

*“Unlocking the undiscovered potential in every child!”*

# Assessment Policy

## 50-50 SYNC CIC Specialist Education Provider

<b>Policy Date:</b>	September
<b>Date Ratified by Governors:</b>	September
<b>Next Review:</b>	July

*“Unlocking the undiscovered potential in every child!”*

### **Assessment Policy/Statement**

#### **Assessment and Achievement**

At 50-50 SYNC CIC, we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils.

We appreciate that all of our learners are unique and are at very different starting points within their academic journey when they arrive with us.

They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils.

The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress.

All our learning and target setting is personalised to each pupil. Personalised target setting is based on the individual pupils long term outcomes and builds on 'Preparing for Adulthood' expectations at KS4/5.

The assessments vary depending on which Transition Journey the pupil is on. It is vitally important for the schools and LA referring pupils to our provision to provide the relevant information which identifies the issues in the pupils learning, what their current levels are and what their attitudes are like in general and how they and others see their behaviour.

As part of our assessment process, we conduct a Mechanism of Change (MoC) assessment with the pupil (if age appropriate), their parent/carer and the designated teacher/mentor who has worked or supported the pupil. We may request additional information in regard to the pupils barriers and challenges to learning. This will help to formulate our baseline and establish our 'Classroom Basics' programme. We can create up to 3 individual pupil measurable targets for the pupil to work towards to address these areas of concern.

Continual assessment is our approach at The LAB Centre. Through the MoC assessment, we quickly identify the lowest scored skills recorded by the pupil, their parent/carer and practitioner. We embed this data into the learning objectives the pupil completes in every lesson, task and activity. This can be replicated during lessons at their school site or towards tasks they may do at their home. We monitor, measure and access progress daily. We scrutinize the data and identify trends in the pupils learning and behaviour.

Pupils will assess their own progression daily seeing their day score averages and on a weekly basis through a self-reflection lesson. They enabled to review their week viewed on their 'My Profile' page. They can identify the skills and areas they need to focus on through a simplified methodology and visual aid. The pupil can see whether they are 'Emerging', 'Developing' or 'Established' in every skill which incentivises them to naturally develop a 'work ready' mindset.

A number of 'frameworks' can be used to assess pupils, for example for core curriculum areas, (which tracks a pupil's achievement at an Age-Related Expectation, in line with the NC framework).

*“Unlocking the undiscovered potential in every child!”*

If a pupil is not ready for engaging in learning due to their behaviour being extremely challenging, we create a programme whereby they are enabled to embed the skills first through completing different tasks or engaging in other activities e.g. sports, board games, helping others etc. We track progression of the pupils even when they achieve easier tasks. We celebrate their success and they become better prepared to apply the skills to the lesson objective with better understanding and assertiveness.

The assessment undertaken by a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement within provision and wider community. We believe that the assessment of pupils achievements and progress should be an evidence base - how much an individual pupil has achieved in any given time period, e.g. a term, a year, Key Stage and overall time whilst attending 50-50 SYNC CIC.

Our digital platform 50-50 LAB is used for monitoring and evidencing pupil's achievement. We are able to evidence pupil engagement and measure progression.

Pupils can unlock virtual awards and certificates. They can also access tactile equivalent awards and certificates.

It allows all professionals who work with pupils to capture the learning achievements through observation and assign these to the individual pupil's targets. These targets are based on the 18 key character and employability skills, academic targets or targets linked directly to the NC outcomes.

#### **Evidence:**

Evidence of progress is recorded through captures (photos) which are collated into individual pupil Journals that show a pupil's journey whilst at 50-50 SYNC CIC.

CAPTURES evidence pupils progress toward the task undertaken, the character and employability skills used and SMSC. Data is continuously logged by LAB tutors and other professionals against individual learning targets. Journals are formally recorded every term.

Reporting to Parents, new schools placements and colleges. Within an academic year we can provide the following information:

- How the pupil performed in relation to their past achievements
- Attendance
- Incidents
- New/existing performance on academic and social targets
- The pupil's strengths and any particular achievements
- Areas of development and improvement.
- How parents/carers used 50-50 LAB at home
- How additional organisations used 50-50 LAB e.g. sports and club organisations
- Whether the child is happy, settled and behaving well – Well Being Check monitor

*“Unlocking the undiscovered potential in every child!”*



Pupils will be empowered to enhance their personal development and embed work-related capabilities, values and attributes. We endeavour to help pupils develop a work ready mindset. 50-50 LAB measures, monitors, evaluates and evidences the pupils Learning, Attitude & Behaviour (LAB). The systematic approach will enable the pupil to continually self-assess, self-regulate and self-mentor whilst empowering them to make better informed decisions and positive outcomes. LAB points will be awarded based on the level of effort the pupil gives in applying the specified character skill to achieve the desired learning objective.



