



ASSESSMENT POLICY

APPROVED	
Signature of Head of School:	Darryl James
Date:	09 November 2022
Signature of Chair of Governors:	Bev Tucker
Date:	09 November 2022
Agreed at the Local Governing Body Meeting on:	09 November 2022
Minute Reference:	Item 12.2

Document reference:	
Created by:	Darryl James
Creation date:	November 2022
Reviewed by:	
Review & revised date:	
Major revision by:	
Major revision date:	
Master File location:	Office Policy Files
Next review due:	September 2023

This policy must be read in conjunction with the following policies:

- Teaching, Learning and Achievement
- The Albany Curriculum
- Relational Behaviour Management Policy

ASSESSMENT POLICY

CONTENTS

1. AIMS.....	2
2. RATIONALE.....	2
2.1. LEARNING ZONES.....	2
2.2. LEGISLATION AND GUIDANCE.....	3
3. PRINCIPLES OF ASSESSMENT	3
3.1. DIAGNOSTIC ASSESSMENT.....	4
3.3. TARGET SETTING.....	5
3.4. EVALUATING PROGRESS	6
3.5. MARKING STUDENT’S WORK.....	6
3.6. MODERATION OF ASSESSMENT	7
4. ASSESSMENT CALENDAR	7
5. EXTERNALLY VALIDATED ASSESSMENTS.....	9
6. ROLES AND RESPONSIBILITIES	9
6.1 MEMBERS OF THE LOCAL GOVERNING BODY (LGB).....	9
6.2 THE HEADTEACHER	9
6.3 THE SENDCO.....	9
6.4 LEARNING TEAM	9
6.5 OUR PARTNERSHIP WITH PARENTS/CARERS	9
8. SHARING GOOD PRACTICE.....	10
9. QUALITY ASSURANCE.....	10
APPENDIX A HOW WE ASSESS STUDENTS WITHIN THE ASSESSMENT HUB	11
RANGE OF TOOLS FOR STANDARDISED DIAGNOSTIC ASSESSMENT.....	11
RANGE OF TOOLS FOR SENSORY AND COGNITION	11
RANGE OF TOOLS FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH ASSESSMENTS	11
RANGE OF TOOLS FOR CORE SUBJECT KNOWLEDGE.....	11
APPENDIX B HOW THE ASSESSMENTS HELP US TO UNDERSTAND AND SUPPORT OUR STUDENTS.....	12
SYMBOL DIGIT MODALITIES TEST (SDMT)	12
DIAGNOSTIC READING ANALYSIS (DRA).....	12
WIDE RANGE ACHIEVEMENT TEST 4.....	12
WECHSLER INDIVIDUAL ACHIEVEMENT TEST – III (WIAT-III).....	12
BRITISH PICTURE VOCABULARY SCALE (BPVS).....	12
WIDE RANGE INTELLIGENCE TEST (WRIT).....	12
DYSCALCULIA ASSESSMENT	12
SENSORY AUDIT	12



AUTISM QUOTIENT – 10	13
IRLEN QUICK QUESTIONNAIRE.....	13
TOWER OF HANOI - PLANNING AND SEQUENCING.....	13
MEMORY ASSESSMENT SCALE (MAS).....	13
LOCAL COHERENCE INFERENCE TEST - VERBAL REASONING.....	13
MOTIONAL	13
BOXHALL PROFILE	13
'If at first you don't succeed, try and try again!'	14

1. AIMS

This policy aims to

- Provide a clear rationale for The Albany approach to assessment
- Provide clear guidelines on assessment for learning, target setting and evaluation, and our assessment processes
- Provide a framework for information sharing, gathering and dissemination
- Establish how we will monitor and evaluate the effectiveness of our use of assessment to inform learning and evaluate outcomes for students.

2. RATIONALE

We learn best when we feel safe, listened to and have trusted relationships with those around us. When our brains are experiencing or have experienced considerable trauma, our learning capacity can be significantly impaired. Without the sense of safety and having our basic needs met (Maslow's Hierarchy) we struggle to engage in learning.

