2023/2024
Assessment and Feedback Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	**16/01/2024**
Signed by Chair of Governors:	*P. A. Evans.*
Head Teacher:	**Oliver Flowers**
Lead Personnel:	**Natalie Brenton/Chloe Jones**
Date of Review:	**16/01/2025**

Policies and Procedures

Aims of Assessment and Feedback

At The Westminster School our aims of assessment and feedback are to:

- Improve pupil outcomes to encourage pupils to flourish.
- Celebrate all progress made by our pupils.
- Act as a diagnostic tool to inform and personalise the learning priorities for all pupils.
- Plan for challenging and personalised learning experiences.
- Showcase pupil achievements for parents/carers.
- Inform planning to ensure teaching builds on prior progress and is relevant to each individual.
- Identify areas for development and implement interventions.
- Measure and track progress made against relevant Skill Development Grids or Accreditation Frameworks and the independence hierarchy.
- Utilise knowledge organisers to support pupil learning.

Assessment at The Westminster School will:

- Reflect our school vision 'Safe, Happy and Learning Together'
- Be a continuous and integral part of teaching and learning
- Involve pupils in their own assessment in a meaningful way
- Reflect progress made across six areas of learning
    - My Care and Independence
    - My Communication
    - My Community
    - My Creativity
    - My Thinking
    - My Wellbeing
- Assess pupils against relevant Skill Development Grids at an appropriate Skill Development Level.
- Make judgments based on how independently learning is achieved.
- Follow government guidance in recording statutory assessments for end of KS2 for pupils working below the overall standard of the National Curriculum.

Our School

The Westminster School provides learning for pupils ranging from KS2 – KS5 and are placed in classes based predominantly on their social skills. A range of factors are discussed when deciding which classes pupils are placed in based on what is best for an individual including: interactions with peers, communication needs, interests, emotion recognition and resilience.

Pupils in Key Stages 2 and 3 work towards the Skill Development Grids, with some of KS4 & 5 also working towards these alongside accreditations based on individual class needs. We are continuously reviewing class groups to give pupils the best opportunities to be successful, including striving towards our vision of all of our pupils feeling Safe and Happy in order to Learn Together.
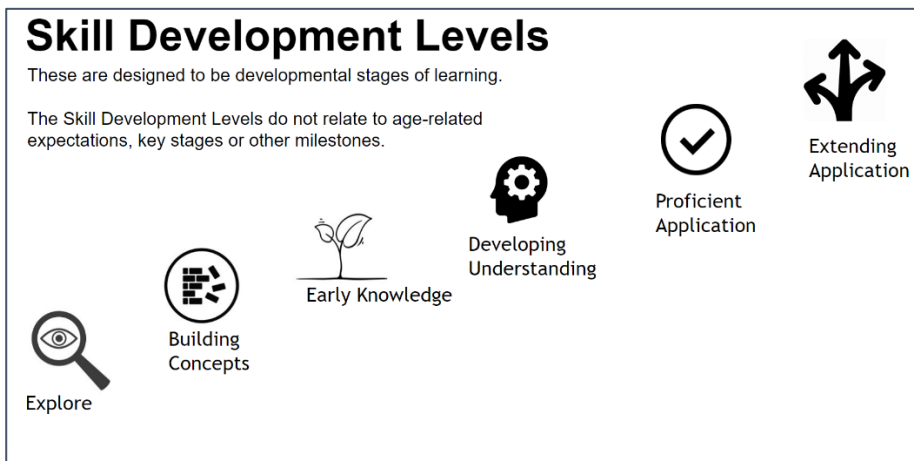
Our Curriculum

Curriculum Offering

The curriculum at the Westminster School is made up of six Areas of Learning: My Care and Independence, My Communication, My Community, My Creativity, My Thinking and My Wellbeing.

Each Area of Learning has 3 key Components, which encompass a number of strands. Each strand is then broken down into key priorities of learning which are then used to support the planning and delivery of high-quality teaching and learning. For more information please refer to the Curriculum Overview Documents on the School Website.

Each Area of Learning and its key components have a Skill Development Grid. These grids are broken down into six distinct Skill Levels as detailed below:

In Key Stages 4&5 where appropriate to the individual, pupils work towards a range of relevant accreditations that are purposeful and functional for their future. Some pupils may also attend work placement and internships to prepare them for their future beyond The Westminster School.

Examples of accreditations include NCFE Functional Skills, AIMVOCs, ASDAN, Princes Trust and WJEC.

Skill Development Levels

These are designed to be developmental stages of learning.

The Skill Development Levels do not relate to age-related expectations, key stages or other milestones.

Explore
Building Concepts
Early Knowledge
Developing Understanding
Proficient Application
Extending Application

Termly Planning

At the start of the academic year form tutors create a holistic profile (Appendix A) and communication profile (Appendix B) for each pupil in their form group. They take time to get to know and understand all pupils on an individual basis, including any specific needs and interests, referring to information provided in pupil EHCP's.

Every term, planning documents are completed across all six areas of learning for teachers planning for pupils in KS2 and KS3. These reflect the planning guidance and Skill Development Grid Coverage set by Area of Learning TLR's to ensure coverage over the year. Example Area of Learning TLR Guidance can be found in Appendix D. Each pupil is planned for based on the Skill Development Level they are working towards and are given a range of learning experiences to assure they acquire knowledge in a variety of contexts. The planning documents for teachers planning for pupils in KS4/5 differs slightly if their learning is contributing towards an accreditation. An example planning document/assignment brief can be found in Appendix E.

