



CHESHIRE ALTERNATIVE PROVISION SCHOOL

ASSESSMENT POLICY AND PROCESS

Date of Policy	January 2019
Date of Review	January 2022
Person/s Responsible	Shane Mahon/Lana Wild

Assessment is an integrated process within the school which provides a basis for planning and pupils learning.

On entering CAPS pupils will be baselined to establish current ability for academic abilities and to establish emotional health elements.

The pupils will be provided with accurate and well developed information which allows them to see their own improvement in learning via learning flightpaths and assessment (both formative and summative) feedback. The targets set from these processes will allow improvement and understanding of new ideas. Ideas and targets for progression and improvement are shared between pupils, carers, families, staff and other professionals involved with the student. All achievement is regularly reviewed to allow planning and set the process in place to identify any additional needs.

Behaviour and emotional development is measured alongside learning, as this is a key area for all pupils who are placed within the CAPS setting.

Assessment processes will combine diagnostic practices, admission baselines, continuous progress and the “value added” process of CAPS. Effective target setting will allow for progression and the tracking of the student’s development within the centre.

Assessment Process

Admission - Student profile developed from:

- admission including interviews with parents/carers
- previous baseline scores from host schools
- IEPs previously in place within previous learning establishments
- SEN Statutory Assessment process where applicable
- admission testing in Numeracy and Literacy
- student observations and comments
- medical and other information (this may be held separately from the overall student profile for reasons of confidentiality).
- risk assessment from previous academic placement.

Tracking Process

This should include the following:



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Analysis of pupils work in a range of processes including verbal and non verbal feedback to pupils to encourage pupils to understand their own progress, that they cannot always be successful., but understand how to rectify the difficulty and continue to take steps forward in their own learning.

Student reviews of progress within their ongoing work.

Individual targets will be set to inform planning for the individual student and whole group experiences. Modification of work planned as pupils demonstrate ability to work within the planning and demonstrate rates of progression.

How assessment allows an effective feedback to interim review within the SEN process.

Management of successes and where difficulties are encountered by the student are supported to manage this experience. Any specific SEND issues which could arise will be addressed immediately by the SENCo.

How pupils who are underachieving are developed and supported to learn.

Our flexible and individualised learning plans will target any areas where the pupil has gaps in knowledge. Assessment allows the use of well developed programmes of learning which in turn allows progression into subsequent stages of learning experiences e.g. college placements or future employment. That the wider curriculum is assessed and progress in such areas as sport and community participation is recorded and assessed as part of the student profile. Any SEND elements which could be identified will receive intervention direct by our SENCo.

Resources

Registration of ongoing assessment opportunities and materials to include statutory assessment procedures.

SEN Code of Practice.

Emotional and Behavioural Development Scale.