

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR ASSESSMENT RECORDING, REPORTING AND MARKING



Tel: 01437 762701

Fax: 01437 771444

Email: admin.portfield@pembrokeshire.gov.uk



Llywodraeth Cymru
Welsh Government



Welsh Heritage
Schools Initiative



Menter Ysgolion y
Drefnadaeth Gymreig



Sept 2017

Monitoring the policy

Criteria for evaluating the success of the policy.

The policy will be reviewed annually by the coordinator.

- Is current practice still reflected?
- Are the aims being achieved?
- Is there evidence that Assessment procedures are effective in developing and guiding teaching and learning?

Signed:
Head teacher

Date:.....

Signed:
Chair of Governors

Date:

Policy for Assessment Recording, Reporting and Marking

The policy has been drawn up after consultation amongst staff and external agencies and using current guidance from Welsh Assembly Government documents such as:

Making the most of learning

Making the most of assessment 7–14 (April 2010 Guidance document No: 034/2010)

Consistency in teacher assessment

“A curriculum for all”.

ASI literacy & numeracy 2013

Portfield School Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone’s personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Rationale / Principle

- “Every human being has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his/her potential in learning.
- Every human being is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- It is often the process not the product that is the core of our curriculum.”

NASEN – June 02

Aims and Objectives

DCELLS document, Assessing “Working towards Level 1” across the curriculum, states.

“Effective assessment should identify pupils’ individual needs and provide ongoing information about pupil progress. This will allow teachers to plan and further support pupils’ development by providing relevant learning experiences through appropriate teaching methods.”

“Recording systems for pupils with complex needs should include:

- Support needed to access/complete tasks
- Significant new responses which reflect small steps of progress
- Pupils’ preferred learning styles, effective teaching approaches
- Qualitative comments about significant responses
- Personal interest/motivation
- Unexpected responses”
- Transfer of skills to different people/situations

Background

Assessment can be divided into two main categories, formative and summative.

Formative assessment takes place across the whole range of curriculum experiences. It focuses on the whole child not just on areas of impairment. It involves everyone, including the pupil and should take into consideration unfamiliar people/environments. It should be evidence based but manageable and is used to identify change and the need to re-evaluate targets. Formative assessment recognises the positive achievements of pupils on an on-going basis and informs planning.

Summative assessment records the overall achievement of pupils in a systematic way. It takes place at the end of a unit/module/year/key stage. It uses standardised materials and is moderated to make comparisons and ensure consistency. It is also used to evaluate the effectiveness of the schools' curriculum and can lead to recognised accreditation at Key Stage 4 and beyond.

At Portfield School Schemes of Work have been developed using EQUALS publications and key skills based on the Foundation/ National Curriculum and the National Literacy Numeracy Framework (LNF)

Organisation

- New pupils are assessed within six weeks of arrival at Portfield School using Foundation Phase Profile, Routes for Learning, Plevels/NC Levels , and a range of appropriate developmental profiles
(Thereafter these are annual assessments implemented in March of each year and the results used to plan for individuals and school development in the new school year).
- Analysis of data has led us to a decision that younger pupils results will not be included in whole school analysis as often their initial assessments show huge increases in progress as they begin to respond to routines and people therefore early assessments may not be a true reflection of ability. These results however will be monitored and at age 5 their data will be included in whole school.
- Assessment results are recorded using “SOLAR” analysis, a web based assessment tool that allows teachers to record and analyse progress in P Levels, NC Levels and Routes for learning.
- The core subject P Level attainments are moderated by the Assessment coordinator and Deputy Head teacher or subject co-ordinator using the EQUALS PACE 2 assessment documents and discussion with teachers.
- Results for the Foundation Phase baseline, Y2, Y6 and Y9 are reported to the Welsh Assembly and LEA.
- National Curriculum Levels, P Levels “Routes for Learning” and LNF skills achievements are moderated on a rolling programme for all subjects by groups of staff and agreed examples of evidence are used to maintain standardisation files for staff use.
- As part of the outreach service moderation days are held for mainstream SENCO's and Portfield School staff. Portfield are also part of a cross consortium moderation group of special schools enabling external moderation of our judgements.
- Using this information and objectives from each pupil's Statement of Special Educational Needs, key skills/Routes for Learning/LNF skills, and where appropriate, subject targets are set for individuals. These targets are reviewed every half term. (IEP's)
- For students with Profound and Multiple Learning Difficulties (P levels 1 – 3) it is sometimes difficult to demonstrate achievement using the above schemes. In this situation staff use “Routes for Learning” and individual assessment observations noting smaller step achievements. The Route map includes assessment of a student's ability to transfer skills from one person/environment to another. PMLD pupils progress is also measured using the Mapping and Assessment of Personal Progress (MAPP) tools, this includes a continuum of skill development.

