



Assessment and Moderation Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Date Approved by Governing Body:	Sept 2023
Review Period:	1 years
Next Review Date:	Sept 2024

Chair of Governors:	Teresa Cutler
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Rationale

“At Uffculme School, every individual is valued. We recognise that our students have many barriers to learning and so we aim to deliver a curriculum that offers motivation and purpose for each individual and builds on and celebrates each small step of progress” .

At Uffculme School, continuous assessment forms an integral part of our practice. It ensures that learning opportunities are personalised according to need across a range of areas of development. Through knowledge of our students' strengths and areas of need we strive to ensure that pupils make relevant progress across a range of areas including but not limited to, core subjects, qualifications, EHCP outcomes, communication and behaviour.

Effective assessment practice ensures learning opportunities are relevant and are based on a sound knowledge of the pupils' learning styles, interests, attainment, progress and the next steps in their learning. Reporting to parents at parent meetings, EHCP meetings and through core subject/EHCP progress reports throughout the year ensures that teachers and parents are working together to raise pupil attainment and fulfil their individual potential, whatever that may look like.

Aims

The purpose of assessment in our school is to provide information: -

- To allow teachers to plan learning opportunities that accurately reflects the needs of each student and enable them to move forward with their learning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- For pupils to demonstrate what they know, understand and can do in their work.
- To help pupils understand how well they are doing and what they need to do next to make progress.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning at a whole school level.
- To provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide Middle Leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their pathway or subject area.
- To provide governors with information on the school's performance to aid the monitoring procedures.
- To provide regular information for parents to enable them to support their child/young person's learning.
- To provide parents and other external partners with information about the performance of the school.

Assessment approaches

The 2 main types of assessment used at Uffculme School are formative and summative assessment.

Formative Assessment is assessment **for** learning and focuses on improving teaching and learning for all pupils. It takes place continuously within all lessons, drives the future learning of the students and ensures individualised learning across all areas of need. Records from pupil work, questioning or observations closely linked to core subject, qualifications, or EHCP outcomes. Within the classroom accurate and precise annotations are at the heart of good formative assessment. It should ensure that the pupils' understanding is ascertained through ongoing observation and/or questioning. Moderation of annotation is included in our Quality Assurance cycle. (See Appendix 2)

Summative Assessment is assessment **of** learning, and it usually takes place at the end of a block of work or teaching period to ascertain progress made by the pupil. Core subject progress is measured each term using the INSIGHTS analysis program (linked to Evidence for Learning). EHCP outcomes that include personal and communication targets are measured and assessed against a Skill of Continuum linked with Independence and Generalisation (See Appendix 1). This is analysed each Term. Assessment analysis involves discussions with class staff to ensure relevant information is reliable and concise. Student EHCP targets form a central foundation of Uffculme School's curriculum. All students in the school have at least four targets, one from each section of the EHCP (Communication and Interaction, Social, Emotional and Mental Health, Cognition and Learning, Physical/Sensory Needs). 'Preparing for Adulthood' targets are introduced from Year 9.

Assessment procedures

Baselining

Assessment of pupils and their needs (at Uffculme School) begins with the baselining of all new pupils when they join the school and Year 7 pupils upon entry to Chamberlain (Year 7 – Year 11). This is carried out by the class teams under the guidance of the teacher. Teacher assessment baselines are drawn up for core subjects from detailed and focused assessments obtained from formal testing / work samples gathered on entry to Uffculme School. The Uffculme Maths and English banded Assessment Frameworks are used in this process. The baseline is then moderated by leaders by the end of Autumn term prior to any information being entered on the school recording system. Leaders will work alongside staff to support the baselining process in the first half term.

Assessment of core subject knowledge

Data entry points are set in our Quality Assurance cycle. This enables SLT and class staff to discuss progress against core and EHCP outcomes. During termly assessment and data reviews progress is reviewed to establish where interventions are required. This ensures that students who are exceeding expectations and those not meeting expected progress are offered differentiated support. At the end of each academic

year teachers will re-assess each student to ascertain the accuracy as they transition into their next academic year. Uffculme Banded Maths and English Frameworks are used for this process.