Learning at The Albany is relational, and trauma informed. Our curriculum is delivered through pathways and is personalised through student timetables, lesson planning, delivery, intervention, and individual student timetables. To ensure these high levels of personalisation we need to know our students well. We achieve this through focussed assessment: academic, physical, sensory, social and emotional and mental wellbeing.

Our assessment policy is informed by the research of the [Education Endowment Foundation](#) on how teacher feedback can best be structured to improve student learning.

2.1. LEARNING ZONES

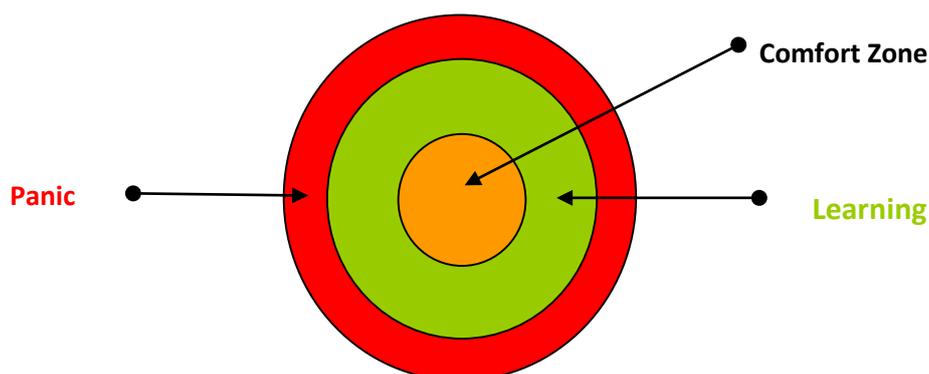


Figure 1: Learning Zones

Thumbs up to a new beginning!

Page 2 of 15

Reengaging learners to enhance their life choices



We must encourage all our young people to step beyond their comfort zone into their learning zone, as often as possible. This involves taking risks with, and responsibility for their own learning, without moving them into their panic zone. To facilitate this, we must know our young people well; their academic potential, their current attainment, their barriers to learning, gaps in their knowledge and their own social and emotional profile. We need to have accurate, relevant and up to date information on all our students throughout their learning journey with The Albany. This information must be updated regularly and inform our teaching; allowing us to personalise the learning experience for each student. Our student passports (*Teaching, Learning and Achievement Policy*) provide the mechanism for sharing and updating student profiles and what works well for them in supporting them *in building learning power*.

The picture changes rapidly. Thus, we must ensure that assessment for learning is central to our approach. Our dialogues with students should help inform our teaching and their learning. Feedback should give a clear steer to students, be focussed on identified outcomes and be an integral part of this dialogue. Students must have a clear picture of their current attainment, their goals, and the next steps needed to achieve those goals. Through this, they gain ownership of and are enabled to make choices about their own learning. Ensuring we utilise the assessment tools and information at our disposal is therefore essential for creating and updating this accurate picture.

Many of our students have a poor relationship with themselves, as learners and have used poor behaviour and disengagement as a coping strategy. Understanding this relationship, while not allowing it to continue to be a barrier to learning, is fundamental to our success in maximising the achievement of our students. Minimising risk in learning can be an effective strategy in re-engaging them as learners, but we must be mindful that remaining within this comfort zone will not enable them to make progress or grow as learners. We must therefore ensure our assessments are timely, accurate and capture students increased confidence as learners. [See *developing a Growth Mindset within our Teaching and Learning Policy*].

Our core purpose in assessing students is to ensure that we support them to learn and achieve through matching our teaching to their needs, promoting academic and personal growth. It is therefore essential that assessment is accurate and timely and the dialogue with students about their learning and progress is continuous, influencing your teaching which must evolve with the students to reflect their individual needs.

2.2. LEGISLATION AND GUIDANCE

The [final report of the commission on assessment without levels](#) stated that ‘The commission encourages schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information.’ As an Alternative Provision, we report on the assessment and progress of our students to both their parents/ carers and their home school. Students join us at any time between Year 7 and year 11 from a wide variety of mainstream and specialist settings, each who have their own assessment process for current educational attainment and our assessment structure has to be able to interlink with these.