- Information is gathered from formative assessment throughout the term; this can take the form of recorded comments from outside agencies, parents, staff and pupils, more formal records such as Reading Tests, POPAT/daily reading records, photographic evidence and samples of work, where appropriate pupils sit National Numeracy/Reading tests. Plenary sessions are encouraged, where appropriate, and pupils can feedback about the learning experience.
- Implemented alongside or integral to the curriculum are IEP's. Each pupil has four priority targets (IEP's), Literacy/Communication, Maths, ICT, PSD and are reviewed termly with parents. Parents are also invited annually to a statutory review of their child's progress, where targets are reviewed for the coming year with particular consideration of the pupils priority needs for that year.
- Annual review of Statement of Educational Need. Outside agencies are also included in this meeting. At the annual review parents are able to view Curriculum evidence folders that contain photographs and examples of pupils work to illustrate their attainments. Person centred planning is a core aspect of this meeting and meaningful and relevant targets for pupils are discussed and set for the year.
- At Key Stage 4, pupils are enrolled into appropriate accreditation routes determined by their academic ability indicated by end of KS3 teacher assessments.
- At Key Stages 4 and 5 students are accredited through ASDAN and OCR modules.
- Where appropriate pupils are encouraged to consider the quality of their own or others work and make decisions regarding how they can progress
- See Appendix 1 for organisation of assessment.

Assessment for learning (AfL) strategies used

To avoid a tokenistic approach to AfL, at Portfield School we begin to develop specific AfL strategies when a pupil has achieved an appropriate level of cognitive ability

- Plan/Do/Review is used in the Foundation Phase and KS2 pupils and staff use objects during review as reminders of the activity experienced or watch video of the session.
- Pink Smiley faces are used to mark good efforts for non-readers (also see "marking methods" later in this document). These can be displayed as fans for individuals to use or A4 cards for class use.
- KS3, KS4 & KS5 use "tickled pink" and "green for growth" strategies (objectives achieved and those that require further work).
- Some pupils use "Happy Talk" a session that allows them to consider their work and that of others.
- AfL for PMLD pupils takes the form of immediate feedback, and is usually specific to the pupil, this may be through the use of "affect" eg animated praise, clapping, cheer, or may be something that they are known to enjoy eg. Stroking with feathers or splashing in a bowl of water.
- Teachers use pupil friendly learning objective formats so that pupils are clear about their learning and work through success criteria to achieve them.

Pupil Profiles

- INDIVIDUAL ASSESSMENT EVIDENCE IS STORED IN BLUE FOLDERS IN THE CLASSROOM. See Appendix 2.
- Pupils' confidential data is stored in a blue personal file in a locked cupboard centrally.
- Appropriate pupil evidence is retained to create Standardization files that demonstrate the range typical for a pupil assessed with Routes for Learning, P Scales, NC Level or Numeracy, Literacy Framework achievements.
- Pupils also have a personal login for HWB and can save evidence of their work in a digital format that can be accessed by themselves and parents.

- Pupil profiles can be viewed or printed using SOLAR. Each year teachers produce a learner profile for Y2, Y6 or Y9 pupils that is then moderated both internally and externally, to ensure robust teacher assessment.