Many avenues are consulted alongside Area of Learning TLR guidance to ensure planning is effective including, pupils' views, parents, and carers views, EHCPs, professional reports, observation and where applicable information from previous schools.

Each term has a thematic approach to engage pupils and give teaching and learning a functional purpose. For pupils in KS2-3, their learning is based around the Skill Development Grids across all six areas of learning. For pupils in KS4-5, most opportunities allow for pupils to work towards the completion of accreditations with some elements of the curriculum still being heavily supported by the Skill Development Grids at a level appropriate for pupils individually.

Assessment

Evidence Gathering

Throughout the term, all staff gather evidence by uploading photos and videos to Evidence for Learning, pupils work in exercise books or folders, and online portfolios through Microsoft Teams. All work completed is assessed against the Independence Hierarchy which over time shows how independently skills have been achieved, and comments document a journey of progress towards independence. (Towards Independence Descriptors can be found in Appendix F). Staff can either make these judgments clear on work using stickers provided (Appendix G) or by selecting relevant Tags on EfL. An example piece of evidence on EfL can be found in Appendix H. Different evidence stickers are provided depending on whether pupils are working towards the Skills Development Grids or an accreditation. There are regular intervals throughout the year where parents/carers can view evidence and work completed by their young person, such as through Meet the Teacher Evening, Parents Evening and online through Evidence for Learning. End-of-year reports are also written for parents/carers to review progress made over the course of the academic year.

Skill Development Grids

At the end of each term, all teachers will record the level of independence the pupil has achieved for each skill covered from the Skill Development Grids. These assessments take place through the Assessment Books function on Evidence for Learning. To inform these assessments, teachers may use evidence gathered, work completed in exercise books, end-of-term assessments and observations of a young person. All assessments are shared with parents and carers, the school SENCO and the local authority through annual review paperwork. Guidance for submitting assessment books can be found in Appendix I.

Accreditations

Accreditations are assessed as per the assessment guidance provided by the exam board; however, teachers make assessments at the end of each term as an extra measure to ensure coverage over the year and track progress. These assessments take place either through the Assessment Books function on Evidence for Learning or through Accreditation Data Spreadsheets. Staff training is completed by all staff that are applicable and stringent processes are in place throughout the year (including a moderation cycle, feedback, further training where applicable, the use of specific exam board documentation, internal and external moderations). All assessments are shared with parents and carers, the school SENCO and the local authority through annual review paperwork.

Parent/Carer Input

Parents and Carers can contribute to the assessment process through annual reviews, uploading evidence to Evidence for Learning, regular open conversations with form tutors, Meet the Teacher Evening and Parents Evening events.

Analysis of Data

Once all assessment books or accreditation data spreadsheets are completed at the end of each term, Area of Learning TLR's and members of the Senior Leadership Team analyse pupil progress. The data snapshot is configured to show quartiles of progress based on the levels of independence achieved that term. This method allows middle leaders to identify pupils who may need further support and interventions, pupils who need a higher level of challenge, and to celebrate the progress that pupils have made. Comparisons between gender, SEN, ethnicity and other factors are also analysed to ensure we are giving all pupils the best environment and learning opportunities to achieve their full potential. Data reports are created by Area of Learning TLRs to collate findings within their area of learning to report to SLT and Governors for further discussion, celebration, and analysis.
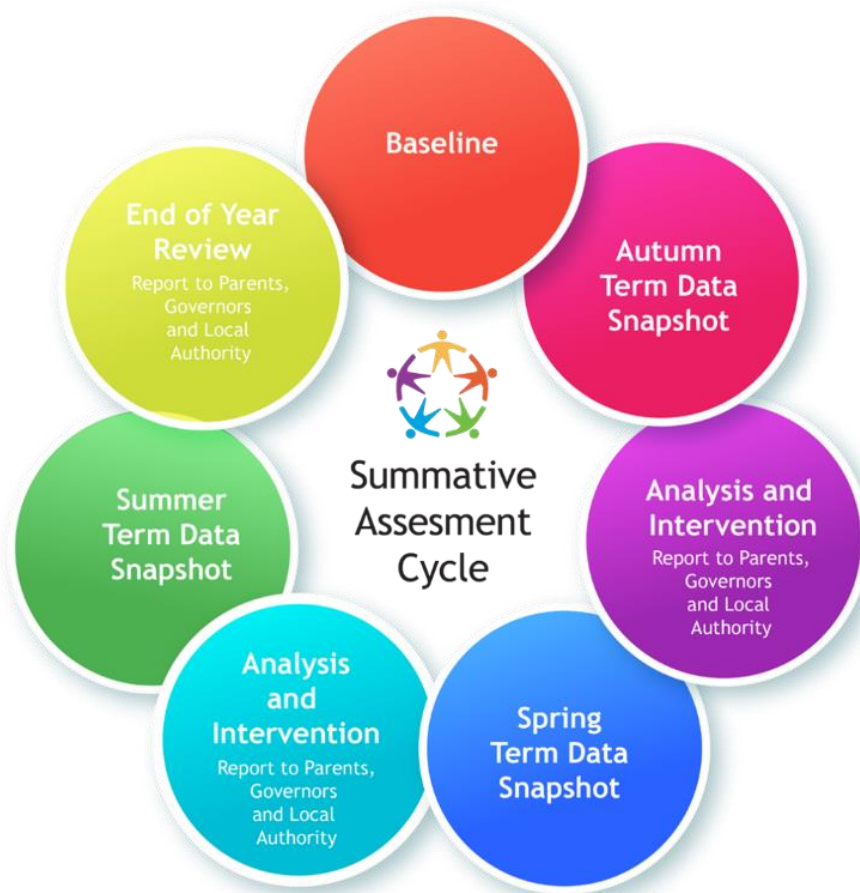
Formative Assessment