Reading and Phonics

Students at Uffculme School are at different points in their phonetic and reading development. Most students are working below age-related expectations in their reading.

Pre-Phonics

We support students at a 'pre-phonetic' level to develop attention, listening and communication through; play, shared sessions and focussed work that is in line with the areas of the curriculum and topic focus.

Phonics

We introduce students to a more formal phonetic program when they reach the appropriate point in their development. This is agreed through formal assessment, observation, and discussions with families. Staff will deliver learning using the Read, Write Inc program of Phonics.

KS3 and beyond

Students at Key Stage 3 and beyond are supported through interventions. We currently have groups accessing **JumpStart** and **Switch On to Reading (EEF)**

Picture and Symbol Recognition

We support all students at all key stages to develop functional reading in line with their developmental point. We recognise that for some students the development of a reading vocabulary will run concurrently with their communication.

Assessment of communication

Teachers liaise closely with the Speech and Language Team to ascertain the most effective communication approaches, for example whether the students would benefit from using a communication book, communication aid, or any other alternative. The Team around the student work together to assess pupil expressive and receptive vocabulary and class staff use this information to guide their approach when working with the students. Communication progress that does not link to National Progress through the Uffculme framework bands will be evidenced through the Communication Outcome of the EHCP, in which progress is shown through EfL and INSIGHTS.

Assessment of EHCP outcomes and PfA Outcomes

Uffculme uses an adapted version of MAPP which is Mapping and Assessing Personal Progress to plot the progress of individual learners towards their personal targets. EHCP meetings with parents are used to evaluate current outcomes and formulate new personal targets. Every pupil in the school will have at least 4 targets (not limited to), all relating to the Section B and E on the EHCP. Unless a target is incredibly specific staff use Milestones documents to help create SMART targets. These reflect the 'spikey profile' of a student's learning and are not linear targets. They are very

personal to the individual. Once targets are formulated, they are then assessed against two assessment strands; Prompting (Independence) and Generalisation.

Assessment of Qualifications

We aim to provide a variety of qualifications which provided students with the opportunity to achieve their full potential. As part of the monitoring cycle leadership internally moderate all work which will be submitted for external moderation. Assessment must follow the guidelines laid down by the awarding body.

Dependent upon the awarding body, assessment may take the form of:

Evidence transcripts –this will detail the specific skills and knowledge that the learner has demonstrated (see sample of evidence transcript attached). Learners will also be assessed using the achievement continuum, (see attached) to record learner attainment and progress; this will be recorded on the evidence transcript.

E-portfolio - Most ASDAN Short Courses are available online via the ASDAN e-portfolio system. This online platform allows learners to complete their chosen Short Courses online by completing challenges, recording skills development, and uploading evidence. Staff use the e-portfolio system to assign challenges, view learner progress, assess portfolios.

All AIM qualifications are made up of components. Each component has standards, which are the requirements of that component. Learners **MUST** provide evidence to meet all the standards in the component.

Competence/skills-based standards are generally evidenced by annotated photos, videos or assessor statements. Other assessment methods may be used to provide additional evidence.

Knowledge-based standards are generally evidenced through means other than observation, although observation may also be a valid method.

For some qualifications the assessment strategy is described in the handbook rather than at component level.

Other assessment methods may include:

- Reflective journals
- Multiple Choice Test
- Examination
- Oral Examination/test
- Interviews/oral questioning
- Professional discussion
- Assignment/essay
- Coursework/portfolio of evidence
- Project/work-based project.
- Observation/workplace observation

Maladministration

To mitigate against errors in administration, or maladministration, the entry record and ERACS will be created by the exams officer/IM and then have a secondary check by QA or other IM to ensure accuracy before and after entry of candidates or claim for accreditation/ qualification.

In the event of an error occurring, the awarding body will be notified immediately.

