

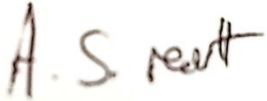
Dear Parents,

July 2024

We are delighted to share with you your child's academic report this year. As part of this pack we have included a guide about our assessment. This has been written to help you to familiarise you with our assessment, tracking and reporting that is conducted within the school. As there have been a number of changes this year, I encourage you all to read the guide prior to reading your child's report.

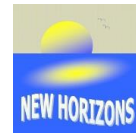
On the school website, there are some helpful videos that go through each document in turn and explain how these documents link together. Video guides about Reports, Individual Learning Plans (ILPs) and New Horizon Documentation (NH) are provided under the "Parents" tab on the school website then clicking on "Reporting and Assessment Information for Parents" from the links the right.

We hope you enjoy reading your child's report, and please don't hesitate to get in touch should you have any questions or need more information.



Andrew Perrett  
Acting Deputy Headteacher  
Assessment, Recording and Reporting





Therefore, you may notice that data figures look different or lower compared to last year. Please note this does not mean that your child has regressed; the change is completely due to the new calculation system B Squared now use to measure progress.

Pupils will be working within the Progression Steps framework, the Early Year Framework or towards accredited courses, such as Functional Skills, GCSEs or BTECs. Our Post 16 students work on the Adult Steps Curriculum preparing them for their transition into adulthood. They also work towards Unit Award Scheme accreditations. More information about the Unit Award Scheme can be found on <https://www.aqa.org.uk/programmes/unit-award-scheme>.

### **How is Progress Shown on our ILPs.**

The end-of-key-stage target receives a ragging colour each term to indicate if a pupil is:

- on target to meet their set goal (**green**)
- off or below target to meet their set goal (**red**)
- off or below target to meet their set goal (**pink**) on an accelerated pathway (streams A to C) or
- has met or exceeded their set end-of-key-stage target (**blue**).

Pupils who meet their target early (blue) are set a new more challenging target, where they have to achieve a higher percentage rate of progress compared to their previous target. This is indicated by the letters A to E at the top of the blue Sky section (2). We call these “streams”.

Most pupils at Lonsdale School will start on a D stream, which is the steady, average progress we see for a majority of our young people. Once the D-stream target is met, a target on the next higher stream C is set in order to challenge individual pupils to keep up with an accelerated rate of academic progress. On completion of the C stream, the pupil moves into B stream and so on.

Ideally, we would like to see green colour on the targets turning blue once pupils near the end of a key stage. Red alerts us that a pupil is working off or below target in one or more areas. Prolonged absence from school, an area a pupil generally struggles with or a more challenging target on a higher stream (C, B or A) often explain a red or pink ragging colour. In termly progress meetings, teachers discuss pupil progress and identify what is necessary to move pupils on and turn the red or pink into green again.

The reading assessment scores can be found below the blue Sky-Target section (see section 3). Reading assessments are on-going throughout the year. Lonsdale School use the British Picture Vocabulary Score (B.P.V.S.), the Salford Reading Test and the Suffolk Reading Comprehension Test as standardised assessments. All three provide an average age score comparable to mainstream reading-age development. Early or non-readers will not necessarily take all three tests. If test scores for this school year are missing on the ILP, it means that the reading assessments are still on-going.

The yellow section below is a summary of the Horizon Targets (see section 4). Horizon assessment looks at progress and achievements made towards the outcomes and aims on the Education, Health and Care Plan (EHCP). On the ILP, you find end-of-year targets, again with the same ragging colours as mentioned previously. A breakdown of the Horizon Targets into termly targets can be found on the Horizon Target sheet. Each pupil at Lonsdale also works on a physical target (to the right of the Horizon Targets in section 4).

The last but equally important section is the ‘Other Areas of Focus’ (see section 5). These are additional areas, which we feel are as important for the overall development of our young people.

Other Areas of Focus can look at life skills, mobility, AAC use, building resilience, personal care or anything else that has not been captured within the Sky or Horizon Targets. Other Areas of Focus can be

areas which are only temporarily of importance. The number of areas identified and targets set vary from pupil to pupil. Attainment is ragged termly using green, blue or red for effort and progress towards achieving the set targets.

## The Horizon Targets

### Aspirations and Dreams Table

At the beginning of the school year, individual aspirations, dreams and ambitions were collected from the young person him-/herself, from you as parents, from teaching and support teams as well as other professionals working with your son/daughter. A dreams table was created matching the aspirations and dreams to the main areas identified as aims in EHCPs (H1 to H5). Depending on the input and the number of professionals working with your child, the dreams table has more or less information. The collated aspirations were taken as a starting point to set relevant, challenging and motivating Horizon Targets with our young people.

### Horizon Targets Table

The first column on the Horizon table shows the starting point of a pupil at the beginning of the school year and the level of support they needed in each of the five areas (H1 to H5). An end-of-year target was set together with the pupil (See last column; the end-of-year Horizon Targets are also transferred onto the ILPs in the yellow section.). Those targets were then broken down backwards into three termly targets or steps to get from the starting point to achieving the end-of-year target. Each half term, the progress towards the targets is measured and tracked through the use of the three ragging colours green, blue and red.

NEW HORIZONS Horizon Targets "What is the Dream for \_\_\_\_\_ and their Future?"

Horizon Target	Objective/Outcomes from EHCP/SEN statement	Home Horizon	Parents/Carers' Horizon	Educational Horizon	Multidisciplinary Horizon (if applicable)
H1					
H2					
H3					
H4					
H5					

NEW HORIZONS Horizon Targets for \_\_\_\_\_ year \_\_\_\_ (2015-2016)

Horizon Target	End of Year Target/Support Level	Autumn Termly Target/Support Level	Spring Termly Target/Support Level	Summer Termly Target/Support Level	End of Year Target/Support Level
H1					
H2					
H3					
H4					
H5					

### How is Progress Shown

The ragging colours used to identify and determine progress are the same on NH as ILPs, therefore:

- on target to meet their set goal is **green**
- off or below target to meet their set goal is **red**
- has met or exceeded their set end-of-key-stage target **blue**.
- If a pupil's absence or a change in circumstance effects a pupils ability to achieve a target this will be flagged in **grey**

The ragging colours help us to see the progress and achievement, allowing us to identify early areas where intervention or additional support may be necessary in order for pupils to achieve their personal goals.

Evidence of progress towards set targets is captured through pupils' work, in photographs or in written accounts.

The New Horizons assessment allows everyone working with a young person, including the young person him-/herself, to contribute to the development of the whole individual whilst ensuring that individual needs are met, support is provided at the right level and progress and achievements are recognised, tracked and evidenced.