



Abbot's Lea School

FAMILY INFORMATION SESSIONS

JANUARY 2021

Introductions



Mrs Hildrey, Headteacher



Mrs Tobin, Deputy Headteacher

Aims of the session:

1. To share with you what and how we teach and assess students' progress
2. To explain the way we will share your child's progress with you
3. Collate any questions and provide responses to all families after the sessions
 - chat function
 - feedback@abbotsleaschool.co.uk

Abbot's Lea School Strategic Priorities

1. Effectiveness of Leadership and Management

To be the international Centre of Excellence in Autism education, research and professional development

2. Our Students

To provide outstanding education to the students

3. Our Families

To work in united partnership with the families

4. Our Team

To recruit, develop and retain the best professionals

5. Our Autism Research and Development

To lead innovation and positive change in the field of Autism

6. Our Resources

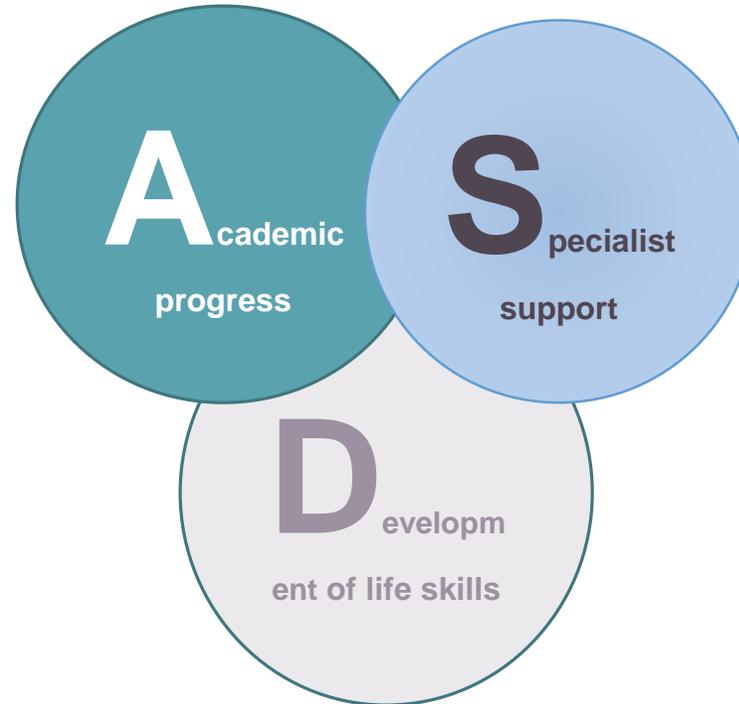
To use the resources available for the greatest benefit of the school

Our Philosophy of Education: The ASD Model ©

In our work with the students, we will focus equally on:

1. Academic progress
2. Specialist therapeutic support
3. Development of life skills

What The ASD Model © looks like?



Assessment at ALS

How do we assess students?

- baseline assessment (starting point)
- formative assessment (ongoing teacher's assessment)
- summative assessment (final assessment, including exams)

We are always:

- supportive, sensitive, personalised and patient

Phonics and reading

Definitions:

- Phonics = learning to read letters and words
- Reading = learning to read words, sentences and to understand their meaning

Testing for all students:

- Phonics screening (split into Phases 1-5) – face to face with an adult

For those operating at Phase 4 or above:

- Reading age tests (produces a report telling us that a child is reading at the same age as an average x-year old) – online test without adult support

Maths

Once a student has grasped the key foundation mathematical concepts from the Early Years and Key Stage 1 curriculum, they will complete the standardised maths assessments:

- **GL Assessments (online)**

These assessments offer a standardised score and offer a breakdown of your child's mathematical strengths and areas for development.