Please find below the Assessment Outlines for the three Pathways at Uffculme School

Assessment Program for Transition Curriculum Pathway

KS2		KS3		KS4	
<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks</p> <p>Teachers will be subject to termly moderation of work, including Assessment and Data Reviews with SLT</p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>		<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks</p> <p>Teachers will be subject to termly moderation of work, including Assessment and Data Reviews with SLT</p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>		<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks. <i>If they are still relevant and are still making progress.</i></p> <p>Teachers will be subject to termly moderation of work, including Assessment and Data Reviews with SLT</p> <p>These documents will identify the targets in which the students will work towards in the curriculum. Focus on core skills will be aimed towards applying knowledge to Vocational and Functional skills</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>	
Formal Assessment: SATS		Formal Assessments:		Formal Assessments:	
<p><i>Students Plateauing in progress across the Pathways:</i> <i>Concerns will be raised, Teachers/class teams to implement ideas 1st, then subject leader to support. IF still no progress then discussions to include extra target onto the MAPP system so that progress is still shown but more individualised.</i></p>		Qualifications:		<p>Qualifications: AQA Awards Units Arts Award ASDAN – Life Skills Challenge</p>	
<p>EHCP outcomes Progress is based around the following priorities: Communication Social and emotion Sensory and physical Cognition</p>	<p>Key stage 2</p> 	<p>EHCP outcomes Progress is based around the following priorities: Communication Social and emotion Sensory and physical Cognition</p>	<p><i>EHCS outcomes change and transfer To Preparation to adulthood outcomes (PFA)</i></p> <p>Key stage 3</p> 	<p>EHCP outcomes Progress is based around the following priorities: Lifelong living/employment Communication focus Independent living Health (Sensory and physical – transfers to health) Community inclusion</p>	<p><i>Transition into Post 16 education or social care</i></p> <p>Key stage 4</p> 

Assessment Program for Main Curriculum Pathway

KS2		KS3		KS4	
<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks</p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>		<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks</p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>		<p>Academic Progress Pupils will follow assessment and moderation cycles based on the Uffculme Literacy and Mathematics Frameworks. <i>If they are still relevant and are still making progress.</i></p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Focus on core skills will be aimed towards applying knowledge to Vocational and Functional skills.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>	
Formal Assessment SATS		Formal Assessment: Baselining		Formal Assessment: Module Tests, Coursework, End of Key Stage Exams e.g GCSEs, Entry Level	
		Qualifications		Qualifications GCSE/Entry Level/AIM/Functional Skills/ASDAN Short Course/DofE/YST PE Life Skills Award/Arts Award	
<p>EHCP outcomes Progress is based around the following priorities: Communication Social and emotion Sensory and physical Cognition</p>	<p>Key stage 3</p> 	<p>EHCP outcomes Progress is based around the following priorities: Lifelong living/employment Communication focus Independent living Health Community inclusion</p>	<p><i>EHCS outcomes change and transfer To Preparation to adulthood outcomes (PFA)</i></p> <p style="text-align: center;">Key stage 4</p> 	<p>EHCP outcomes Using MAPP to assess Lifelong living/employment Communication focus Independent living Health (Sensory and physical – transfers to health) Community inclusion</p>	<p><i>Transition Post 16 education</i></p> <p style="text-align: center;">Key stage 5</p> 

Assessment Program for Complex Pathway

KS2		KS3		KS4	
<p>Core banding (if above Attainment targets, 1999) (Unlikely to show noticeable progress) Academic target can be added to Personal Targets as this will be very specific</p>		<p>Core banding (if above old system p3ii) (Unlikely to show noticeable progress) Academic target can be added to Personal Targets as this will be very specific</p>		<p>Core banding (if above old system p3ii) (Unlikely to show noticeable progress) Academic target can be added to Personal Targets as this will be very specific</p>	
<p>Engagement model Observational tool to develop engagement by adjusting teaching approaches and curriculum</p>		<p>Engagement model Observational tool to develop engagement by adjusting teaching approaches and curriculum</p>		<p>Engagement model Observational tool to develop engagement by adjusting teaching approaches and curriculum</p>	
<p>EHCP outcomes</p> <p>Communication</p> <p>Social and emotion</p> <p>Sensory and physical</p> <p>Cognition and Learning</p> <p>Additional target not on EHCP Cognition and learning maths/English – guided from MAPP Milestones</p>	<p>Key stage 3</p> 	<p>EHCP outcomes</p> <p>Communication</p> <p>Social and emotion</p> <p>Sensory and physical</p> <p>Cognition and Learning</p> <p>Additional target not on EHCP Cognition and learning maths/English – guided from MAPP Milestones</p>	<p><i>EHCS outcomes change and transfer To Preparation to adulthood outcomes (PFA)</i></p> <p>Key stage 4</p> 	<p>EHCP outcomes</p> <p>lifelong living/employment Communication focus</p> <p>Independent living</p> <p>Health (Sensory and physical – transfers to health)</p> <p>Community inclusion</p> <p>Additional target not on EHCP Cognition and learning maths/English – guided from MAPP Milestones</p>	<p><i>Transition into Post 16 or Adult Social care</i></p> <p>Key stage 5</p> 