We are required to feedback on academic and social, emotional and mental health (SEMH) progress to the ‘home schools’ of our students at least termly, although many schools want current attainment information half termly. Therefore our assessment calendar has to take account of this alongside [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. PRINCIPLES OF ASSESSMENT

Our role as educators is to support our students to make progress in their acquisition and proficiency in learning knowledge, concepts and skills. Assessment is one part of the tool in doing this but not a goal in itself.

At The Albany we need to understand and track student progress aligned to their mainstream counterparts, looking at their academic progression in all aspects of the curriculum. However, this does not give us a full picture of the development of our students. As such, we look at the four aspects of education within and Education, Health and Care plan identified within the SEND Code of Practice, which are

- cognition and learning (C&L)
- communication and interaction (C&I)
- social, emotional and mental health (SEMH) □ sensory and/ or physical (S &/or P)

A distinction must be made between assessment where the purpose is to inform teaching, and assessment, where the intention is to report on current attainment of a student and be careful not conjoin the two.

3.1. DIAGNOSTIC ASSESSMENT

Diagnostic assessment informs teaching. We have a range of diagnostic tools that help us match all aspects of a student's learning to their needs.

When a student arrives with us we need to understand where that student is in all aspects of their development. Part of this involves a range of diagnostic assessments ([Appendix A](#)) we do with students within our Assessment Hub. These assessments will help us understand their needs including literacy, numeracy, cognitive (including working memory) and sensory needs. This then helps us identify the appropriate curriculum pathway [see [The Albany Curriculum](#)]. It also provides useful information for the class teacher with regards to planning learning for the student.

Once baseline diagnostic assessments are done, we need to revisit assessments every 6 months to ensure that the interventions in place are having a positive impact.

Diagnostic assessment is useful within the classroom, particularly in identifying what our students know and where the gaps are within a topic before we teach it. This is an essential activity for every topic taught given the varied educational capacities and histories of our students.

3.2. ASSESSMENT WITHIN LEARNING

Assessment is not learning. Assessment must be fit for purpose and be efficiently implemented. Therefore consideration must be given to the assessment and evaluation exercises, such that they deliver on improving outcomes for students. What we do with the information gained from assessment is the critical next step.

It is important that all teachers have a clear grasp of where their students are now in all aspects of their learning (C&L, C&I, SEMH, S &/or P), and what it looks like when a student is secure or has mastered the elements of their learning.

For academic learning, teachers are supported by the Schemes of Work for each subject which highlight the levels of understanding from the foundations to mastery. However, staff also need to be able to describe the stages of progress for all aspects of learning, including their SEMH development, physical skills etc.

Students also need to know what the next stage of learning progression looks like and how they can achieve it.

We also need to unpick our student's attitudes to learning and identify what their barriers are. By using our 'Learning Zone' ([Appendix B](#)) strategy for student self-assessment and encouraging them to have a dialogue about their learning we build metacognitive skills.

Assessment for learning must be planned element of lessons and a continuous process, where we are checking the grasp students have of the learning undertaken, involving a range of activities, including

- diagnostic evaluation
- dialogue with students
- in class activities
- evaluating and marking students work
- student reflections on their learning
- focused and 'check-in' 'tests'

3.3. TARGET SETTING

Target reviews will take place termly.

Where a student has an EHCP they will have key stage targets for the 4 areas of learning within the EHCP, where appropriate. In order to achieve these targets, they need to be broken down into smaller termly targets, which provide a scaffold to achieve the overall target.

As all students at The Albany have additional needs, it is important that all students have goals set on entry, with termly targets which identify the steps the students will take to achieve these goals. It is good practice to use the Preparation for Adulthood and four aspects of education learning identified above from the SEND Code of Practice to develop themes for these targets.

