

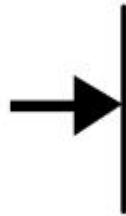
Heaton School

Assessment Information For Parents

Autumn 2018



Welcome



to



Heaton



School!

Karen Meese
Deputy Head
Head of Key Stage 3



Our Aims for each and every pupil:

- To enjoy and achieve through learning
- To be healthy
- To stay safe
- To make a positive contribution to society

We aim to develop each young person holistically focusing on the development of independence, social and communication skills, and wellbeing



Curriculum

- We offer a broad and balanced curriculum across all subjects
- We broadly follow the National Curriculum across KS3 and KS4, allowing for the fact that many of our students require sensory input and /or access to sensory regulation
- In Post 16, the focus is much more on preparation for adulthood



Access to Specialist Curriculum

- All of our pupils have IEP targets which are fundamental to their progress, with morning tasks tailored to each pupil e.g. fine motor skills, sensory circuits, communication sessions, choice making, individual reading, writing and number work etc.
- These are in addition to lesson objectives and 'H' level targets.
- IEP targets have always been shared with you at Parent's Evenings and Annual Reviews. They are updated at the end of every term.



Background to New Assessment – H Levels

- The Government scrapped National Curriculum levels replacing them with Year End Assessments from September 2014
- Our students were mainly assessed under the old P Scales (below NCL1). However, these are now not compulsory and many schools have been working on their own levels.
- We decided that we would create our own assessment framework and assess using headings that fit in with the ‘Outcomes for Adulthood,’ following the Rochford Review.

H Level Assessment

- We assess skills and progress under the outcomes for adulthood:
 - English) commonly referred to as Core Skills
 - Maths)
 - Communication
 - Life Skills
 - Physical and Health
 - Friendship and Community
 - Understanding the World

H Levels

- These are our own level descriptors written by our staff to more accurately reflect the progress made by our pupils
- They assess skills rather than knowledge under the headings of the outcomes for adulthood

H Levels Continued

- H1- H3 have 20 small steps of progress each and are not subject specific
- H4-H12 have roughly 10 steps in each
- We use Classroom Monitor to record progress and evidence

Example – Friendship and Community

H4 can	I can recognise myself in photos
	I can tolerate working in parallel activity with several others.
	I can follow familiar routines and take part in familiar tasks or activities with support from others e.g. playing a game together
	I can show a response to other people's feelings/behaviours through gesture, expression or vocalisation
	I can recognise my family and significant others in photos/pictures.
	I can recognise my friends in photos/pictures.
	I can choose from 2 photos who they would like to work/spend time with/engage in parallel/shared play with.
	I can show a response to familiar people through greeting.
	I can recognise familiar people through their senses e.g. hearing their voice.
	I can participate in visits to a variety of community venues.

Friendship and Community Continued

H5	I can	I can show an awareness of familiar places through expression and gestures in the wider community e.g. By showing excitement when arriving at a familiar supermarket.
		I can show an awareness of familiar places through expression and gestures and an ability to take myself to familiar places in school. E.g. to go to the hall for dinner.
		I can show an awareness of my surrounding by saying if I can hear/see certain things in relation to natural and man-made things e.g. I hear cars, I see trees.
		I can answer simple questions about places and people e.g. I see/hear
		I can share news and comment on photos and items from the past e.g. weekend / holiday news.
		I can listen to and imitate actions and sounds e.g. imitating banging on a drum or intensive interaction.
		I can take turns with a partner or in a small group in a range of contexts with support.
		I can greet friends in an appropriate manner.
		I can show an interest and encounter different cultures and religions through sensory exploration of different artefacts relating to these cultures.
		I can say (or use symbols) 'I feel....' To express how I am feeling.

We use Classroom Monitor to help us assess progress

← → ↻ 🏠 [Secure | https://www.classroommonitor-online.co.uk/TEACHERS/MarkBook.aspx?op1=*Û%23yaÃ%7c&CT=110&CTBI=110&addLevel=0](https://www.classroommonitor-online.co.uk/TEACHERS/MarkBook.aspx?op1=*Û%23yaÃ%7c&CT=110&CTBI=110&addLevel=0)

📱 Apps For quick access, place your bookmarks here on the bookmarks bar. [Import bookmarks now...](#)

Month: Feb 2018 - H Scales Assessment - Understanding the World - AbilityH6 - KS4 L7

Save Markbook
 Leave Markbook
 Export to Excel
 Adjust Scores

Up Down

	45% of H6	40% of H7	65% of H8	65% of H6	75% of H5	25% of H7	55% of H8	65% of H7	30% of H7
H6 I can collect a tool in order to do an activity (e.g. collect a cup for snack, scissors for cutting, a person to log into computer)	M	M	M	M	T	M	M	M	M
H6 I can purposefully use equipment to interact with others (e.g. voca, dynavox, PECS, communication apps)	U	M	M	U	U	M	M	M	M
H6 I can show that I understand that information can be accessed again on a computer (e.g. a favourite video, picture)	M	M	M	M	U	M	M	M	M
H6 I can recognise familiar products and explore the different parts they are made from (battery in a toy, parts of a circuit, iPad and charger)	A	M	M	U	U	M	M	M	M
H6 I can show what I think about different people and environments (e.g. preferring different places for community visits, areas of a park, people they meet in sch...)	A	M	T	M	U	M	M	M	M
H6 I can begin to identify particular items from a group of items as specified (old and new, electric and not electric)	T	M	M	U	U	T	M	M	M
H6 I can recognise the feelings/facial expressions of other people	A	A	T	A	T	A	M	M	M

Recording

- We add evidence to support our assessment
- We add:
 - Witness statements
 - Upload photos
 - Upload videos
 - Photograph worksheets

Target Sheets

- In addition to IEP targets we will now be giving you target sheets for H levels
- An example is on the next page
- We will discuss these with you at parent's afternoons/evenings.

Target Sheet

Group: Class L2
Year: 8

Life Skills

Assessment	Objective
Almost	I can follow a simple instruction with use of a sign or symbol and gestural support
Almost	I can recognise familiar activities
Almost	With physical support I can use the equipment/tools and material e.g. use a knife to spread the butter
Almost	I can demonstrate preferences for products, materials and ingredients e.g. I like jam not marmite
Target	I can imitate the use of tools/equipment , materials/ ingredients by watching others e.g. using a knife to spread butter

Learning Journey

- Classroom Monitor also produces a learning journey which is the summary assessment document. It shows you what the students have achieved and shows the evidence (photographs etc.)
- This will be sent to you at the end of the academic year.

Example of a page from a Learning Journey

Group:	Class L2
Year:	8

24th Jan 2017

I can collect a peeler and safely peel a carrot, moving the peeler away from his fingers.



Life Skills

I can use tools/equipment correctly, materials/ ingredients e.g. know that you use a knife to spread butter

24th Jan 2017

Life Skills

I know how to use a piece of equipment independently and keep myself safe e.g. use a toaster

I can use a knife safely to chop mushrooms.



New Reporting Regime

- Autumn Term – IEPS and H Level Targets shared with parents and discussion at Parents afternoon / Evenings November 2018
- Mid Summer Term – Parents afternoon / evenings to discuss progress June 2018
- End Summer Term – Learning Journeys sent out as Annual Review of Progress July 2018
- Throughout the year EHCP reviews will take place starting with Year 14 in November 2018

Our Aims

- To have a regular reporting structure
- To increase parent involvement in student's learning
- To build better partnerships between school and home