EYFS / KS1		Assessment Plan for EYFS/ KS1 & Post-16	KS5	
<p>Core banding Pupils in EYFS will follow assessment and moderation cycles based on the Developmental Matters Framework for Early Years teaching. As students move into KS1, EHCP targets are re-evaluated and students are moved onto subject specific frameworks</p> <p>These documents will identify the targets in which the students will work towards in the curriculum.</p> <p>Progress is taken from Progression Guidance and analysed on Insights for learning</p>			<p>Core banding Pupils enter Post-16 having been assessed on the Uffculme Frameworks for Maths and English. This banding determines which pathways the pupils will follow. Academic progress is then demonstrated through the qualification and curriculum offer in each Post-16 pathway.</p>	
<p>Engagement model Observational tool to develop engagement by adjusting teaching approaches and curriculum</p>			<p>Formal Assessments</p>	
<p>Formal Assessments EYFS Baseline Assessments Phonics Screening</p>			<p>Qualifications AIM – Open College Network ASDAN – Personal Progress Arts Award Duke of Edinburgh</p>	
<p>EHCP outcomes</p> <p>Communication</p> <p>Social and emotion</p> <p>Sensory and physical</p> <p>Cognition and Learning</p> <p>Additional target not on EHCP Cognition and learning maths/English – guided from MAPP Milestones</p>			<p>EHCP outcomes lifelong living/employment Communication focus</p> <p>Independent living</p> <p>Health (Sensory and physical – transfers to health)</p> <p>Community inclusion</p> <p>Additional target not on EHCP Cognition and learning maths/English – guided from MAPP Milestones</p>	
<p style="text-align: center;">Key stage 2</p> 			<p style="text-align: center;">Next stages of Education or Social Care</p> 	

Collecting and Using data

Detailed analysis of assessment information in core subjects: Maths, English and EHCP outcomes play a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels and informs the school improvement plan. This analysis is also essential in enabling the governors and other stakeholders to have a clear understanding of the performance of the school.

- Data is collected 3 times a year and analysed, based on individual student's progress.
- Progress Review meetings are held at the end of each year to determine expected outcomes and expectations for the following academic year.
- Expected Outcomes are set at the end of each academic year in core subject strands during progress meetings between teachers and SLT. Where appropriate pupils are aware of the targets. These expected outcomes are then used to assess data and to track progress.
- **All pupil's progress is identified via the teachers' expectations for the upcoming year. This means that every students' progress is assessed individually rather than against a standardised 'flight path'.**

Evidence for Learning and Insights to Learning

All new students are baselined against core subjects (using the Uffculme Framework bands) and EHCP outcomes. This is recorded on the Uffculme School Evidence for Learning (EfL) system by the end of their first half term of attendance.

Pupil progress is then recorded regularly by teaching staff using the Uffculme School EfL system. The data is monitored each term by the leadership team who identify any concerns with progress and offer support and advice to teachers as necessary. At this point we may amend targets or offer additional interventions for students.

Pupil's progress is continuing to be tracked against Uffculme Framework Bands using the EfL's Insights to Learning. Teachers use the Uffculme Framework for Literacy and Numeracy. Each band has been broken down into sub targets, skills and knowledge develop, which are then assessed using the TEDS schema of progression (Taught-Emerging-Developing-Secure). Students EHCP targets are also analysed through Insights. We analyse progress of the EHCP targets using the Continuum of Skill (Appendix 1) which shows progress of both Independence and Generalisation. The use of 'Insights' gives the leadership team direct and immediate feedback linked to the evidence collecting software and assessment grids on EfL.