At the Westminster School, formative assessment is at the centre of teaching and learning. Pupils are assessed against the Skill Development Level that is appropriate for them. Planning is linked to EHCP outcomes and end-of-key stage targets which facilitates the steps to success in achieving those. A range of mediums are used to collect evidence which show progress over time, related to skills and knowledge pupils have been learning. Progress towards skills is then reviewed and planning is reflective of progress for the following term. Assessment is completed through questioning, observations, and professional discussions between staff members. This process takes place on a small scale during each lesson and on a large scale during each term and academic year.
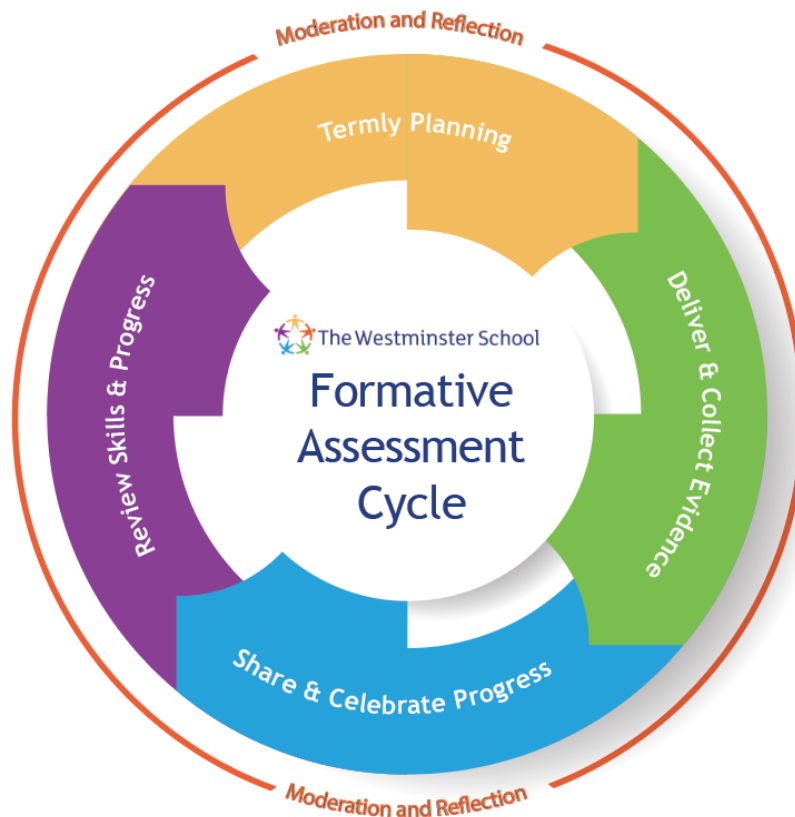
Summative Assessment

Summative assessment at The Westminster School enables all stakeholders to reflect on attainment including successes and areas for improvement at specific points throughout the year. Our methods of summative assessment enable us to celebrate an individual's journey through school and share this with pupils, parents, staff and the wider community. Summative assessment provides Area of Learning TLRs with information to analyse trends in data, to improve teaching and learning, to improve strategies and curriculums to maximise pupil progress towards independence. Annual reviews take place once a year for every pupil, giving the opportunity for the review of previous EHCP outcomes, pupil voice, parent voice and the setting of next steps. We report progress to parents at several intervals throughout the year (including meet the teacher, parents evening, annual reviews and end of year written reports).

Summative Assessment Cycle

- Baseline
- Autumn Term Data Snapshot
- Analysis and Intervention — Report to Parents, Governors and Local Authority
- Spring Term Data Snapshot
- Analysis and Intervention — Report to Parents, Governors and Local Authority
- Summer Term Data Snapshot
- End of Year Review — Report to Parents, Governors and Local Authority

Progression Guidance

When developing their advice in 2009 the Government drew on the underlying principles that underpin the progress of learners with special needs. Emerging from that consultation were the following principles:

- High expectations are key to good progress
- Accurate assessment is essential to securing and measuring pupil progress.
- Age and prior attainment are the starting points for developing expectations of pupil progress.

At The Westminster School we wholeheartedly agree with these values. We capture progress information throughout a pupil's time with us. It is clear that one of the most important purposes of this assessment is to inform teaching and learning. Assessment enables us to track pupil progress accurately, to design future learning and develop personalised curriculums, to adjust, adapt existing provision and to review expectations. Throughout the year we also actively engage in moderation and standardisation processes, which are critical to achieving accurate teacher assessments and to promoting pupil progress.