Each student will have an academic target within the core subjects of English, mathematics and science. These will be linked to their baseline on entry. For KS3 students we group and set learning based on their reading and maths age. Targets are to achieve as many ARE (Age -related expectations) for their stage of learning. At KS4, we set targets for functional skills based on the diagnostic information that BKSB provides. This allows us to set a level to aim for but also a 'topic level analysis' of ability. We aim for every student to make accelerated progress at The Albany, understanding that this progress is likely to accelerate once the barriers to learning are identified, strategies in place to support the student are effective and their SEMH needs have been addressed appropriately.

Where the student is dual registered with a mainstream school, the school alongside the child and their family should be involved in the discussion, development and review of these targets.

3.4. EVALUATING PROGRESS

- Academic progress will be measured in December, April and May through internally moderated assessments in English, mathematics and science. The number of reviews depends on the pathway and length of time agreed for a placement
- Progress in other Subjects will also be reported on at this time (teacher assessment).
- Progress in reading and reading comprehension, and other appropriate assessments will be assessed every 6 months from the initial assessment. This provides sufficient time gap to assess the impact of interventions.
- The class teacher will complete SEMH assessments in December and June each year.

It is important that we can track the progress students are making within all aspects of their learning. To support this The Albany uses a simple mastery approach system that aligns the curriculum to the KS3 age related expectations. Students will work through these based on their stage of development. The assessment terms are defined below:

Sub Level	Target Equivalent	Description of meaning
WT	Emerging	Beginning to show elements of this target/ grade (possibly with support) 30% of curriculum expectations met
WA	Developing	More regular evidence of achieving this target/ grade but not yet secure (less support needed) 80% of curriculum expectations met
WB	Secure	Confidently achieving this target/ grade without support 100% of curriculum expectations met

At KS4 students will undertake assessments using BKS B that assigns levels as per the National qualification Framework.

FS Level	Key Stage
Entry Level 1	Key Stage 1
Entry Level 2 and 3	Key Stage 2
Level 1	GCSE grades 3 to 1
Level 2	GCSE grade 4

Where a student is dual registered with another school, we will share the assessments with them.

We will report on attendance and behaviour half termly to parents and schools.

Assessment to evaluate progress enables us to see how well the student is progressing with their learning against national assessment criteria. The information gathered enables the Governors to hold the leadership to account for the progress of students, as well as providing the students and their parents/carers with an indication of their current level of attainment.

This assessment may be in the form of an assessed activity, a written test paper, or another process that can be moderated across the school to ensure consistency of grading.

3.5. MARKING STUDENT'S WORK

The core purpose of marking is to support learning and inform progress. For students to make progress they must have feedback. This feedback should focus on moving learning forwards. It needs to be regular and ongoing. The



impact of it needs to be captured in the records kept by the student and the teacher. However, not all feedback needs to be written. Indeed, discussion with students can be much more effective in promoting learning. In the same way, all assessed tasks do not have to be written. Capturing the oral work of students and assessing this is equally as important as written tasks. Therefore, marking may not always take the form of annotating work. It may be a summary of feedback following an alternative form of assessment. Annotating a student's self-reflection/assessment can be equally effective.

The expectation is that marking provides the framework for the student to identify achievements and focus on next steps. It should also promote thinking, through asking questions and setting new challenges.

When reviewing the impact of teaching in the classroom, the senior team will be looking at the impact of teaching on the progress of the child. We make greater impact when we provide regular evaluative feedback and make the next steps transparent. Therefore, marking is an essential activity for the effective teacher.

Teachers must keep a record of their assessment information on students. This will support teacher assessment of current attainment as well as informing planning. This will include assessment of written tasks, verbal interaction within lessons and other learning activities.

3.6. MODERATION OF ASSESSMENT

As a small school we have only one subject specialist for each area of the curriculum. As subject leads it is important, they ensure they keep up to date with the latest research and expectations of their subject. In addition, it is vital they link with colleagues within other similar specialist settings and with mainstream colleagues to ensure they have an accurate grasp of levels of achievement within their subject, being able to accurately identify the 'levelness' of a student's work.

Within the academic year, all teaching staff will be involved in moderation of English, maths and science assessment materials from students, led by subject leaders. In addition, foundation subject leaders will lead moderation exercises with teachers annually to ensure that the team has a clear understanding of the attainment of their students that matches National assessment criteria.