Target Setting

Use of evidence

IEP targets are set termly and this data is used to plot pupil progress towards annual review targets or current priorities.

In March/April of each year teachers predict expected core subject P Levels/NC Levels (including ICT and PSD) and LNF for each student for the coming year. Using comparisons between expected and actual achievement it is possible to plan for school development and whole school target setting.

Y1, Y5 and Y8 pupils have predicted achievements recorded ready for their statutory end of Key Stage assessments in Y2, Y6 and Y9.

Healthcare and Manual Handling

An assessment is made of the pupil's health and a Healthcare Plan is drawn up, this is amended annually or when there is any change.

A manual handling assessment is also carried out annually for appropriate pupils.

Reporting to Parents

A copy of the proforma that is used to report to parents can be found in the Appendix 3.

- Reports are written annually in line with statutory guidance.
- All pupils receive an annual report and an annual review of their Statement of SEN.
- All pupils have a Home/School Book that is passed between home and school daily.
- There are termly parent meetings to discuss progress and IEP targets
- The school has an open door policy that encourages parents to contact school as soon as they have any queries.
- Those parents who have access to the Internet can see topic plans for the term, paper copies are also sent home.
- School is currently piloting an app that allows parents to view a video of their children's day. Parents will sign consent forms for this to happen.

Subject Coordinators Responsibilities

Each subject leader is allocated time to monitor their subject throughout school, to ensure progression and continuity.

Each coordinator has also compiled a portfolio of evidence, illustrating examples of the successful achievement of each P Level, Routes for learning and Levels 1 and 2 of the National Curriculum. These have been compiled through staff discussion and agreement. Co-ordinators are currently developing portfolios of evidence of Numeracy, Literacy Framework achievements. These files are used to ensure standardisation of levels of achievements and are used by staff to confirm judgements.

Skills

Skills including the National Literacy Numeracy Framework statements are recorded using colour coding on each scheme of work by coordinators, they are an integral part of pupils continued progression through each scheme. Skills are evidenced in the LNF digital folders and on "Solar". Teachers' record evidence observed in cross curricular settings.

Resources

- Individual's statements of special educational needs.
- Foundation Phase Baseline, NC/P level and revised areas of learning including the LNF statements.
- SOLAR computer programme
- Route Maps
- Schemes of work
- IEP's
- National Accreditation
- Reading /Numeracy/ test/records

Marking Policy

The most effective feedback is verbal and immediate but alongside this is the following.

It is important to ensure ongoing development and that each student realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child centred.

We see the marking of all work throughout the curriculum as an expression of the student's own achievement as well as a method of guidance and highlighting teaching points.

The principles behind our marking policy are as follows:

1. Marking should be fair and consistently applied by all staff.
2. It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
3. It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
4. Criteria should be established before the work begins and/or marking is done and where possible it should include a target setting element i.e "Tickled Pink" and "green for growth"
5. Marking should be undertaken as soon after the work is completed as possible and, where appropriate, the pupils should be involved.
6. All work should be acknowledged by the teacher even if it is not to be marked directly.
7. Marking needs to offer positive benefits to teachers, students and parents.

Marking Methods

1. Where appropriate use attached proforma twice per week in topic books or sheets (if no book). Please see Appendix 4.
2. Use 'Tickled Pink'/'Pink for Proud' and 'Green for Growth' in relation to success criteria. Do not use red pen.
3. Pupils to self assess and/or peer assess (where possible).
4. Ensure time is built into planning for the teaching session to facilitate self correction and teacher's feedback.
5. If work is not correct, work through together use dots circles etc to highlight
6. If work is correct place a tick, include a pink smiley face symbol, for those pupils who are not literate.
7. Use comments/symbols economically so as not to smother or deface work.
8. Where possible use margin or bottom of page.
9. Use comments appropriate for the particular child.
10. Avoid negative words or comments.
11. Talk positively to the children.
12. Date work.