The Westminster School has encompassed the National Progress Guidance (DSCF, 2009) within its personalised and holistic method of challenge setting within our six areas of learning. This is designed to stretch our pupils but also be a realistic measure of what we can expect their progress to look like across various key points and milestones. It is meant not to be a target for professionals to chase but an aspirational and realistic measure of what pupils can be expected to achieve through a term, year and developmental milestone.

Pre-key stage 2 standards

The Pre-key stage 2 standards are provided for the statutory assessment of pupils that are working below the overall standard of the national curriculum. Schools are required to use these standards to make teacher assessment judgements for pupils who have reached the end of Year 6. This allows schools to report outcomes for those pupils who have not completed the national curriculum programme of study. The main focus of these assessments are conducted within, English (Reading), English (Writing) and Mathematics.

At the end of Key Stage 2 teachers are required to base their judgements on a broad range of evidence, which can be obtained from day-to-day work in the classroom across a variety of lessons and subjects than the one being assessed.

Teachers base their judgments on each subject framework which consists of six standards containing 'pupil can' statements. The Standards & Testing Agency (2020a) state that teachers should follow the specific guidance in their Pre-Key stage 2 standards booklet as referenced in this policy.

The engagement model and engagement scale

The engagement model is an assessment tool that is used to support and assess pupils at the end of Key Stage 2 who are working below the level of the national curriculum and not accessing subject specific learning. However, schools can choose to use the engagement model throughout all key stages where appropriate. This is not a statutory requirement to report on, however at The Westminster School we feel that the principles outlined in the engagement model have been very useful in informing the engagement scale detailed in Appendix J.

The engagement model has 5 areas of engagement, these are:

- exploration
- realisation

- anticipation
- persistence
- initiation

It is not intended that the five areas are used as any kind of hierarchy, as there is no expectation for pupils to make progress in all areas. Areas should be prioritised based on pupil's individual needs to ensure they can engage and reach their full potential. "The engagement model identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition." (Standard & Testing Agency, 2020b)

In practice

In line with statutory guidance, The Westminster School uses the engagement model to report progress for pupils at the end of Key Stage 2, working below the national curriculum level and not accessing subject specific learning.

The engagement scale is used throughout all key stages for identified individuals that are not engaging and making expected progress across the six areas of learning. The engagement scale is used as part of an intervention model supported heavily by the school's Educational Psychologists.

The process consists of an average of six observations that are filmed so that reflections can be made. Observations and notes are made against the five areas of engagement and a plan of action is put in place accordingly. Engagement and progress is monitored for each area of engagement on an individual basis and not all worked on at the same time. This allows for more in depth observations to be made, in order to support pupils to maximise engagement and progress.

Progress made is then reported as part of pupil's annual EHCP review meetings and as part of the school reports to parents.

Roles and Responsibilities

Mid-Day Supervisor Assistant	▪ Capture photo and video evidence under the direction of the class team. ▪ Verbally communicate independence and progress to class team. ▪ Verbal praise and give development points to pupils to improve future learning. ▪ Support with any behavioural or pastoral concerns where appropriate.
Learning Support Practitioners/ Assistants	▪ As above and: ▪ Upload evidence to EfL including comments, tags and frameworks. ▪ Use stickers in line with this policy to ensure all pupil work is marked and identified correctly. ▪ Communicate with teachers to contribute to future planning and effective analysis of which Skill Development Level pupils are working towards.
Higher Level Teaching Assistant	▪ As above and: ▪ Share evidence with parents through EfL. ▪ Model good practice of uploading evidence for other staff members. ▪ In some cases, complete assessment books and plan lessons as per TLR Area of Learning Planning Guidance and Skill Development Grids. ▪ Where applicable, contribute to written reports to parents based on learning that has taken place during allocated lessons. ▪ Use stickers in line with this policy to ensure all pupil work is marked and identified correctly. ▪ Participate in moderation CPD alongside class teachers.
Teacher	▪ As above and: ▪ Complete formative and summative assessments through the use of assessment books and data spreadsheets. ▪ Use stickers in line with this policy to ensure all pupil work is marked and identified correctly. ▪ Write written reports to parents and carer based on progress made throughout the term/year for all lessons taught. ▪ Write/update holistic profiles for all pupils in their form group. ▪ Write/update communication profiles for all pupils in their form groups. ▪ Baseline and ensure pupils are working towards an appropriate Skill Development Level. ▪ Ensure planning is reflective of Area of Learning TLR Planning Guidance and Skill Development Grids. ▪ Ensure planning is reflective of ECHP outcomes and is personalised. ▪ Moderate, support and manage consistency of judgements and quality of evidence made by MDSAs, LSA/LSPs, HLTAs.
TLR	▪ As above and: ▪ Moderate, support and manage consistency of data judgements and quality of evidence made by teachers. ▪ Triangulate evidence, independence judgements and reports for all pupils in their Area of Learning. ▪ Moderate termly planning completed by teachers and HLTAs in their Area of Learning, ensuring they are personalised

