

Assessment Report

Autumn 2021

For the initial term at Kensington Queensmill all students were set a Personal Learning Plan (PLP) focused on the following four areas:

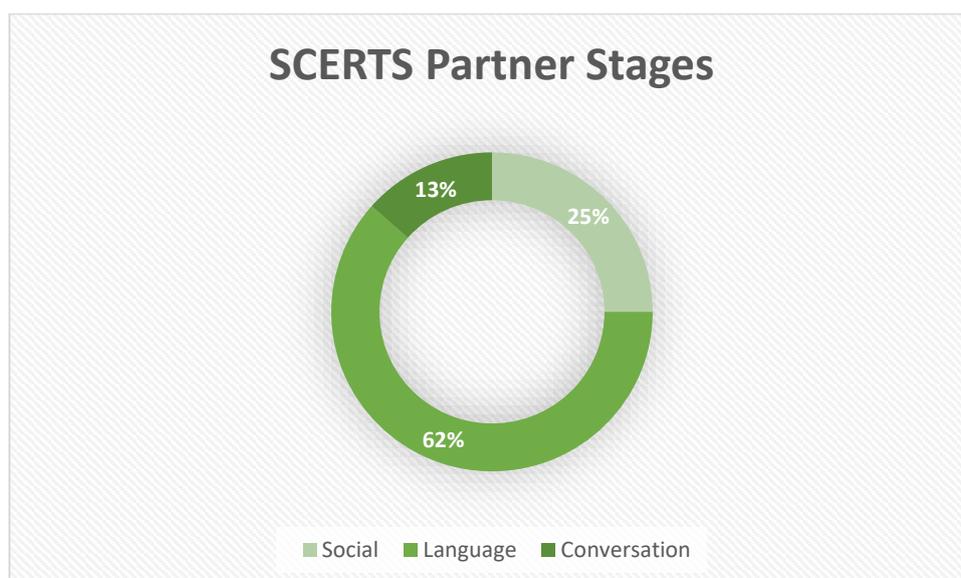
- Relationships with staff
- Relationships with students
- Communication
- Sensory & Environment

For any students who transferred from Queensmill, Shepherd's Bush added to their PLP was a review of the targets they had set in the conventional format in the previous summer to assess whether they were able to apply these skills across contexts.

In addition, the to the use of PLPs all students' families had 'baseline' meeting with their class-teacher, and where appropriate OT and SALT. This provided an opportunity to discuss and agree upon initial PLP focus and to share the success of the transition to KQ.

Within our EYFS cohort there were 7 young people in the reception phase who engaged with the now national Reception Baseline Assessment. The lead EYFS practitioner, Polly, worked extremely hard to adapt the tasks accordingly within the framework. Polly and I are now working on how we may use the information gathered to inform EYFS teaching and learning and later progression points.

Finally, all teachers baselined their students against the SCERTS (Social Communication, Emotional Regulation, Transactional Supports) framework. This provides us with an overview of the profile of CYP across the school and a starting point for assessing via Onwards and Upwards from Spring 2022.

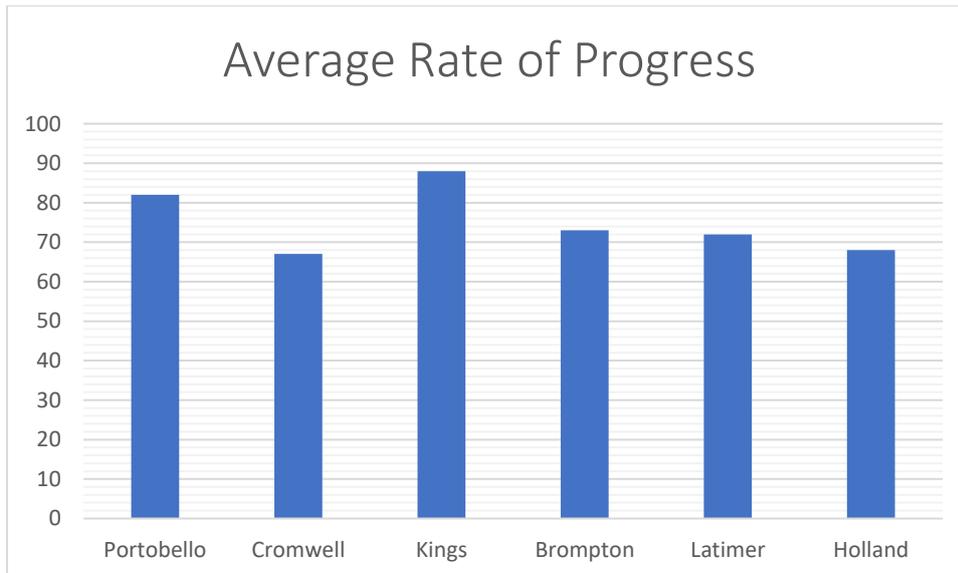


Analysis of data related to Autumn 2021 PLPS

The overall rate of progress for the school for the Autumn term was 76% - *Secure*

When broken down into the target areas and class groups the data reads as per below:

Area	RoP
SR	79
PR	72
Comms	84
Sensory	65



Action plan for Spring 2022

- Use of Onwards and Upwards to target set and asses against core Kensington Queensmill curriculum and SCERTS framework
- Plan to use data from Reception Baseline to inform future teaching & learning and assessment
- Work with practitioners and families to ensure PLP outcomes are aligned to EHC outcomes
- Baseline all CYP against the 'My Learning' curriculums in Onwards and Upwards

Appendix 1

Overview of Assessment & Target Setting

Process of target setting

Teachers, therapists and the team around any one young person in Kensington Queensmill are tasked with setting and reviewing targets on a termly basis. These targets are in two over-arching and over-lapping areas; 'My Learning' and 'My Autism'

As demonstrated in the table above the target setting is responsive to the need for different curriculums across the scope of the school and the expectations from national bodies and parents about what we should be teaching young people.