13. Motivation stickers can be used where appropriate and can be purchased by teachers using class budget.
14. Indicate the amount of support the pupil has received, if any. (See ASDAN code sheet in teachers file and Appendix 5).

Appendix 1

Organisation

Foundation Phase – (Entry to School at 3 yrs)

Statutory Baseline - Foundation Phase Baseline, P Level / Routes for Learning (within 6 weeks of entry)

Termly IEP evaluations

SOLAR updated termly and analysed annually in March – P Levels / NC Levels

ROUTES FOR LEARNING for more detailed evaluation of early concept development as appropriate –PMLD

Revised areas of the curriculum including the LNF digital records

Basic vocabulary sheets

Termly IEP evaluations using Continuum of Skill Development (CSD) for pupils at P1-P3 level

Literacy/numeracy records

Y2 print out of foundation Phase Outcomes reported to Welsh Government

KS2

SOLAR updated termly, analysed annually in March – NC Levels and P Levels .

ROUTES FOR LEARNING for more detailed evaluation of early concept development as appropriate –PMLD

Revised areas of the curriculum including the LNF digital records

Basic vocabulary sheets

Termly IEP evaluations using Continuum of Skill Development (CSD) for pupils at P1-P3 level

Termly subject target evaluations

Literacy/numeracy records

Y6 Print out of NC Outcomes/Levels reported to Welsh Government and any National Reading or Numeracy test results

KS3 – as above plus Y9 print out of NC Outcomes/Levels reported to Welsh Government and any National Reading or Numeracy test results.

KS4 & KS5 – as above and also including Accreditation evidence. (No need to duplicate) P Levels and NC Levels used formatively.
IEP's

ALL STUDENTS ARE STATEMENTED AND THE ASSESSMENTS USED TO PROVIDE EVIDENCE FOR THESE ARE USED AS A BASIS FOR INITIAL PROVISION.

Appendix 2

Assessment files (blue) content

Pupil Profile Sheet

Copy of full statement

Foundation phase Areas of learning

Literacy/Numeracy Framework (LNF)

Samples of work should be dated, informatively annotated and, for non-readers, with a smiley face/sticker, as a positive progress indicator that the pupil can recognise easily

Route map, assessments should be included (print outs of pupils current achievements)

“Communication” section should be filed next to “English” section. “Language, Literacy and Communication” section should contain any lists of objects of reference, signs, symbols, PECS record, copies of grids used successfully in aids, speech programmes / recommendations from SALT / communication dictionaries

This section should also contain summative Derbyshire assessments, Accelerated Literacy assessment sheets, reading tests, reading book lists, POPAT record, evidence of pupil’s writing, where appropriate

Weekly evidence of achievement in subjects eg daily reading records, POPAT, Numicon, do not need to be stored in the file but there does need to be a termly report on progress regarding achievement in the subjects

“Outside agencies” record sheet - it may be useful to keep a sheet easily accessible in class that all visits to class are recorded and then transferred into individuals files at regular intervals

“Assessment” section – Annual predicted target sheet, National test results etc

“IEP” section should contain both current and achieved IEP’s for that key stage

“Medical” section, Health Care Plan only (just check any medical reports you receive, if they affect the Health Care Plan keep the copy in the file until the Plan has been updated). Put a line through old copies, date them and keep filed in the pupils confidential file

Accreditation e.g. KS 4 and KS5 students are able to use their Accreditation Achievement files as assessment evidence, these files also need sections for Key Skills, R.E, Careers (to include a subsection for Work Related Education), PSD (to include a subsection for Sex Education). SOLAR and Routes evidence should also be included

Appendix 3

ALL SLD PUPILS RECEIVE PROGRESS REPORT ABOUT CORE SUBJECT PSD, ICT AND A PERSONAL PROGRESS POWERPOINT AS PART OF THEIR ANNUAL REVIEW MEETING AND AN ANNUAL REPORT FOR ALL SUBJECTS AT THE END OF THE SCHOOL YEAR WHICH INCLUDES A NARRATIVE REPORT REGARDING PROGRESS IN THE NATIONAL REVISED CURRICULUM.