	appropriately, in line with the planning guidance and link to EHCP outcomes identifying areas for support and development. ▪ Collate data and write termly data reports for the Senior Leadership Team and Governors. ▪ Identify and provide staff CPD where appropriate, as well as advice, guidance and support with anything related to their Area of Learning.
Senior Leadership Team	▪ Moderate all aspects of TLR Area of Learning Planning Guidance, Knowledge Organisers and Accreditation Provision. ▪ Moderate alongside TLRs of specific Areas of Learning to ensure consistency and high standards. ▪ Moderate holistic profiles to ensure they are positive and a true reflection of pupils. ▪ Triangulate planning, evidence and performance to ensure quality and consistency of assessment across the school. ▪ Support practitioners to develop their own professional practice. ▪ Support and develop TLR's through SLT buddy system. ▪ Use data to perform analysis, inform interventions and inform school development planning. ▪ Report findings to parents/carers, governors and local authority.
Governors	▪ Use findings from all analysis to inform school improvement planning. ▪ Offer challenge and support to the Senior Leadership Team to improve pupil outcomes. ▪ Report findings to parents/carers and Local Authority.
Parents and Carers	▪ Upload evidence to show home learning. ▪ View and celebrate evidence uploaded in school. ▪ Communicate with staff as and when needed.

Glossary

CPD	Continuous Professional Development
EfL	Evidence for Learning
EHCP	Education, Health and Care Plan
SHaLT	Safe, Happy and Learning Together
SDG	Skills Development Grid
SDL	Skills Development Level
TLR	Teaching and Learning Responsibility
KS	Key Stage

References

Department for Children, Schools and Families (2009) *Progression Guidance 2009-10.* Available at: https://dera.ioe.ac.uk/2414/7/sen_prog_guid_0055309_Redacted.pdf (Accessed: 8 December 2021).

Standards & Testing Agency (2020a) *Pre-key stage 2: pupils working below the national curriculum assessment standard.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf (Accessed: 8 December 2021).

Standards & Testing Agency (2020b) *The engagement model.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf (Accessed: 8 December 2021).

Appendix A – Holistic Profile Example

My Holistic Profile

My Community
Curriculum Area

I enjoy going out to forest school and being out in the fresh air. I'm not always aware of strangers so I need prompting to not communicate with people I do not recognise. I am not aware of my surroundings so it might be best if I am near an adult for my safety. I am learning about safe strangers and people that can help me.

My Wellbeing
Curriculum Area

I am a happy and excitable person. I love meeting new people and often like to introduce myself to them with a hug or a handshake. Sometimes, I do not recognise other people's feelings, meaning I can sometimes hug people when they don't want to be touched. Once I am told an instruction I am able to follow it. I like to sign to help me communicate with people as I find it hard to use my words. Please encourage me to use my words when communicating with you.

My Creativity
Curriculum Area

I love to do creative activities. I really enjoy learning songs using Makaton and enjoy dancing. I enjoy colouring in, but I need support to stay in the lines and to be more accurate when colouring. I enjoy doing creative activities with my friends and especially enjoy music.

My Communication
Curriculum Area

I communicate with others mainly using Makaton. I struggle to use words but when prompted I try my best when signing. I have a good understanding of what I have been asked to do and can often follow instructions around the school. I will communicate with my friends by joining in with a mutual game. I need lots of support with my writing so I work well if I can overwrite.

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My Care and Independence
Curriculum Area

I can dress myself and often can look after my belongings, however I do sometimes need to be reminded. I am able to wash my hands but after lunch I quite often need to be reminded to wash my face. I often struggle to clear away after myself without lots of prompts. If I see someone upset I like to go and help them. I am very caring and enjoy playing with my friends.

My Thinking
Curriculum Area

I am good at using an ipad with support. I can use technology but need support to find out information and accessing the internet. I struggle to understand time but I can choose what I do in the day and what I do at night. I sometimes need prompting during a task as I often rush ahead and don't always listen to the question. Once an adult has encouraged me to have thinking time, I do try my best to complete my work.

Appendix B – Communication Profile Example

My Communication Profile

Pupil A

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Important things to know About Me

I am Autistic and present Pathological Demand Avoidance traits.

I also have a diagnosis of ADHD and associated learning difficulties.

At home my family and I speak English.

I sometimes refer to myself as a different person and may sign my work with a different name.

My EHCP/SALT outcomes

- Be able to tell a trusted adult what she has done.
- Be able to read key words (motivating topics) without symbols.
- Be able to answer Blank level 4 questions.

Written communication

- I am right handed.
- My writing is neat and readable.
- I like to write about things that interest me, often single words, phrases or lists.
- I don't always like to write if asked to.
- I use colourful semantics at level 4/5 to construct meaningful sentences

How do I interact

- I communicate verbally using short phrases which are sometimes repetitive and broken sentences.
- Sometimes I mispronounce words or use incorrect sounds in words.
- I sometimes get upset if I can't be understood
- I have particular staff and peers that I feel comfortable talking to.
- I enjoy Intensive interaction and will initiate interactions.

Understanding communication

- Blank level questioning : 1 working towards 2
- I can follow instructions but struggle with direct instructions.
- I listen to things going on around me and can sometimes misunderstand what people are talking about.
- I use social stories, timetables and ALDs to help me understand what is happening or what you want me to do.

Reading

I am currently working at
- Phonics level – 2
- Reading age – 6 estimated
- Book band – orange estimated
- I enjoy looking at books. I like books with the characters from Diary of a wimpy kid, horrid henry. Winnie the pooh. I like you to read to me. I will read things to myself when I am interested in them. I like to read letters that will be going home but may throw them away if I don't like them. I don't like to read if you ask me to but if books are left out I will access them in my own time.