Assessment Calendar				
Month	Assessment	Lead	With Who?	Report To?
September	Review/ set target/ goals for the year	Class teacher	Child Family Mainstream School	SLT
October	Attendance and Behaviour Data	Data Manager	Headteacher	Mainstream Schools
November	Moderated assessments in English, maths and science	Deputy Head	Class teacher & subject leads	LGB
November	Teacher assessments in foundation subjects	Class teacher	Subject leads	LGB
December	AUTUMN TERM REPORT Include November assessments	Class teacher	SLT Review	Parents/ Carers Mainstream Schools
December	Review of termly targets and setting new targets (include in REPORT)	Class Teacher	Student Parent/ carers	SLT Mainstream Schools



December	SEMH Assessments (currently Motional)	Class Teacher	Class staff Family Engagement Lead	SLT Mainstream Schools
December	Attendance and Behaviour Data (included in REPORTS)	Data Manager	Headteacher	Parents/ Carers Mainstream Schools
February	Attendance and Behaviour Data	Data Manager	Headteacher	Mainstream Schools
March	Year 11 Mock Exams	Deputy Head	Class Teachers	Students SLT
March	Review of termly targets and setting new targets (include in REPORT)	Class Teacher	Student Parent/ carers	SLT Mainstream Schools
April	Attendance and Behaviour Data (included in REPORTS)	Data Manager	Headteacher	Parents/ Carers Mainstream Schools
April	SPRING TERM REPORT (no academic reporting)	Class Teacher	SLT Review	Parents/ Carers Mainstream Schools
May	Moderated assessments in English, maths and science	Deputy Head	Class teacher & subject leads	LGB
May	Teacher assessments in foundation subjects	Class teacher	Subject leads	LGB
May	Attendance and Behaviour Data	Data Manager	Headteacher	Mainstream Schools
June	SEMH Assessments (currently Motional)	Class Teacher	Class staff Family Engagement Lead	SLT Mainstream Schools
July	Attendance and Behaviour Data (included in REPORTS)	Data Manager	Headteacher	Parents/ Carers Mainstream Schools
July	Review of termly targets and setting new targets (include in REPORT)	Class Teacher	Student Parent/ carers	SLT Mainstream Schools
July	SUMMER TERM REPORT (include May assessments)	Class Teacher	SLT Review	Parents/ Carers Mainstream Schools



The Albany enables students to gain externally validated assessments in a number of ways and is always seeking to add to its suite of qualifications.

All students will have access to the following as appropriate to their learning needs and age/ key stage:

- English Functional Skills (Level 2,1 and all three Entry Level qualifications)
- Mathematics Functional Skills (Level 2,1 and all three Entry Level qualifications) □
- Entry Level Science (Core and additional)

Other NOCN vocational and ASDAN qualifications are available for individual students and groups, dependent on need and student interests.

Functional skills exams can be taken at any point throughout the year.

6. ROLES AND RESPONSIBILITIES

6.1 MEMBERS OF THE LOCAL GOVERNING BODY (LGB)

The LGB holds the leadership of the school to account for the progress and attainment of students at The Albany, across all aspects of their learning.

Governors should ensure they are familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students.

6.2 THE HEADTEACHER

The headteacher is accountable to the LGB and responsible for:

- Ensuring this policy is adhered to
- Monitoring and evaluating educational standards, progress and attainment across all elements of learning at The Albany
- Prioritising key actions to address underachievement.
- Reporting to the LGB on educational standards, the outcomes of the evaluation and key actions taken.

The headteacher is supported in this role by her Senior Leadership Team (SLT).

6.3 THE SENDCO

The SENDCo will be responsible for progress against targets for all students who have an Education, Health and Care Plan (EHCP)

6.4 LEARNING TEAM

Subject leaders must ensure that they have current knowledge and understanding of educational achievement within their subject.

At all times the teachers and their Learning Support Assistants must ensure that their assessment practice is in line with national guidelines and reflects the expectations of this policy.

