

Dear Parents,

July 2020

You have now received your son's/daughter's annual report.

Lonsdale School have undergone some exciting changes over the past years. Five years ago, we introduced New Horizons, our way of assessment at Lonsdale School.

Lonsdale's New Horizons framework had developed as an answer to the government's decision to abandon National Curriculum levels and the general drive to provide a holistic and stimulating education tailored to individual needs.

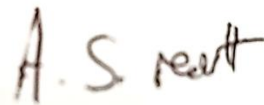
We have always seen progress as a whole and known that academic progress is only one side of our young people's development and achievements. Prior to the introduction of New Horizons, we had not been able to measure, track and describe progress in non-academic areas and felt the need to develop a holistic, all-encompassing assessment to plug this hole and facilitate "Learning for Life!" as our motto states.

This guide has been written to familiarise you with our way of assessment, tracking and reporting and also to highlight how important your input as parents is in this process. You have already seen some of the New Horizons documentation; the Individual Learning Plan (ILP) or the Horizon Targets in your child's Annual Review Meeting or when meeting form tutors to discuss progress. A lot of hard work has gone into the implementation of New Horizons in school and REP, and in liaison with all multidisciplinary teams, and we are still developing further some areas to maximise the potential of this powerful framework.

Do enjoy exploring your child's End-of-Year Report and New Horizons documentation. Please leave some feedback for us using the questionnaire link you received with the report. Don't hesitate to get in touch should you have any questions or need more information.



Claudia Thiele  
Deputy Headteacher  
Curriculum



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Assistant Headteacher  
Assessment, Recording and Reporting

## The End-of-Year Report

The annual report is written for both, pupils and parents, to inform you all about the highlights, achievements and progress over the year.

Page 1 has general information that includes your child's form group, tutor and attendance.

Pages 2 and 3 of the report summarise the main areas of academic and non-academic development and achievements. These focus on a pupil's learning and progress: what can they do now; what have they learnt? What are the next steps to move forward?

As you are aware, 'Learning for Life' at Lonsdale goes beyond the classroom. Educational visits, our Residential Education Provision (REP), the Duke of Edinburgh (DofE) programme, swimming and PE, a variety of clubs and other opportunities all extend our curriculum. We recognise achievements and progress in these areas, too, and have integrated them into the annual report.

At the bottom of page 3, you can see the pupil comments on their own achievements, highlights, progress and aspirations.

## The Individual Learning Plan (ILP)

Individual Learning Plan (ILP) is a core document, which summarises a pupil's individual learning pathway throughout the school year. Our starting point is always to listen to our young people and find out their aspirations and goals. You can read these at the top of the document (see section 1 in the screen shot to the right).

Underneath the aspiration sits the blue box of our Sky Targets and the progress towards those (see section 2). You can also see the attendance throughout the year.

The Sky side in our New Horizons assessment is our assessment in all areas of the National Curriculum. The ILP shows you the three core subjects of English, Maths and Science. The academic progress in all other curriculum areas is shared with you in the Annual Review and progress meetings.

LONSDALE		Year	Individual Learning Plan		Class																																										
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Each pupil is set individual end-of-key-stage targets to work towards taking into account their starting point when they enter a new key stage. Each term's progress towards these set targets is measured. You can see the stages a pupil was working on in September, December, April and the end of the school year.

To help us measure and track progress and identify next steps or stages, we use an assessment tool called B Squared. There are 6 Sky levels, which help teachers to compare students' and cohorts' progress.



If a pupil reaches the end of the Sky levels, they will be set targets working 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 ASDAN accreditations in Personal and Social Development or Personal Progress.

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

- is on target to meet their set goal (**green**)
- is off or below target to meet their set goal (**red**) or
- has met or exceeded their set end-of-key-stage target (**blue**).

Students 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 students 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 students to keep up with an accelerated rate of academic progress. On completion of the C stream, the student 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 student is working off or below target in one or more areas. Prolonged absence from school, an area a student generally struggles with or a more challenging target on a higher stream (C, B or A) often explain a red ragging colour. In termly progress meetings, teachers discuss pupil progress and identify what is necessary to move pupils on and turn the red 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) and Swimming Targets from our “Making Waves” swimming assessment (just below the physical target).

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 student to student. 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, support and REP 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 are taken as a starting point to set relevant, challenging and motivating Horizon Targets with our young people.

**Horizon Targets Table(s)**

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. The ragging colours will help us monitor progress and achievement and draw our attention early on to the areas where intervention or additional support may be necessary in order for pupils to achieve their personal goals.

Pupils who stay in REP are also involved in setting a number of Residential Horizon Targets, according to the number of their allocated nights. The half-termly ragging process remains the same.

Evidence of progress towards set targets is captured through pupils' work, in photographs or in written accounts. Watch out for blue (academic Sky progress) or yellow (non-academic Horizon progress) evidence slips in your son's/daughter's folders. They are directly linked to the targets the pupil is working on.

The New Horizons assessment allows everyone working with a young person and 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.

NEW HORIZONS Horizon Targets "What is the Dream for \_\_\_\_\_ and his/her Future?"

Horizon Target	Objective/Outcome from EHCP/SEN Statement	Horizon	Parent/Carer Horizon	Educational Horizon	Multidisciplinary Horizon (if applicable)
H1					
H2					
H3					
H4					
H5					

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

Starting Point/Support Level	Termly Target/Challenge	Second Termly Target/Challenge	Third Termly Target/Challenge	End of Year Target/Challenge	End of Year Target/Challenge	End of Year Target/Challenge	End of Year Target/Challenge	End of Year Target/Support Level	Yr
H1									
H2									
H3									
H4									
H5									