Supporting my communication

- Give me indirect instructions and follow strategies used with PDA when giving instructions or if there are tasks to complete.
- Don't talk about things that may cause me anxiety in front of me.
- If I need to be told about a change of routine use visual aids, social stories and timetables to help me understand.
- Modell the correct language to me if I mispronounce things but in a way where I don't feel like you are correcting me
- Let me use pen and paper or ipads to write how I am feeling, about things I want, or to check how to spell things.
- Use ALDs and visual supports to help me with spellings, to request things and to help me understand my day.

Appendix C – Termly Planning Document – Skill Development Grids

Termly Planning Document

The Westminster
School Safe, Happy and Learning Together

Area of Learning:
Component:
Theme:

Where will pupil learning be evidenced?

Evidence for Learning ☐

Workbooks/Folders ☐

Term:
Class/Group:
Teacher:

Pupil Name	*Insert Strand Here*	*Insert Strand Here*	Next Steps/Barriers to Learning
	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	
	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	
	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	
	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	
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	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	
	Insert Skill Development Level for this strand here	Insert Skill Development Level for this strand here	

Termly Planning Document

Skill Development Level (Delete as appropriate)	*Insert Strand Here*		*Insert Strand Here*	
Explore	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:
Building Concepts	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:
Early Knowledge	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:
Developing Understanding	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:
Proficient Application	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:
Extending Application	Key Vocabulary:	Learning Opportunities/Experiences:	Key Vocabulary:	Learning Opportunities/Experiences:

Links to Future Employment Opportunities:

Appendix D – Example Area of Learning TLR Guidance

Safe, Happy and Learning Together

Teaching Sessions

Before beginning this book:

- Ask children to bring in photographs of themselves, their families and where they live and special family moments e.g. birthdays, holidays, celebrations. These can be talked about and stories shared. If children have not brought pictures in, take pictures of special times in the setting including the child or take a photo of them with their parent/carer as they arrive or leave the setting.

Introducing the book: Explore an Illustration

- Without sharing the front cover of the book, introduce Anna Hibiscus through the illustration on the second page of text.
- Cover the text so that children respond only to the picture. Allow children time to look and respond to what they can see and what they think they know about Anna and her life. Where does she live? Who with? What do they do together?
- SScribe ideas in the shared journal around a copy of the picture. Read aloud the first two pages of the text.
- What is it like in Africa where Anna lives? You could watch a video for further inspiration, such as: https://www.youtube.com/watch?v=826IpNNrCF0 or look at the book Africa, Amazing Africa: Country by Country by Atinuke, illustrated by Mouni Feddag (Walker)
- Use this as an opportunity to discuss the different countries that make up Africa, explore the continent on a globe or map and look at where the video travels to. Discuss the similarities and differences between these countries and cities and their own and cities near them or that they know.
- Allow time and space for the children to talk about their own experiences in relation to this picture. Where do they live? Who do they live with? Who is special to them that visits their home or that they spend time with? What do they do together?
- In the extended provision, the children could share their own home experiences in drawings or paintings of their own home life, if they wish to.
- Use this information to help you build your picture of the children. You could record their talk alongside their drawings.

Exploring Feelings:

- Read aloud the next two pages of the book. Talk about what makes Grandfather and Grandmother happy.
- Ask the children to think about things, people or places that make them happy. Grandfather counts up five fingers – five things that make him happy. Share ideas together through talk.

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Curriculum maps and knowledge organisers

KS2 Beginning Cycle 1	Autumn 1 Anna Hibiscus's Song- Atinuke and Lauren Tobia	Autumn 2 Oh No George!- Chris Haughton	Spring 1 Naughty Bus- Jan and Jerry Oke	Spring 2 What the Ladybird Heard – Julia Donaldson	Summer 1 Caterpillar Cake- Matt Goodfellow	Summer 2 Gigantic Turnip- Alexei Tolstoy/ Niamh Sharkey
Literary Form	Picture book with repetition	Contemporary fiction	Picture book	Rhyming story	Poetry Anthology	Traditional tale
Genre/ thematic content	Family life What makes me happy	Pets Making good decisions	Transport	Farm animals	Everyday life Food	Healthy diet and exercise
Language development:- through reading, talk and writing	Happy, grows, sing, family					
Writing outcomes:	• Drawing and writing about ourselves • Shared reading Journal • Writing greetings cards	• Mark-making Signs, labels and instructions • Caption Writing • Shared Journal	• Song-writing • Speech and thought bubbles • Tickets and driving licences	• Maps and labels • Instructions • Information texts- animals • Caption writing	• Rhyming poems • Shared writing Journals • Descriptive writing	• Recipes • Story mapping • Shared writing- alternative endings • Shared Journal

Anna Hibiscus's Song- Atinuke and Lauren Tobia

Safe, Happy and Learning Together

Key vocabulary:

The authors:
Atinuke   Lauren Tobia

Genre: Picture book

Context:
Anna   lives   in   Africa

Key theme: happiness

Key characters:

"I am so happy! What can I do?"