6.5 OUR PARTNERSHIP WITH PARENTS/CARERS

Our parents and carers are a critical partner in the education of their child. It is important we keep them informed about their child's learning and involve them in the next steps.

The key relationship with the school for every parent and carer is their child's class teacher. They will be in regular contact with home (at least weekly) to involve them in the day to day successes and challenges for their child.

Parents and carers are also involved in setting the yearly goal and reviewing the interim targets to achieve this.

If a child has an EHCP, parents and carers are a key part of the review process.

Families also receive a termly report. In the autumn and summer terms, this includes academic progress information.

As reflective practitioners, we reflect feedback from parents and carers by amending our reporting processes and documentation. As such a copy of the most recent reporting framework is not included within this policy. However, it can be found [here](#) on SharePoint.

8. SHARING GOOD PRACTICE

This will take place as part of the regular learning and teaching meetings throughout the year (see office calendar which will also include the agenda for each meeting). It is also expected that staff work together, using planning time and team teaching activities to constantly evolve and improve our approaches to assessment and promoting learning.

Staff should also use our regular staff meetings (see office calendar) to share learning from recent CPD events and activities which they have undertaken.

9. QUALITY ASSURANCE

The effectiveness of our assessment practice (whole school and individually) forms a significant element of our Quality Assurance reviews (See QA Protocol).

Quality assurance will include peer reviews of student's evidence of learning, student voice, evaluation of the accuracy of assessment information and lesson observations.

Teachers are encouraged to engage in peer review, support and challenge, facilitated through our regular Teachers' Meetings.

In reviewing the effectiveness of our practice we will consistently seek to understand what is working well and those areas for development (the 'even better ifs').



APPENDIX A HOW WE ASSESS STUDENTS WITHIN THE ASSESSMENT HUB

Students spend an initial two weeks in our assessment hub to provide a detailed assessment of the need to ensure the learning offer meets the individual needs of each young person. The assessment hub consists of two 2-hour sessions on a one-to-one basis, and depending on the students' individual needs they will follow one of our 3 pathways.

A gradual induction timetable is created, supporting the young person to access their learning at The Albany at a pace that suits them, including familiarisation with their class, travel to and from The Albany and introduction of vocational placements.

RANGE OF TOOLS FOR STANDARDISED DIAGNOSTIC ASSESSMENT

- Symbol Digit Modalities Test
- Diagnostic Reading Analysis
- Wide Range Achievement Test 4
- Wechsler Individual Achievement Test – III
- British Picture Vocabulary Scale
- Wide Range Intelligence Test
- Dyscalculia Assessment

RANGE OF TOOLS FOR SENSORY AND COGNITION

- Sensory Audit
- Autism Quotient – 10
- Irlen Quick Questionnaire
- Tower of Hanoi - Planning and Sequencing
- Memory Assessment Scale
- Local coherence Reasoning Test - Verbal Reasoning

RANGE OF TOOLS FOR SOCIAL, EMOTIONAL AND MENTAL HEALTH ASSESSMENTS

- Motional
- Boxhall

RANGE OF TOOLS FOR CORE SUBJECT KNOWLEDGE

- Mathematics – KS 2/3 SATs, Entry Level and Functional Skills
- Science - KS 2/3 SATs and Entry Level
- English - KS 2/3 SATs, Entry Level and Functional Skills



SYMBOL DIGIT MODALITIES TEST (SDMT)

The SDMT has remarkable sensitivity in detecting not only the presence of brain damage, but also changes in cognitive functioning over time and in response to treatment. It is an economical way to screen apparently normal children and adults (ages 8-78 years) for possible motor, visual, learning, or another cerebral dysfunction.

DIAGNOSTIC READING ANALYSIS (DRA)

The DRA is an oral reading test designed for less able readers from 7 to 16 years. It has been fully standardised and assesses reading accuracy (standardised score and reading age), reading rate and reading comprehension.

WIDE RANGE ACHIEVEMENT TEST 4

This comprehensive battery of assessments assesses short-term verbal and visual memory function. It has very high reliability and accurately differentiates normal from impaired individuals. Verbal and visual tasks use both recall and recognition formats and assess memory immediately after stimulus as well as after a delay period.