GL Assessment: PASS

(Pupil's Attitudes to Self and School)

- Established by Educational Psychologists
- A survey that provides a measurement of a pupil's attitudes towards themselves as a learner and their attitude towards school
- Suitable for pupils aged 4 to 18+
- Provides a standardised score which can be used to track progress in Pupil's Attitudes to Self and School

PASS test content

1. Feelings about school
2. Perceived learning capability
3. Self-regard
4. Preparedness for learning
5. Attitudes to teachers
6. General work ethic
7. Confidence in learning
8. Attitudes to attendance
9. Response to curriculum demands

1. Feelings about school	Explores whether a pupil feels secure, confident and included in their learning community.
2. Perceived learning capability	Offers an insight into a pupil's level of self-respect, determination and openness to learning.
3. Self-regard	Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.
4. Preparedness for learning	This measure covers areas such as study skills, attentiveness and concentration, looking at the pupil's determination and openness to learning.
5. Attitudes to teachers	This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.
6. General work ethic	Highlights the pupil's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.
7. Confidence in learning	Identifies a pupil's ability to think independently and to persevere when faced with a challenge.
8. Attitudes to attendance	Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.
9. Response to curriculum demands	This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the pupil's approach to communication and collaboration.

PASS administration

- Survey completed as a bespoke 1:1 meeting between your child and their teacher
- Takes a form of a dialogue with your child explaining their views and their needs
- The assessment generates a report with suggested interventions to boost positive attitudes to self and school
- The school embeds the recommendations in My Plan ©

My Plan ©

- Assessments and ongoing observations provide us with the academic picture
- You are the expert on your child
- My Plan © will work best if we design it together and regularly review it together

Name:

Class:

Things I like doing

- X
- Y
- Z

Things I dislike doing

- X
- Y
- Z

Things that help me

- X
- Y
- Z

My superpowers

- X
- Y
- Z

People I trust

- X
- Y
- Z

My aims for the future

- X
- Y
- Z

A - My Academic Progress targets

- 1
- 2
- 3

S - My Specialist Support targets

- 1
- 2
- 3

D - My Life Skills Development targets

- 1
- 2
- 3

Planned formal communication

Penultimate week of Term 1: Family Consultation Week with the Class Teacher

Focus:

- Evidence for Learning - feedback on learning to-date
- Review of My Plan © priorities
- Any troubleshooting
- Additional support offer to families (Family Adviser)
- For KS4 and 5 – focus on transition

Penultimate week of term 2: Family Consultation Week with the Class Teacher

Focus:

- Paper report of phonics/reading and maths assessment
- Review of My Plan © priorities
- For KS4 and 5 – focus on transition

Penultimate week of term 3: Family Consultation Week with the Class Teacher

Focus:

- PASS assessment discussed with families
- Information arising from it used to enhance My Plan ©
- For KS4 and 5 – focus on transition

Penultimate week of term 4: Family Consultation Week with the Class Teacher

Focus:

- Review of My Plan © priorities
- For KS4 and 5 – focus on transition

Penultimate week of term 5: Family Consultation Week with the Class Teacher

Focus:

- Review of My Plan © priorities
- For KS4 and 5 – focus on transition

Second week of Term 6: Class allocation for next year shared

Penultimate week of term 6: Family Consultation Week with the Class Teacher, in preparation for September.

Focus:

- Paper report of phonics/reading, maths and PASS assessment
- Transition Week timetable
- Draft My Plan © for term 1 of next school year

Progress to-date

- GL Assessments – phonics/reading and maths assessments completed where possible
- My Plan © template revised in Term 1
- Evidence for Learning launched in term 1
- Consultations with families on “D” part of My Plan © in term 2
- GL PASS Assessment training for staff planned for this term

Next steps

- Ongoing GL Assessments (including PASS)
- GL Assessment results shared with families by the end of Term 3 (12 February 2021)
- Evidence for Learning families platform launch by the end of Term 4 (26 March 2021)
- My Plan © consultations on a termly basis
- Term 6 – end of year Reading and maths progress check (and report)

Feedback, questions, suggestions:

feedback@abbotsleaschool.co.uk