Appendix E – Termly Planning Document – Accreditations

Assignment Brief

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Accreditation Provider:	
Course Title:	
Pupil Name:	
Unit Title:	
Level:	**Task: 1-2**
Unit Criteria:	
Date:	

Scenario:

Activities you will do to complete the unit:

In order to complete the above you will be asked to:

Evidence you must collect:

To be completed by:	
To be assessed by:	

Appendix F – Towards Independence Descriptors

The table below explains each stage of the Independence Hierarchy. The hierarchy enables TWS to celebrate all progress, including the smaller steps a pupil makes to work towards completing an outcome independently in a variety of contexts.

PH Physical Help	**With direct physical prompts.**	This is 'hand over hand' help to complete a task. (E.g., putting your hand over theirs to put paint on paper)
MH Modelled Help	**With modelling using a sample.**	Your child will be able to copy what you do by watching. (E.g., Wiping nose with a tissue)
VP Verbal Prompt	**With direct verbal prompts, e.g. *You need to get.***	Your child will be able to follow a direct instruction. (E.g., "get the scissors from the drawer")
GP Gestural Prompt	**With indirect verbal or gestural prompts e.g. *What do you need to do next?***	Your child will need to be prompted to know what to do. (E.g., "What do you need to get next?")
I Independent	**All by myself.**	They can complete a task all by themselves without any prompts in a place that is familiar to them.
IS Independent Synthesis	**All by myself in a variety of contexts.**	They will be able to complete a task in a variety of places – even If they haven't been there before.

Appendix G – Evidence Stickers (Skill Development Grids and Accreditations)

Date:	AOL:
Component:	

Skill Development Level:

Explore	Building Concepts	Early Knowledge	Developing Understanding	Proficient Application	Extending Application

Towards Independence and Skill Development Code:

PH		GP	
MH		I	
VP		IS	

Date:	AOL:
Unit Name/Code:	
Level:	

Towards Independence and Accreditation Code:

PH		GP	
MH		I	
VP		IS	

Appendix H – Example piece of evidence on EfL

Evidence Status: Published

Learner:

Date: Tue 12th Sep 2023

Photo(s) / Video(s)

Aa Comments: Comments: You chose three products you needed for the home. You explored using a mop, litter picker and spray. You wasn't sure of the name of the product but understood the purpose of it. You knew the mop was for cleaning the floor, the litter picker was for picking up rubbish and the spray for cleaning windows.

Next Steps: recall the names of products and make a choice about the appropriate product to use for a scenario.

Observed By:

Frameworks:

My Care and Independence – Skills for Life
> Maintaining a home > Early Knowledge
>> EK3 Know what products are needed to clean different areas of the home.

Tags: *R Cowley   -My Care and Independence   -*VP Verbal Prompts

Appendix I – Evidence for Learning Guidance

Uploading Evidence Checklist

1. Open a new capturing evidence page.
2. Select the Learner and Date of collection of evidence.
3. Add photo and video evidence (unless you are creating a post-it note)
4. Select the appropriate framework and tick the relevant Skills Development Grid outcomes for the evidence collected. Multiple outcomes and Areas of Learning can be selected if desired.
5. Click on comments and use the magnifying glass to find the template to use. Comments can briefly describe the task, however they must focus on **personalised comments** including how independently pupils have achieved their outcomes selected. Write a **next step** personalised to the pupil and finish with your name next to 'Observed by'.
6. **Tag** the teachers name, how engaged the pupil was and how independently the pupil worked (more than one independence tag may need to be selected if multiple outcomes have been evidenced).
7. Change the amber square to green to push the evidence to the cloud.
8. Remember to share evidence with parents/carers to celebrate progress and achievements.

Please remember to ensure the photos, videos and comments are appropriate, relevant and positive. Pupils and parent/carers should see evidence and feel proud of their achievements.

Completing Assessment Books Checklist

1) Log in to your assessment area.
2) Select the assessment book you would like to complete.
3) Look at the evidence uploaded for each statement that the pupil has evidence for from the current Term and make an independence judgement.
   ** An independence judgement needs to be recorded for every outcome that a pupil has new evidence for from the current term even if the judgement remains the same as a previous term.**
4) Once you have completed all judgements for the selected pupil, click save.
5) Complete judgements for every pupil unless the pupil have been absent from your lessons. All pupils that have been present for at least one lesson throughout the term need to have at least one judgement made, otherwise they will have no data recorded for the term.

Reminder: If a pupil has achieved the same level of independence for outcomes they already have evidence for, this means that they have made no progress this term. All present pupils need to make progress every term either by increasing their level of independence for outcomes already worked on, or working towards new outcomes.

Appendix J - Engagement Scale

Exploration

Initiation

Realisation

ENGAGEMENT PROFILE

Name: [Pupil Name]
Date: [Date]

Please underline one:
Independent/Prompted/
Supported

Persistence

Anticipation

Engagement Indicators	Score (0-4)	What happened? What happened/What didn't happen and why?	Next Actions What will I do next time and why? How will I make the activity more appealing?
Exploration			
Realisation			
Anticipation			
Persistence			
Initiation			
Total Score		NB. NOW CIRCLE TOTAL SCORE ON SCALE	

Key for scoring	0	1	2	3	4
	No focus	Low and minimal levels – emerging/ fleeting	Partly Sustained	Mostly Sustained	Fully sustained

ENGAGEMENT SCALE SCORING

Mark TOTAL engagement score from observation

No Focus				Emerging /Fleeting				Partly Sustained					Mostly Sustained					Fully Sustained
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Realisation – What does it look like?

TWS

Hello again!

