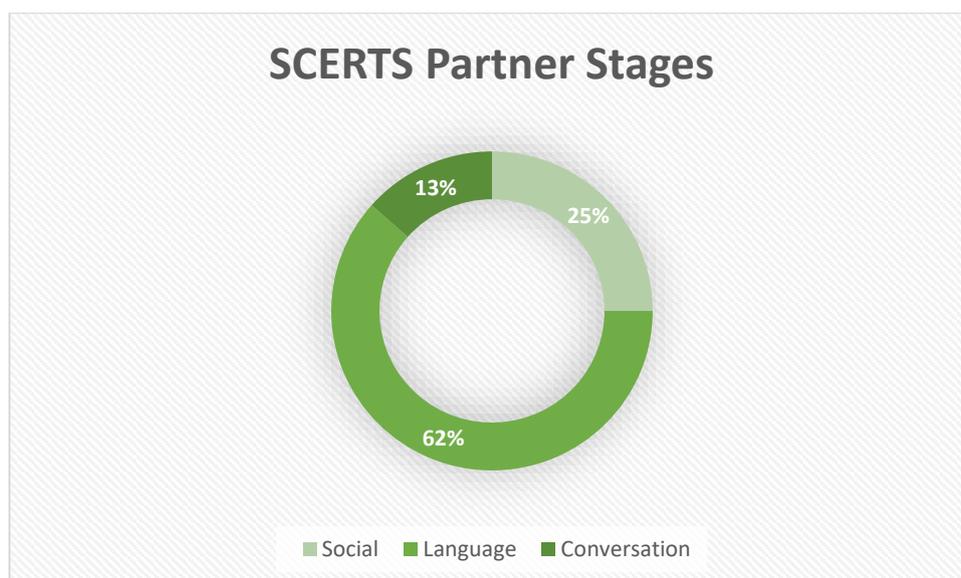


Assessment Report

Spring 2022

At Kensington Queensmill we use an established assessment system similar to that designed and implemented at Queensmill over the past six years. At its core the system is designed to track individual progress against individual outcomes. Targets are set for 'My Autism' using the SCERTS (Social Communication, Emotional Regulation, Transactional Supports) framework and 'My Learning', using the adapted National Curriculum. Targets are always what is relevant and functional for each individual student and closely tied to long-term outcomes within their EHCs. More information on the assessment system at Kensington Queensmill can be found in Appendix 1.