The LAB Capture feature is used to evidence the pupils work and the skills and appropriate SMSC areas they have used to achieve the desired outcome. The teacher will be able to write about the lesson objectives, the outcomes achieved and any quotes given by the pupil. The combined data can create a hard copy journal which can cover the entire length of the placement. The referrer and parent/carer can also be sent a link to see a ‘snap shot’ of reports displaying some of The pupil’s lessons and the learning outcomes they achieved.





Pupils can login to their own personal online 50-50 LAB portal via mobile, tablet or computer. They can see retrospective days of daily lesson scores. The pupil will see unlocked virtual coins, medals and certificates and attain key roles such as LAB Learner, Worker and Leader via the system by maintaining good LAB Score averages.




The pupils’ parents/carer will receive a daily email and have their own login to access the same information. They will receive live score notifications at the end of each activity when their child receives a bonus alert. They can also use the LAB Home to help their child enhance the development of the skills, enabling the parent/carer to be involved in their journey. Over time we help establish the key skills, develop a work ready mindset and empower the pupil to emotionally self-regulate.

*“Unlocking the undiscovered potential in every child!”*

**Example Referral Form**

YOUR ORGANISATION  Short answer 

Short answer text

  Required  

Email Address

Short answer text

CONTACT PERSON \*

Short answer text


PHONE NUMBER \*

Short answer text

PUPIL YOU ARE REFERRING - FULL NAME \*

Short answer text

DATE OF BIRTH \*

Month, day, year 

*“Unlocking the undiscovered potential in every child!”*

PUPIL'S HOME ADDRESS

Short answer text  
.....

PARENT/CARER FULL NAME:

Short answer text  
.....

PARENT/CARER PHONE NUMBER

Short answer text  
.....

PUPIL GENDER

Male

Female

FIX TERM EXCLUSIONS

Long answer text  
.....

DOES THE PUPIL HAVE EHCP OR A STATEMENT?

Long answer text  
.....

DOES THE PUPIL HAVE SEND OR ADDITIONAL NEEDS?

*“Unlocking the undiscovered potential in every child!”*

#### PUPIL'S ATTENDANCE

Short answer text  
.....

#### PUPIL'S LITERACY LEVEL

Short answer text  
.....

#### PUPIL'S NUMERACY LEVEL

Short answer text  
.....

PLEASE TICK WHICH OF THE FOLLOWING DOCUMENTS YOU HOLD AND CAN PROVIDE UPON REQUEST.

- EHCP
- SCHOOL REPORT
- SEND REVIEW
- BEHAVIOUR SUPPORT PLAN
- EXCLUSION RECORD
- ATTAINMENT LEVELS
- EXTERNAL AGENCY REPORTS (TAC/TAF/YOT/CAHMS ETC.)
- MEDICAL RISK ASSESSMENT
- INCIDENT REPORTS
- OCCUPATIONAL THERAPY REPORT
- SPEECH AND LANGUAGE REPORT

*“Unlocking the undiscovered potential in every child!”*


#### PLACEMENT TYPE REQUIRED

- ON SCHOOL SITE
- OFF-SITE
- REMOTE SUPPORT

#### START DATE REQUIRED

Month, day, year 

#### END/REVIEW DATE

Month, day, year 

#### FURTHER DETAILS ON WHICH DAYS AND WHAT TIMES ARE REQUIRED

Long answer text  
.....

#### ASSESSMENT

PLEASE PROVIDE AN ASSESSMENT OF WHERE THE PUPIL IS CURRENTLY IN THE FOLLOWING 6 MECHANISMS OF CHANGE USING THE FOLLOWING SCALE:

- 1 - None / Unknown
- 2 - Limited
- 3 - Steady
- 4 - Good
- 5 - Excellent



*“Unlocking the undiscovered potential in every child!”*

WELLBEING - (For example, how well the pupil demonstrates resilience, politeness and empathy)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FEELINGS - (For example, how well the pupil demonstrates independence, integrity and initiative)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

...