Hey, I'm having a lightbulb moment.

A light bulb moment.

A desire to find out something new.

The 'I get it' moment when something clicks.
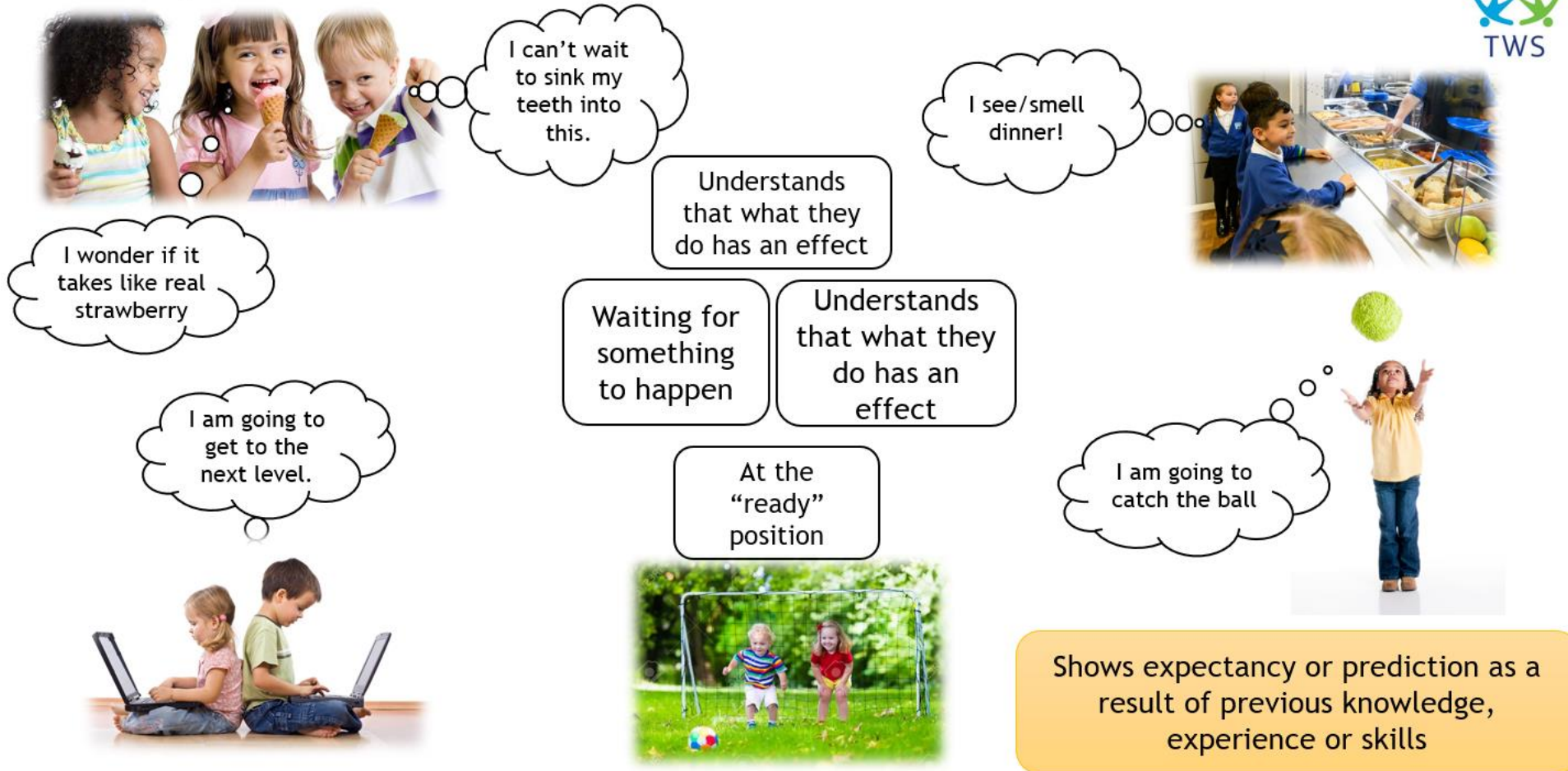
Discovering new ways to do things.

WOW!!!

I did it!

Demonstrates realisation, surprise or excitement at a new knowledge or skills or new application of previous learning.

Anticipation – What does it look like?

TWS

I can't wait to sink my teeth into this.

I see/smell dinner!

Understands that what they do has an effect

I wonder if it takes like real strawberry

Waiting for something to happen

Understands that what they do has an effect

I am going to get to the next level.

At the "ready" position

I am going to catch the ball

Shows expectancy or prediction as a result of previous knowledge, experience or skills

Persistence - What does it look like?

I really want to finish this

Can I carry on doing this please?

Continuing the task beyond the end of the lesson

Remaining focused and on task in a busy environment

Ignores distraction and approaches by other students

Ouch! I can't wait to try again.

Returns to the task after a break without prompting

I wanted to keep doing this - now I'm sad.

Continued effort (may be in short bursts), perseverance, determination, refusing to give up or let go.

Initiation – What does it look like?

Hi, can we play a game?

Hey, come over here and see this.

Any emotional response.

Shows you something or engages in any interaction with you or someone else.

Acknowledgement

Offering of something.

I enjoy spending time with you.

Here you go this is for you. (sharing)

Showing an interest in starting or joining in with something whilst accepting others.

TWS