PMLD pupils receive an annual progress report about their Areas of Learning Progress and is updated termly and shared with parents at all relevant meetings.

End of year report to parent's, format.

Foundation Phase format and KS2 and above, PMLD Progress Plan format.







Portfield School
End of Year Report 2015-16



Foundation Phase (Nursery/Reception & Yrs 1-2)

FOR END OF YEAR REPORTS ONLY (NOT SUMMER TERM ANNUAL REVIEWS).

Name: Year group: Class teacher: Attendance:

Key skills & Areas of learning	Route /P level NC	Target set (Linked to statement objectives)
Communication & Literacy 		
Effort & Achievement:	Literacy has been assessed across the curriculum using the National Framework, <i>however your child has been disapplied from the National Literacy test.</i> (only applicable to Y2 pupils, delete test disapplication for others)	
Number & mathematical development 		
Effort & Achievement:	Numeracy has been assessed across the curriculum using the National Framework, <i>however your child has been disapplied from the National Numeracy test.</i> (only applicable to Y2 pupils, delete test disapplication for others)	
ICT 		
Effort & Achievement:		
Thinking skills 		
Effort & Achievement:		
PSD including moral & spiritual development		
Effort & Achievement:		
Knowledge and understanding of the world		
Effort & Achievement:		
Welsh/ Curriculum Cymreig		
Effort & Achievement:		
Creative Development		
Effort & Achievement:		
Physical Development		
Effort &		

Achievement:	
--------------	--

Additional support

Speech & language	
Reading support	
Other (please specify)	

Class Teacher's Comment:

Signed:







**Portfield School
End of Year Report 2015-16**



KS2 (Years 3 - 6)

FOR END OF YEAR REPORTS ONLY (NOT SUMMER TERM ANNUAL REVIEWS).

Name: Year group: Class teacher: Attendance:

Key skills and subject areas	Route / P level NC outcome/ level	Target set (Linked to statement objectives)
Communication skills and English 		
Effort and Achievement:	Literacy has been assessed across the curriculum using the National Framework, <i>however your child has been disapplied from the National Literacy test. (only applicable to Y6 pupils, delete test disapplication for others)</i>	
Number skills and Mathematics 		
Effort and Achievement:	Numeracy has been assessed across the curriculum using the National Framework, <i>however your child has been disapplied from the National Numeracy test. (only applicable to Y6 pupils, delete test disapplication for others)</i>	
Thinking skills 		
Effort and Achievement:		
PSD/Behaviour /SRE		
Effort and Achievement:		
Science		
Effort and Achievement:		
ICT 		
Effort and Achievement:		
Welsh/MFL		
Effort and Achievement:		
Geography		
Effort and Achievement:		
History		
Effort and Achievement:		
DT/Food		

Technology		
Effort and Achievement:		
Art		
Effort and Achievement:		
Music		
Effort and Achievement:		
PE		
Effort and Achievement:		
RE		
Effort and Achievement:		

Additional support

Speech & language	
Reading support	
Other (please specify)	

Class Teacher's Comment:

Signed:



EXAMPLE

MY PROGRESS PLAN FOR

May 2016 – May 2017

Communication & Interaction long term outcome: (Language, literacy and communication incorporating ICT and LNF)

- To listen, engage and participate during Circle time and in sensory stories.
- To build my attention span so I am able to stay focussed for longer periods during 'Bucket Time'.
- To interact with an adult and begin to play turn taking games.
- To make marks in a variety of textures and begin to copy marks when they are modelled by an adult.
- To begin to hold a variety of tools and make marks with them.
- To use PECS throughout the day and to exchange a PECS symbol for my favourite items.

