



"Learning is a journey, to be taken together, one step at a time"



Onchan Primary School
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Policy on Assessment and Feedback for Onchan Unit

Aims

At Onchan Special Needs Unit we know that assessment, learning and teaching are intertwined and interdependent. We strive to deliver instructions that is designed to fit the individual learner and diverse learning styles of our students. To accomplish meeting the needs of all of our students learning styles, assessment at Onchan Special Needs Unit takes on many forms.

Our accurate assessment depends on us getting to know our children very well and to this end we gather information from a range of sources including observations of the learners through structured play, functional activities and discussions with parents and carers.

The primary purpose of assessment and evaluation at Onchan Special Needs Unit is to support and prepare our students for life. All students have different learning styles, experiences and abilities and therefore the assessment and evaluation of their learning must be fair.

Standards and Procedures

Initial Assessment – prior to pupil arrival

- Gather information from previous placement - face to face and written documentation
- Set up any communication supports that have been successfully used previously - e.g. visual timetables, chat books, Picture Exchange Communication System files for class and the residence.
- Contact with parents, where possible, re: communication at home.
- Carried out during the child's first half-term at Onchan Unit by the Speech and Language Therapist and/or Unit Manager
 1. Observation in class and informal assessment.
 2. Discussions with the SESO's and other agencies where applicable i.e. Social worker
- Continual monitoring of approaches so that rapid progress can be made towards establishing an effective communication system for the child.

Follow-on Assessment

- Carried out during the first term 1-1 with the Speech and Language Therapist.
- Use of appropriate formal assessments - e.g. Early Communication Profile, Test of Receptive Grammar,
- Use of appropriate informal assessments - e.g. sequencing, time concepts, verbal understanding, functional communication.
- Assessment of an individual's mealtime procedure is carried out, usually at break and lunchtime, when requested.
- Discussions with the SESO's and other agencies where applicable i.e. Social worker



Isle of Man Department of Education

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How assessments are completed

- Observations – either by the Unit Manager or SESO's working with a pupil
- Worksheets – some pupils' complete worksheets and annotations are made on it
- Photographs – photos are taken of pupils achieving targets or life skills
- BSquared – the assessment tool used by the DESC to show pupil progress

Recording

- Any work carried out with a child is recorded by hand in the child's individual assessment file. Copies of reports, communication programmes, assessments (or write-ups of assessments) are copied for the Teacher (and residential and other professional staff where appropriate) and may be included in reviews.
- All practices and strategies to be used are written up and accompany any work that is being undertaken.

Video Recording

We aim to make videos of good practice in the classroom and of speech and language therapy sessions. These can then be used for developing ideas for use with an individual child or a number of children; they can also be used as part of the Unit's communication training programme and to induct new staff, parents and interested others to individual child's communication methods.

Parental engagement in observation and assessment procedures

We have an open door policy with parents/carers and they can have informal discussions with the Unit Manager or support staff. Parents can also make appointments with the Unit Manager at any time to discuss progress. We regularly keep parents informed of children's assessments in many ways including:

- Network meetings
- Half yearly IEP meetings
- End of year reports sent out during Summer term reporting on targets achieved & characteristics of effective learning
- Twice yearly Inspire afternoons

We value the contribution of parents and encourage them to share information on their child's learning and development. Parents can also provide notes on their child's learning at home or speak informally to Unit staff. This information can also be used to inform assessments.

This Policy will be reviewed bi-annually

Adopted: October 2019

Next Review due September 2021