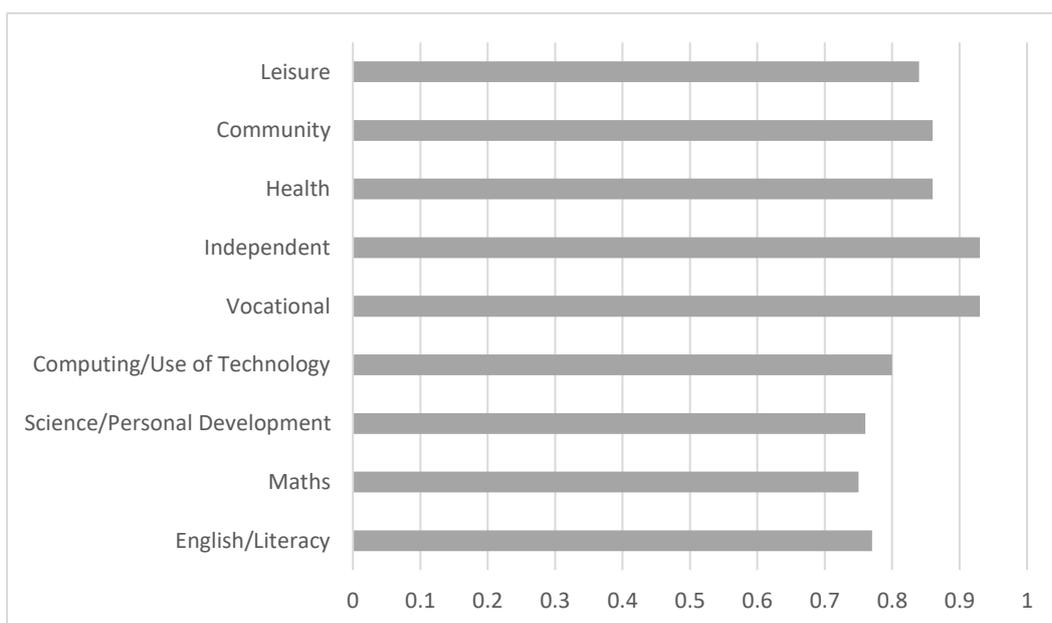
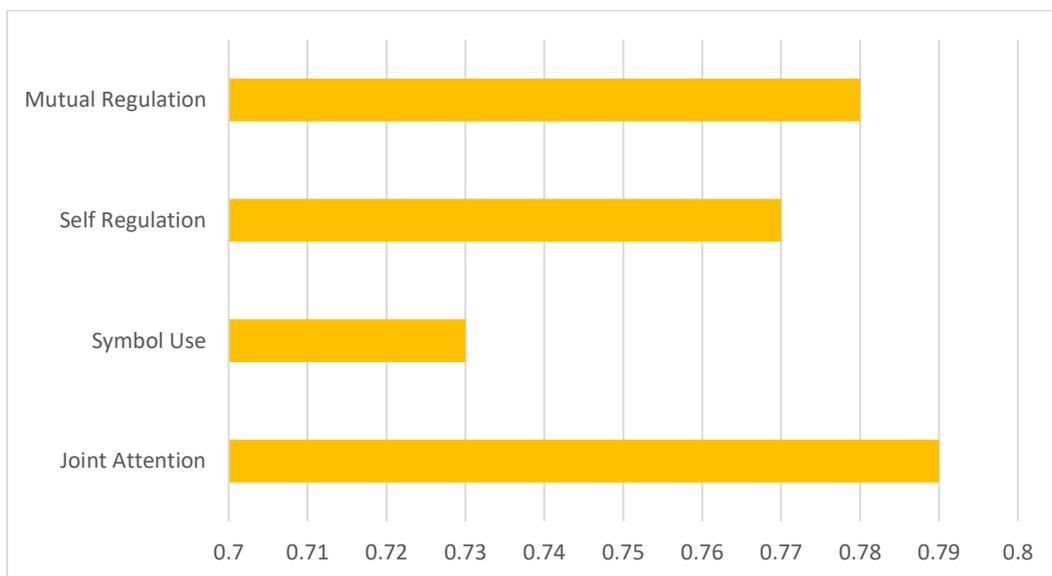
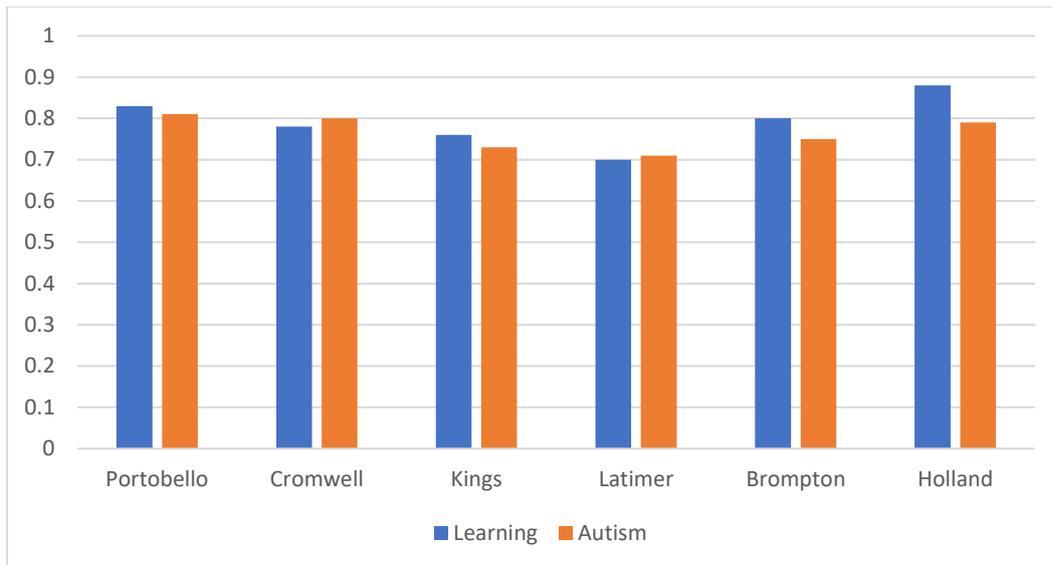
Overview of School cohort (using initial SCERTS analysis)



The average rate of progress for 'My Autism' was... 0.77 (77%)

The average rate of progress for 'My Learning' was... 0.78 (78%)

Analysis of data related to Spring 2022 PLPS



Points to note

The data sets across Kensington Queensmill are very small, due the current cohort (59), for some Key Stages or analysis groups there is only currently a handful of students on role. This means that the data can be easily skewed by individual performance in any one direction.

At this stage of the school's development the meaningful analysis of the data is for class groups and individual progress against individual outcomes.

The progress young people are making in their short time at Kensington Queensmill is good and matches the review of the school in the SEF and identified outcomes in the SIP. More detailed analysis of trends and patterns will be possible as the school grows and further data is collected.

Development areas

- Baseline all students against the existing 'My Learning' and 'My Autism' frameworks and target banks in the system.
- Continue to deliver the Pupil Premium Statement, focused on developing 'cultural capital'. With analysis of impact to be delivered during the Autumn/Spring terms 22/23.
- Continue coaching teachers on writing high quality PLPs and targets for students.

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.