Summer and Autumn Term 2016 Progress

- Explore sensory items as part of our story 'Walking Through the Jungle'. Pupil A has enjoyed participating in the sensory stories including 'Brown Bear, Brown Bear' and exploring wooden items as part of our Welsh Heritage Project. Pupil A would pick up and look at the different items available.
- Explore colours of the day as part of circle time by smelling the fragrance of the day, exploring the coloured card and coloured voile of the day.
- Engage in giggle time programme with a familiar adult by smiling, laughing and engaging in eye contact as part of turn taking. Pupil A will often initiate a movement and will copy and follow the movements of the adult.
- Explore a range of tools with help including crayons, brushes to make animals and vehicles as part of topic Jungle Fun and Transport.
- Make marks out of food including, flour, butter, porridge.
- Use body parts including hands and feet to print when exploring colours of the day. Pupil A made hands prints and foot prints on the large paper and looked at the marks he had made.

Spring 2017 Progress

- Pupil A is able to sit for around 10 minutes during Circle Time and Sensory stories. He engages particularly well with familiar songs and repetitive phrases in stories and will smile, track and explore sensory items used in the story.
- Pupil A has started 'Bucket Time' to develop his attention skills. Pupil A has progressed well with this and has moved on to phase 2. Pupil A can sit

independently and will engage and focus on the exciting items that are lifted from the bucket.

- Pupil A usually enjoys interaction with an adult and will smile and laugh. With support Pupil A can roll and throw a ball to another adult and watch and get excited as it is thrown back to him. In the playground Pupil A will run with an adult and will imitate simple movements such as sideway steps.
- Pupil A takes pleasure in sensory activities and particularly likes exploring different textures such as foam and paint. Pupil A will put his hands into these and will move his hands in large circular movements to make marks. Pupil A will watch whilst he does this. With support Pupil A can copy simple marks modelled by an adult such as handprints.
- Pupil A has experienced holding paintbrushes or felt pens to draw or paint pictures with physical support from an adult but still prefers to use his hands.
- Pupil A will exchange PECS symbols for his favourite items throughout the day such as the bear symbol for his favourite singing teddy. Pupil A can also exchange symbols for his favourite massage objects during TACPAC sessions and during snacktime for his favourite food.

Cognition & Learning long term outcome (Mathematics and Numeracy / Science and technology/Humanities/DC)

- To reach out for favoured textured object.
- To anticipate the next activity by looking at symbol, object of reference.
- To respond appropriately to familiar sounds when exploring number rhymes by giving eye contact, smiling.
- To make marks in a variety of textures including paint, glitter, coloured sand.
- To explore numicon in sensory trays and begin to show recognition of numicon shapes 1-5.
- To observe results of own action with interest e.g. push sand around tray to make patterns.
- To activate a switch a number of times to complete a simple sequence, noticing changes after each switch press.

Summer and Autumn Term 2016 Progress

- Explore sensory trays to find objects including Numicon and shapes. Pupil A can explore the sensory tray with hands to locate objects hidden within the sand or foam.
- Find an object when it is out of reach. Pupil A is able to locate the flashing ball when it is beneath the voile material.
- Make patterns in the sand within the sensory tray. Pupil A is able to explore the sand and produce a range of different marks.
- Explore coloured tissue in a sensory tray.

- Explore different sized vehicles as part of topic on Transport. Pupil A enjoyed playing with the big buses and lorries and enjoyed watching them move as they were pushed away from him.
- Use a Big Mac to say good morning as part of circle time.
- Activate a switch for a foot spa and a vibrating cushion.

