

# Impact

Part of our assessment incorporates our 'Continuum for Learning', Prompting and Generalisation (CPG) assessment tool, which are adapted from MAPP and the OCR (Continuum for learning). The CPG tool promotes the three areas that we consider fundamental when assessing learning for young people with autism and learning disabilities. The CPG tool steers staff to consider the student's ability and their level of involvement as much as possible. It highlights where independent thinking, personal safety, decision making and pupil voice have been enhanced. Not only can we measure the level of engagement, we can also assess the level of support required and how many different context specific skills or knowledge could be demonstrated.

| Continuum  |  |  |  |  |   |  |   |   |  |
|--|--|--|--|--|---|--|---|---|--|
| Encounter Stage  | Early Awareness  | Interest Stage   | Supported Participation                      | Active Involvement   | Development Stage   | Exploration Stage                                      | Initiation Stage  | Consolidation Stage   | Application Stage  |
| Characterised by presence and reflex responses   | Characterised by fleeting attention and inconsistent responses | Characterised by more consistent and differentiated reactions                                    | Characterised by co-operation and engagement | Characterised by recognition, anticipation and proactive responses | Characterised by remembered responses and intentional communication   | Characterised by concentration, recall and observation | Characterised by established responses and conventional communication | Characterised by the formation of skills, knowledge, concepts and understanding   | Characterised by the application of skills, knowledge, concepts and understandings |
| 1  | 2  | 3  | 4  | 5  | 6   | 7  | 8   | 9   | 10   |
| Basic <span style="float:right">Advancing</span> <span style="float:right">Deep</span>                                 |  |  |  |  |   |  |   |   |  |
| <b>Prompting</b>   |  |  |  |  |   |  |   |   |  |
| <i>from dependent</i>  |  |  |  |  |   | <i>to independent</i>                                  |   |   |  |
| Learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help. |  | Support is still provided but there is a reduction in the level or frequency of prompting given. |  |  | The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.                    |  |   | Learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.               |  |
| 1  | 2  | 3  | 4  | 5  | 6   | 7  | 8   | 9   | 10   |
| Basic <span style="float:right">Advancing</span> <span style="float:right">Deep</span>                                 |  |  |  |  |   |  |   |   |  |
| <b>Generalisation</b>  |  |  |  |  |   |  |   |   |  |
| <i>from single context</i>   |  |  |  |  |   | <i>to many contexts</i>                                |   |   |  |
| The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.   |  | The skill is repeated but with some variation in setting, context, materials or staff.           |  |  | The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff. |  |   | Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff. |  |
| 1  | 2  | 3  | 4  | 5  | 6   | 7  | 8   | 9   | 10   |
| Basic <span style="float:right">Advancing</span> <span style="float:right">Deep</span>                                 |  |  |  |  |   |  |   |   |  |

Overley Hall School's Curriculum Vision