WECHSLER INDIVIDUAL ACHIEVEMENT TEST – III (WIAT-III)

The WIAT-III is a standardised and comprehensive assessment of reading, language and numerical attainment. It identifies academic strengths and weaknesses of a student to inform decisions regarding eligibility for educational services, educational placement, or diagnosis of a specific learning difficulty, plan interventions and measure progress.

BRITISH PICTURE VOCABULARY SCALE (BPVS)

As no reading or spoken response is required, BPVS3 can be used to assess language development in non-readers, pupils with expressive language impairments, pupils with autism and other related communication difficulties, as well as those with English as an Additional Language (EAL). To help pupils who may be colour vision deficient, the large-format illustrations have black outlines and vivid colours.

WIDE RANGE INTELLIGENCE TEST (WRIT)

The WRIT provides a general measure of intelligence, it is a highly reliable assessment of cognitive abilities that can be used with individual's ages 4 to 85 years. Taking less than 30 minutes to administer, the WRIT assesses both verbal and nonverbal abilities, yielding a Verbal IQ and a Visual IQ, which generate a combined General IQ.

DYSCALCULIA ASSESSMENT

The Dyscalculia Assessment is a tool for investigating pupils' numeracy abilities. It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers.

SENSORY AUDIT

This sensory audit is to help staff to assess and create an environment that enables the participation of pupils with autism and sensory issues. It does not cover all aspects, but gives ideas on the ways in which a setting

might be altered if pupils experience sensory processing difficulties and find it hard or very anxiety-provoking to tolerate certain sensations or situations.

AUTISM QUOTIENT – 10

The AQ-10 is a quick 10 question referral guide for individuals with suspected autism who do not have a learning disability.

IRLEN QUICK QUESTIONNAIRE

Irlen Syndrome is a perceptual processing disorder and is not an optical problem. It is a problem with the brain's ability to process visual information. The Irlen Method is non-invasive technology that uses coloured overlays and filters to improve the brain's ability to process visual information and can improve reading fluency, comfort, comprehension, attention, and concentration while reducing light sensitivity.

TOWER OF HANOI - PLANNING AND SEQUENCING

The Tower of Hanoi is used as a non-standardised assessment of frontal lobe function of planning and sequencing skills in children and adults.

MEMORY ASSESSMENT SCALE (MAS)

The MAS is a comprehensive battery that assesses short-term, verbal and visual memory functioning. This exceptionally well-normed instrument reliably and accurately differentiates normal from neurologically impaired individuals. Verbal and visual tasks use both recall and recognition formats and assess memory immediately after stimulus presentation as well as after a delay period.

LOCAL COHERENCE INFERENCE TEST - VERBAL REASONING

The Local Coherence inference test involves participants selecting an intervening statement which connects two clauses to make a coherent statement, and provides a quantitative measure of linguistic coherence.

MOTIONAL

Motional is an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It measures different emotional systems (CARE, SEEKING, PLAY, FEAR, RAGE, PANIC) and key executive function skills (handling stress, thinking & concentration, confidence & self-esteem, interpersonal skills, and emotional literacy) to give a whole brain picture of a child's emotional and mental health. It records ACE and Protective Factor scores and gives staff a whole-brain picture of students' mental health and wellbeing.

BOXHALL PROFILE

The Boxall Profile is an online resource for the assessment of children and young people's social, emotional and behavioural development in all educational settings. It is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education and, very importantly, identifies the levels of skills the children and young people possess to access learning.

Are you in your Learning Zone?

Thoughts and Feelings		What do I need to help me learn?
This is easy	Comfort Zone	To move on
I feel confident		More challenge
I'm bored		
I can do this if I make an effort	Learning Zone	Support and encouragement
Some of this makes sense		Feedback
	Panic Zone	Clear explanations
This is really hard. I don't think I can do this.		To ask for help
I want to give up trying		To try again

Remember:

First **A**ttempt **I**n **L**earning

'If at first you don't succeed, try and try again!'