Spring Term 2017 Progress

- Pupil A will reach out, grasp and hold a range of textured objects. Pupil A will tolerate wet and dry textures and will watch with interest as he lifts them up and then they fall from his fingers. Pupil A particularly enjoys textured items that he can twiddle back and for forth.
- Pupil A likes to explore sensory trays filled with a range of materials. Pupil A will find numicon shapes 1-5 in the trays and will lift them out and spin them on his fingers.
- Pupil A is beginning to show recognition of the numicon shapes and will sometimes take the correct numicon shape when participating in number songs with an adult. Pupil A shows pleasure in these activities and will focus and engage with an adult, maintaining eye contact and will smile and laugh.
- Pupil A enjoys pressing switches to activate simple devices such as the food mixer and the blender during cookery appearing to like the loud noise. Pupil A will wait until it stops then will purposefully press it again smiling as he does so.
- Pupil A can press a mouse to complete a jigsaw puzzle on the computer. Pupil A will press the mouse to get a piece of jigsaw then will press it again and again to complete the puzzle. Pupil A appears to understand that once the jigsaw is complete it will play a familiar tune – his favourite bit!

Health and Well-being long term outcome (PSD, RE and Physical)

- To show response to achievement by smiling, laughing.
- To play turn taking games with a ball.
- To participate in simple action songs.
- To sit and use the toilet.
- To sit for table activities for short periods.

Summer and Autumn Term 2016 Progress

- Needs help with changing but is starting to help with pulling trousers up.
- Prefers activities where he can explore on the move rather than sitting to complete a task.
- Pupil A enjoyed dressing up, listening and dancing to the music in our Christmas

Nativity.

Summer Term 2017 Progress

- Pupil A appears to recognise verbal praise and will smile and laugh making good eye contact with an adult when he is signed 'Good Work'.
- Pupil A enjoys playing and interacting with an adult and with support Pupil A can roll or throw a ball to another adult and watch and get excited as it is thrown back to him.
- Pupil A loves to participate in any musical activity and will dance along to simple actions songs. He will imitate an adult bobbing up and down during the 'Grand Old Duke of York' but requires support in pointing actions in 'Head, Shoulders, Knees and Toes'.
- Pupil A will happily sit on the toilet in school for increasing lengths of time.
- Pupil A will sit at table top activities for up to 15 minutes. During his favourite activities involving music Pupil A will sit independently and participate throughout.
- Pupil A is able to swim independently in the hydrotherapy pool with the use of flotation aids. He is currently developing his ability to kick his legs in order to move himself through the water.
- Pupil A enjoyed exploring Easter through craft work and cooking easter nests. He took part in the Easter parade during the whole school assembly.

Sensory and Creative long term outcome (Expressive arts)

- To observe results of own action with interest e.g. make mud pies.
- Presses a switch to activate a computer program giving visual and auditory rewards e.g. big bang.
- Participates in Music time, choosing an instrument and can play by tapping or shaking it.
- To observe results of own action in the sensory room by activating the switch to change the colour of the bubble tube, or music.

Spring and Summer Term 2016 Progress

- Participate in music session and really enjoys tapping a variety of instruments.
- Experience cooking items with help including cakes and biscuits.
- Join in with making music as part of class session. Pupil A enjoys playing different instruments such as the drum during class songs and stories.
- Explore materials to make animal collage as part of Big Book Brown Bear. Pupil A showed a preference for the rough material and used this to produce a collage of the bear.

Spring Term 2017 Progress

- Pupil A enjoys exploring in the sand and other sensory textures. Pupil A will watch intently as the sand/rice falls from his hands or he makes marks in paint.
- Pupil A can press a mouse to complete 'Big Bang' on the computer. Pupil A will press the mouse to move an image then will press it again to play a musical tune.
- Pupil A particularly enjoys music. He can choose an instrument from the box, usually a drum and will tap it and enjoys dancing along on rhythmic beats. Pupil A can also play the woodblocks and will tap it with a beater independently.
- Pupil A can use the switch box in the sensory room to change the colour of the bubble tubes and lights. Pupil A has recently used the switch box to activate the images and sounds/music of Welsh Idols such as Tom Jones and Shirley Bassey as part of our Welsh Heritage Project.

Independence (and community involvement) long term outcome

- To show recognition of objects of reference and walk to the toilet when I am shown the toilet block. Outside when I am shown the beanbag. Classroom when I am shown the cube.
- To take my coat off and hang it up on my peg independently.
- To use a fork and eat my dinner independently.