BEHAVIOUR - (For example, how well the pupil demonstrates adaptability, sensibleness and tolerance)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIPS - (For example, how well the pupil demonstrates listening, cooperation and teamwork)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ATTITUDES - (For example, how well the pupil demonstrates concentration, working hard and respectfulness)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SKILLS & ABILITIES - (For example, how well the pupil demonstrates organisation, enquiry and communication)

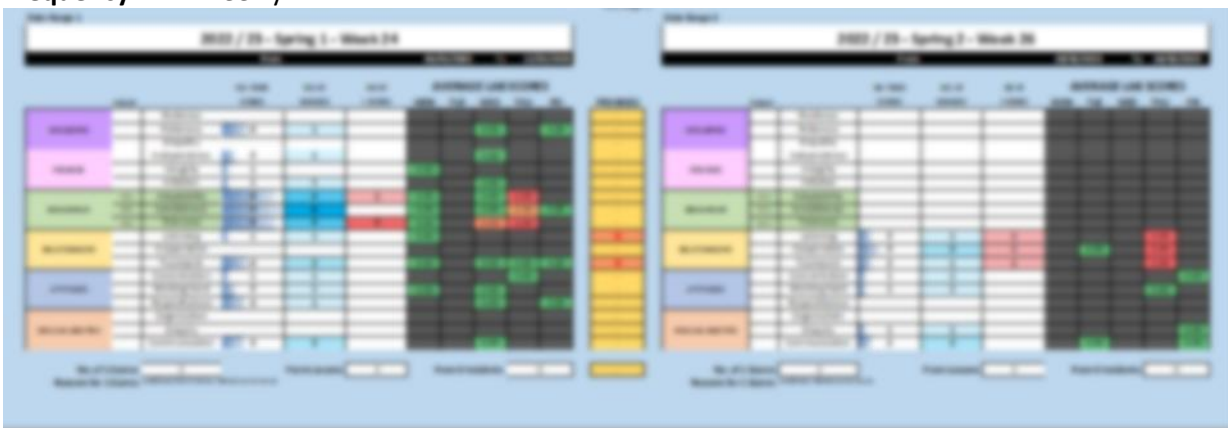
1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

“Unlocking the undiscovered potential in every child!”

## Dashboard Reporting

Through our robust reporting software, we produce the following detailed reports:

- Name:** LAB Scores – Week Comparison  
**Description:** Week to week comparison of the average scores given to a pupil on each character skill by day of the week.  
**Focus Group:** An individual pupil.  
**Frequency:** Weekly



- Name:** IPS Scores – Week Comparison  
**Description:** Week to week comparison of the average scores given to a pupil on their specific Individual Pupil Support (IPS) targets by day of the week.  
**Focus Group:** An individual pupil.  
**Frequency:** Weekly



*“Unlocking the undiscovered potential in every child!”*

**Name:** Home Scores – Weekly Analysis  
**Description:** Weekly analysis of the average scores given to a pupil by their parent/carer on character skills for home events and activities by day of the week.  
**Focus Group:** An individual pupil.  
**Frequency:** Weekly



**Name:** Weekly Attendance  
**Description:** Weekly attendance marks for all pupils with reasons for absence and resulting actions. Summary of current attendance percentages for the week to date, term to date and academic year to date for each pupil and for the School overall.  
**Focus Group:** All pupils.  
**Frequency:** Weekly



The screenshot displays the 'SCHOOL ATTENDANCE MONITORING' dashboard. It features a grid of data for different groups, including 'Yearly Attendance %', 'Termly Running Attendance %', and 'Yearly Running Attendance %'. The dashboard uses color-coding (green, orange, blue) to represent different attendance levels and includes a summary table at the top with columns for 'Weekly Attendance %', 'Termly Running Attendance %', and 'Yearly Running Attendance %'.



**50-50 SYNC CIC**  
**Specialist Education Provider**  
Horsemoor Green Community Centre  
Langley  
SL3 8JU

*“Unlocking the undiscovered potential in every child!”*

**50-50 SYNC CIC**  
CIC NUMBER 07865156  
31 RUTTERS CLOSE, WEST DRAYTON, UB7 9AL  
Info@5050sync.com - 0333 500 50 50

*“Unlocking the undiscovered potential in every child!”*

- Name:** Yearly Attendance to date  
**Description:** Yearly overview of all attendance marks for a pupil with reasons for absence and resulting actions. Summary of current attendance percentages for the academic year to date.  
**Focus Group:** An individual pupil.  
**Frequency:** Weekly



- Name:** Incident Report  
**Description:** Detailed Incident report  
**Focus Group:** An individual pupil.  
**Frequency:** As and when required



The screenshot shows a detailed incident report form. It includes a header with search and filter options. The main body of the form contains several sections: a large text area for the incident description, a section for incident details (date, time, location, subject, staff member), and a section for incident resolution (type of incident, resolution, and follow-up). There are also checkboxes for reporting and recording the incident.

