

1. PURPOSE

- 1.1 The purpose of this Framework is to provide a structured approach to assessing and enhancing learner progress at Indie Education. By embedding formative assessment practices informed by Dylan Wiliam, we aim to gather real-time data on student performance, adapt our teaching strategies, and provide timely feedback that supports continuous improvement. This comprehensive framework includes various assessment tools and methods, regular evaluation of impact, accountability measures, and specific interventions tailored to individual needs. Through collaboration with parents and carers, and the integration of best practices, we strive to ensure that every learner receives the support they need to thrive academically and personally.

2. SCOPE

- 2.1 This Framework applies to all Indie Education (**Indie**) learners, employees (including full time, part time, permanent, fixed term and casual), contractors, volunteers, members of the Board, bodies corporate, and all other associated entities

3. DEFINITIONS

- 3.1 In this Framework, the following definitions apply unless the context otherwise requires:
- (a) **Formative Assessment** – An ongoing process of gathering real-time data on student performance to adapt teaching strategies and provide timely feedback for continuous improvement
 - (b) **FFT Data** – Data provided by the Fischer Family Trust, used to inform target setting and measure student progress
 - (c) **Baseline Assessments** – Initial assessments conducted to establish a starting point for learning and set aspirational targets
 - (d) **End-of-Key-Stage Forecasts** – Predictions made termly to project end of each key stage outcomes
 - (e) **Academic Health Checks** – Regular face to face review meetings with learners to evaluate student academic performance to ensure they are on track to meet their targets
 - (f) **EHCP Targets** – Goals set within an Education, Health and Care Plan (EHCP) for students with special educational needs and disabilities (SEND)
 - (g) **RAP Meetings** – Resource Allocation Panel meetings held every six weeks to review learner data, allocate additional resources, and modify individual education plans as needed
 - (h) **RTI (Response to Intervention)** – A multi-tier approach to early identification and support of students with learning and behaviour needs, involving universal screening, targeted interventions, and progress monitoring

- (i) **Direct Instruction** – A structured, explicit, and systematic method of teaching that focuses on clear instruction and practice.
- (j) **Assistive Technology** – Tools and devices that support students with disabilities in accessing the curriculum and demonstrating their knowledge
- (k) **EET Figures** – Data evaluating student engagement in education, employment, or training
- (l) **ILP (Individualised Learning Plan)** – A plan developed for students with special educational needs to ensure they receive tailored support and meet their educational goals

4. ASSESSMENT AND LEARNER PROGRESS

4.1 Our assessment strategy is comprehensive and includes various methods and tools to evaluate the impact of our work and outcomes for young people. We engage in moderation with other settings to ensure the accuracy of our assessments.

4.2 Assessment Tools and Methods

4.2.1 These assessments provide a starting point for learning and help us set accurate and ambitious targets for our learners.

- (a) FFT Data: Utilised where available to inform target setting.
- (b) Baseline Assessments: Conducted using Accelerated Reader, Century, CAT4, and Impact Ed to set aspirational targets for learners.
- (c) Regular Forecasts: End-of-key-stage forecasts and academic health checks.
- (d) Mentoring: Integral to our approach, providing continuous support and guidance

5. EVALUATING OUR IMPACT

5.1 At Indie College, we regularly review the impact of our provision using a variety of data sources

- (a) Attendance Data: Monitoring learner attendance to identify patterns and areas for improvement.
- (b) Qualification Results and Forecasts: Tracking academic achievements and future projections.
- (c) Learner and Parent/Carer Feedback: Gathering insights from those directly involved in the learners' education.
- (d) Small Steps of Progress Towards EHCP Targets: Measuring incremental progress towards Education, Health and Care Plan (EHCP) goals.
- (e) Behaviour Logs: Recording and analysing behavioural data to inform interventions.
- (f) Intervention Records: Documenting the effectiveness of various interventions.
- (g) EET Figures: Evaluating engagement in education, employment, or training.

5.2 Resource Allocation Panel (RAP) Meetings

5.2.1 Every six weeks, we hold RAP meetings involving senior leaders, intervention colleagues, and learner support specialists to review this data for each learner. During these meetings, we allocate

additional resources where appropriate or modify individual education plans to better support our learners.

5.3 **Accountability and Continuous Improvement**

- 5.3.1 We hold each other accountable and strive to make every impact we can, ensuring that no young person is overlooked. Our commitment to providing the highest quality education transforms the life chances of our learners. Our unwavering dedication empowers them to overcome barriers and achieve future success and happiness.

5.4 **Best Practices for Special Education Assessment**

- (a) **Progress Monitoring:** Regularly assess students, collect data, and use this information to make informed decisions about instruction.
- (b) **Innovative Approaches:** Utilize diagnostic, formative, and summative assessments to develop individualised education plans.
- (c) **Accountability Measures:** Implement educator and student accountability systems to ensure performance standards are met.

6. **SPECIFIC INTERVENTIONS USED**

6.1 **Behavioural Interventions**

- (a) **Positive Behaviour Interventions and Supports (PBIS):** A proactive approach to improve school safety and promote positive behaviour. PBIS uses data to identify and support students with behavioural needs.
- (b) **Functional Behaviour Assessments (FBA):** Identifying the cause of specific behaviours and developing strategies to address them.

6.2 **Academic Interventions**

- (a) **Response to Intervention (RTI):** A multi-tier approach to early identification and support of students with learning and behaviour needs. RTI involves universal screening, targeted interventions, and progress monitoring.
- (b) **Direct Instruction:** A structured, explicit, and systematic method of teaching that focuses on clear instruction and practice.

6.3 **Social-Emotional Interventions**

- (a) **Social Skills Training:** Programs designed to teach students appropriate social behaviours and improve their interactions with peers.
- (b) **Counselling and Mentoring:** Providing emotional support and guidance to help students navigate personal and academic challenges.

6.4 **Technological Interventions**

- (a) **Assistive Technology:** Tools and devices that support students with disabilities in accessing the curriculum and demonstrating their knowledge.

- (b) **Educational Software:** Programs like Accelerated Reader and Century that provide personalised learning experiences and track progress.

7. PARENT ASSESSMENT SHOWCASE

- 7.1 Regular assessment showcase events with parents and carers are integral to our approach. These events help us gather valuable feedback and make accurate projections. By involving parents and carers, we ensure that our assessments are comprehensive and reflective of the learners' progress.
- 7.2 By integrating these best practices and continuously reviewing our impact, Indie Education ensures that our learners receive the support they need to thrive academically and personally.

8. POLICY REVIEW

- 8.1 In accordance with Indie's policy review protocol, this Framework will be reviewed every two years. If there are material changes to circumstances before the two-year period, this Framework will be reviewed immediately to ensure its contents remain effective and up to date.

9. RELATED DOCUMENTS

- Indie Education Curriculum Policy

10. AUTHORISATION

- 10.1 This document has been authorised by the Chief Executive Officer.