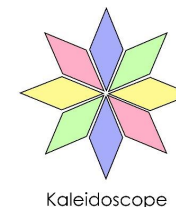


Kaleidoscope

Kaleidoscope School: Pupil Assessment Procedures

We believe you can!



Introduction

The purpose of this policy is to share our vision, values and aims for assessing our pupils when using specialised approaches and an adapted curriculum.

Due to the complex nature of the pupils who attend Kaleidoscope we offer a tailored approach to our curriculum including academic learning, life skill and PSHE, therefore our assessment systems are in measuring the progress of pupils through this approach.

Our overarching vision for assessments is that they are used as supportive measures that allows all progress, no matter how small, and for each individual pupil to move forward in their learning, however this may look.

Aims

At Kaleidoscope School assessments aim to:

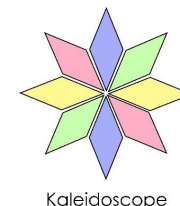
- Provide a baseline to measure attainment and progress in all areas, this includes life skills and creative curriculum.
- Identify the learning needs of each individual pupil, where are they now and where do we want them to be.
- Inform targets, planning and interventions.
- Be consistent in a whole school approach using a range of evidence and strategies.
- Impact on the development of quality and motivational teaching.
- Comply with statutory requirements.

Initial assessments

All initial assessment will take place within the first 6 weeks of the child attending Kaleidoscope.

The assessments will consist of a range of activities through play where staff are able to assess the child through observations.

Date of policy: November 2021
Date of Next review: September 2024



For those children who are able to; literacy, numeracy, reading and physical skills will be built into the assessment process.

All activities will be both age and developmentally appropriate. They will be designed to be engaging and creative and will aim to be celebratory, building a plan based on existing skills, thinking about achievements and interests, and finding ways to develop on these.

The focus areas for the initial assessment are: -

- ✓ Academic and cognitive
- ✓ Developmental
- ✓ Sensory Processing
- ✓ Communication
- ✓ Physical
- ✓ SEMH needs
- ✓ Self-care
- ✓ Understanding and processing
- ✓ Social and play skills

Following the assessments, staff will then complete an individual baseline assessment which will support staff in their planning and designing support plans and will be uploaded onto the school's data system. This information will be used to inform the individual education plans. The baseline data will be the starting point for the learners education and any gaps identified will be filled in through a series of sequenced lessons built on prior learning.

Assessment points

We have termly data points where staff will evidence and show how children have progressed in each subject and use the ladders to inform their next steps in learning. We will ensure children are completing tailored assessment activities which are suitable for their development stage.

Parents or Carers will be informed through their IESP document . The end of year information will be part of the annual school report.

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