
Year 6	Year 9 (KS3) (ARE)	Level 2	Grade 7/8/9

## Conversion Chart:

### How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U