When setting targets for learning teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a calm-alert state.
- Teacher's knowledge of where the learner would be judged using National Curriculum measures (eg. P8) and what progression points are within this curriculum area.
- Oversight and mentoring from senior school leaders.
- Rates of learner progress against previous and current targets.
- Previous PLPs.
- Target banks within the Kensington Queensmill curriculums (EYFS, main, Post-16).
- Formative and summative teacher based observations and assessments.
- PFA (Preparation For Adulthood) framework – *for those in KS3 and above*
- Pre-KS1/KS2 assessment tools – *for those in KS1 and KS2*
- EYFS profile – *for those in Nursery and Reception*
- Key performance indicators in National Curriculum subjects

When setting targets for autism teachers have the following sources of information:

- SCERTS (Social Communication, Emotional Regulation, Transactional Supports) profile.
- Ability of the learner to attend to learning and remain in a calm-alert state.
- Oversight and mentoring from senior school leaders.
- Rates of learner progress against previous and current targets.
- Previous PLPs.
- Formative and summative teacher based observations and assessments.
- Liaison and joint planning/target setting with therapists – Occupational Therapy and Speech and Language Therapy

Ensuring appropriateness, accessibility and challenge with target setting

Targets are screened and scrutinised by Senior Leaders before being set by individual class teams. Due to the organic nature of the curriculum development a large resource of targets now exist, which are applicable to a large body of Kensington Queensmill young people, through which a

progressive learning path can be plotted. Students who have previously been identified as 'experiencing' progression and those identified as Pupil Premium are additionally reviewed by the senior leadership team to judge that their target setting is consistently appropriate, accessible and challenging to ensure they experience and present progression with new learning in line with their peers.

Primarily rigour with target setting is achieved through a culture of teacher empowerment, high expectations and honesty and careful monitoring of learning and outcomes to prevent a culture of '100%-ism' in which young people are set targets which are not challenging to ensure data demonstrates progression.

Additionally teachers complete moderation samples of student progression towards I-Can targets on a termly basis. These moderation samples are then shared with other teaching and therapy professionals as a method for making all aware of progress within the school and good teaching practice which could potentially be applied in their own environments. From this a good practice report is collated which identifies how progress is achieved across the school and provides sign-posts for staff on how to replicate high levels of success and achievement.

How we support young people's learning and progression

- High adult to young people ratio
- Autism specific physical environment adhering to low-arousal principles
- TEACCH strategies across the learning environment
- Sensory integration strategies as part of every-day provision
- Use of augmentative communication tools (eg. PECS, ProLoquo2Go)
- Learning focused around areas of interest and motivation
- Transitional and sensory objects to support learning
- Experiential curriculums
- Person specific targets and learning objectives
- Consistent use of transactional supports as highlighted through the SCERTS framework
- Use of supports and programmes designed by speech and language therapists as part of daily practice and through specified sessions
- Use of supports and programmes designed by occupational therapists as part of daily practice and through specified settings
- Child-led approach to learning and transitions
- Teams presenting learning opportunities to young people when they are in a 'calm-alert' state
- Consistent use of technology to support learning and make it accessible
- Adaptation of the National Curriculum to make it functional and appropriate
- Provision of suitable and relevant qualifications and preparation for adulthood and employment opportunities for post-16 students
- Use of behaviour support plans for all young people to highlight how to avoid potential anxiety and distress
- Small group teaching and learning
- Detailed knowledge of young people and how best to approach and succeed with teaching and learning
- Personalised timetables to allow for the inclusion of therapy, breaks and preferred activities
- Conversation and working partnership with parents, agencies and professionals supporting young people outside of the school environment
- Family support worker to liaise directly with parents



How we report progress and achievement to parents/carers and others

Kensington Queensmill has an established 'open door' policy for parents and others. Whenever there is a need to discuss the learning and progression of a young person this happens primarily between the class teacher and parent/carer. PLPs are sent home termly, along with any reports written by speech and language and occupational therapists. When a new student joins the school we perform a 'baseline' review, looking at various elements of their understanding of their own autism, communication skills and curriculum skills. We consider these areas at both two and six weeks into their school journey and then meet with parents to discuss our, and importantly their, views.

At the end of each year student progress and achievement is captured holistically through the school annual review report, which also includes a list of skills and knowledge they have acquired through a description of the things they can now do. If a young person has an EHC progression towards the outcomes in this document, this is also discussed, recorded and reviewed.