Summer and Autumn 2016 Progress

- Pupil A is aware of what the toilet Object of reference is and with gestural prompt will go towards the toilets.
- At lunchtime Pupil A is able to eat using a fork but does need reminding not to use his hands.
- Pupil A will take his coat off and walk to his coat peg to hang it up with physical support.

Summer Term 2017 Progress

- Pupil A shows recognition of 3 Objects of Reference for classroom, playtime and toilet. Pupil A will hold the object of reference and will walk to the activity with gestural support. More recently Pupil A has been introduced to the 'bucket time' object of reference and will walk to the library with gestural support.
- Pupil A is making good progress with using a fork. The temptation to use his fingers is becoming less and only needs occasional reminders. On most days Pupil A will enjoy his lunch and will eat it independently.
- Pupil A needs help with his zip but then can remove his coat and walk to his coat pegs. Pupil A will make attempts to hang it up with gestural support from an adult.

Parents consulted at annual review and parent evenings.



Class Teacher's Comment:


Pupil A has had a great 6 months in Class .. and it has been a pleasure to teach him. Pupil A has a happy personality and enjoys interaction with adults and other children but at times prefers his own personal space. Pupil A is usually cooperative and will sit for a short period to participate in school routines such as lunchtimes, assemblies, circle time and music. Well done Pupil A.

Signed:

Headteacher's Comments:

Appendix 4

 <p><u>Learning Intention</u></p> <p>To write two sentences about my weekend.</p>	 <p><u>I need to....</u></p> <p>Write date <input style="width: 50px; height: 25px;" type="text"/></p> <p>Use finger spaces <input style="width: 50px; height: 25px;" type="text"/></p> <p>Use full stops <input style="width: 50px; height: 25px;" type="text"/></p>
--	--

	<u>Support Codes:</u>	<p>Pink for Proud/ Tickled Pink </p> <p>.....</p> <p>Green for Growth </p> <p>.....</p> <p>.....</p> <p>.....</p>
Teacher	NH	
LSA	GH	
Self	SH	
Peer	PH	

	<u>Support Codes:</u>	<p>Pink for Proud/ Tickled Pink </p> <p>.....</p> <p>Green for Growth </p> <p>.....</p> <p>.....</p> <p>.....</p>
Teacher	NH	
LSA	GH	
Self	SH	
Peer	PH	



Learning Intention

To match symbols for my news



I need to....

Match name

Match symbols

<u>Support Codes:</u>		Pink for Proud/ Tickled Pink 
Teacher	NH
LSA	GH
Self	SH	Green for Growth 
Peer	PH

Levels of Support



NH No Help - you can do things on your own



SH Spoken/Signed Help - you are helped by someone speaking or signing suggestions to you



GH Gestural Help - you are helped by someone using hand signals or other gestural prompts



PH Physical Help - you are helped by someone holding you and/or helping you to move



SE Sensory Experience - you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste



ER Experience Recorded - you are provided with an experience of the activity but are unable to take part

Glossary of Terms

UNCRC - United Nation's Convention on the Rights of the Child

DCELLS - Department for Children, Education, Lifelong Learning and Skills

LNF – Literacy and Numeracy Framework

PLEVELS – Performance Levels

NC LEVELS – National Curriculum Levels

Y2 – National Curriculum Year 2 Age Group

Y6 - National Curriculum Year 6 Age Group

Y9 - National Curriculum Year 9 Age Group

SENCOs – Special Educational Needs Co-ordinators

IEP – Individual Educational Plan

OCR – Oxford Cambridge and RSA (qualifications award body)

KS2 – Key Stage 2

Afl for PMLD – Assessment for Learning for Pupils with Profound and Multiple Learning Difficulties

ICT – Information, Communication Technology

PSD – Personal and Social Development

SOLAR – online repository for assessment evidence

R.E. – Religious Education