*“Unlocking the undiscovered potential in every child!”*

**Name:** Incidents by incident type.  
**Description:** Comparison of half-term’s summaries of number of incidents that occurred of each incident type.  
**Focus Group:** Individual Pupil.  
**Frequency:** Half-Termly



**Name:** Weekly Home Engagement.  
**Description:** Weekly Analysis of the number of times parent/carers and pupils logged into 50-50 LAB and results of their daily wellbeing check and any comments given by parent/carers and pupils.  
**Focus Group:** All pupils / parent/carers.  
**Frequency:** Weekly





**50-50 SYNC CIC**  
**Specialist Education Provider**  
Horsemoor Green Community Centre  
Langley  
SL3 8JU

*“Unlocking the undiscovered potential in every child!”*

**50-50 SYNC CIC**  
CIC NUMBER 07865156  
31 RUTTERS CLOSE, WEST DRAYTON, UB7 9AL  
Info@5050sync.com - 0333 500 50 50

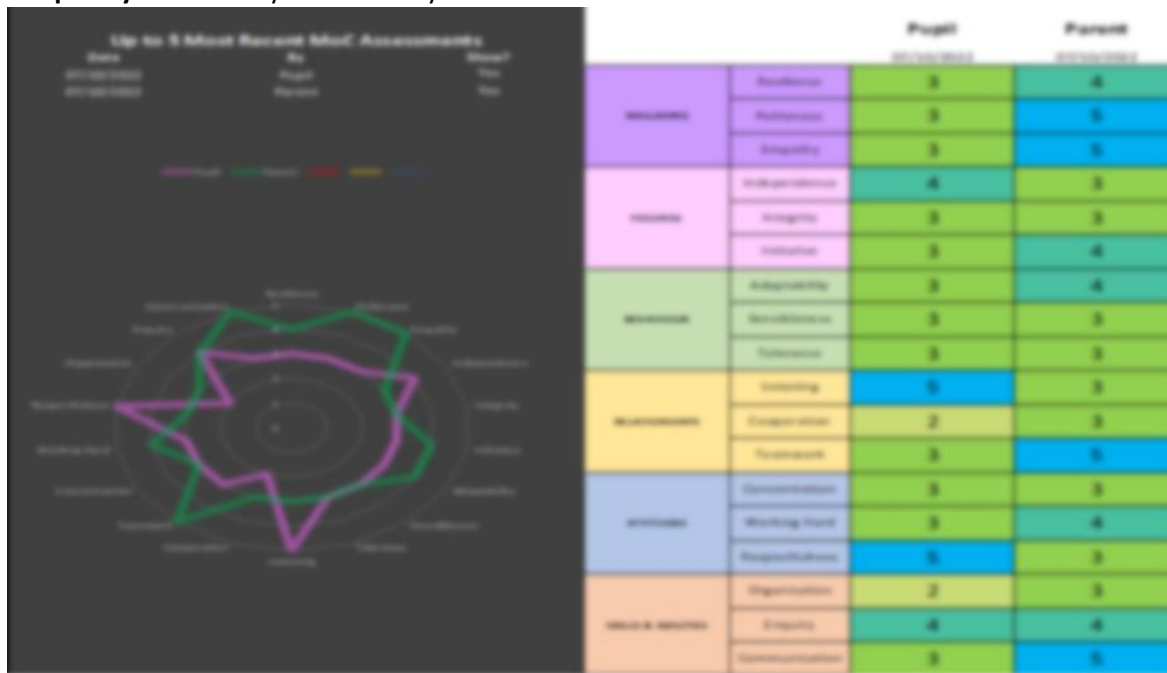
“Unlocking the undiscovered potential in every child!”

**Name:** Mechanisms of Change Assessment.

**Description:** Results of character skill assessment of pupil carried out by staff, parent/carer and self-evaluation carried out by pupil in a self-reflection meeting with all parties present. A 1-5 rating and comment is given on each of the 18 character skills by all parties.

**Focus Group:** Individual pupil

**Frequency:** Termly - Half-termly



Assessment By:	Staff	Parent	Child
Resilience	Resilience	4	3
	Perseverance	5	3
	Empathy	5	3
Integrity	Independence	4	3
	Integrity	3	3
	Initiative	4	3
Resilience	Adaptability	3	4
	Resilience	3	3
	Tolerance	3	3
Resilience	Listening	5	3
	Cooperation	2	3
	Teamwork	3	5
Integrity	Concentration	3	3
	Working hard	3	4
	Responsibility	5	3
Teamwork	Organisation	2	3
	Empathy	4	4
	Communication	3	5