Progress is assessed against teachers expected outcomes. The progress is rated and analysed. This will allow the leadership team to identify any concerns to be raised, or achievements to be celebrated.

Insights for Learning

Data from the Uffculme EFL system is uploaded to Insights for analysis purposes. This is used as the formal assessment tool for all strands in Maths and English. It allows the leadership team to compare progress across all strands and to analyse and compare progress across different strands or cohorts. This analysis enables senior leaders to drive school improvement.

MAPP (Mapping and Assessing Personal Progress)

MAPP is an assessment system used as a method of making sure individual EHCP outcomes are identified and assessed within the curriculum within all 3 pathways. Each student has at least four targets relating to a strand from the EHCP or PFA outcomes:

EHCP:

- Communication and Interaction
- Social and Emotional Wellbeing
- Cognition and Learning
- Physical and Sensory Needs

Preparing for Adulthood

- Independent Living
- Employment and lifelong learning
- Community Inclusion
- Communication

Targets are then analysed against 2 of the strands used in MAPP to a target.

- How **INDEPENDENT** students do the task.
- How students **GENERALISE** this in the real world

EHCP outcomes are assessed just like core subjects, every half term and discussions are had regarding concerns on individual basis.

See below the Methods we use to collect our Evidence that supports the assessment of the students against their CORE and EHCP outcomes.

Collecting Evidence for Assessment

Different methods used to Collect Evidence for Assessment

EYFS	Complex Pathway	Transition Pathway	Main Pathway	Post-16 Pathway
<p>Photo's and Video's using:</p> <ul style="list-style-type: none"> - Evidence For Learning <ul style="list-style-type: none"> ○ EHCP outcomes ○ PfA outcomes ○ Extra core related targets if not working on Uffculme Frameworks 	<p>Photo's and Video's using:</p> <ul style="list-style-type: none"> - Evidence For Learning <ul style="list-style-type: none"> ○ EHCP outcomes ○ PfA outcomes ○ Extra core related targets if not working on Uffculme Frameworks 	<p>Photo's and Video's using:</p> <ul style="list-style-type: none"> - Evidence For Learning <ul style="list-style-type: none"> ○ Core Evidence ○ EHCP outcomes ○ PfA outcomes ○ Qualification related evidence - Subject Specific Workbooks <ul style="list-style-type: none"> ○ Core Evidence - Qualification Folder of work - Phonics Progress 	<p>Photo's and Video's using:</p> <ul style="list-style-type: none"> - Evidence For Learning <ul style="list-style-type: none"> ○ Core Evidence ○ EHCP outcomes ○ PfA outcomes ○ Qualification related evidence - Subject Specific Workbooks <ul style="list-style-type: none"> ○ Core Evidence - Qualification Folder of work - Phonics progress 	<p>Photo's and Video's using:</p> <ul style="list-style-type: none"> - Evidence For Learning <ul style="list-style-type: none"> ○ EHCP outcomes ○ PfA outcomes ○ Extra core related targets if not working on Uffculme Frameworks ○ Qualification related evidence - Qualification Folder of work

Monitoring/Quality Assurance

The purposes of monitoring are:

- To have a clear and detailed understanding of what the assessment information shows about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To advise colleagues on assessment and recording in their subject/teaching
- To utilise assessment information to inform teachers of the effectiveness of practice within their subject and to use this information to raise teaching standards within subject areas.

How we monitor:

Moderation

The school's monitoring cycle sets out when English, Maths and EHCP outcomes are moderated internally each year. This involves all teaching staff, and these judgements are reviewed by SLT and Middle Leaders. The leadership team will moderate samples of pupil work and feedback to teachers and will inform SLT of findings and highlight any areas of concern. Any qualifications are moderated annually through an external and internal assessor, and this provides us with quality assurance.

EHCP Target Moderation

EHCP targets are moderated throughout the year. SLT will sit with class teachers to discuss the progress of each individual's EHCP target and during the discussion new targets are formed. This discussion, supported by Milestone documents (if required) forms an essential part of knowing that student's targets are ambitious. These targets are then worked on throughout the curriculum, and success is determined by teachers expected outcomes for each individual target. They do not follow a generic standardised flight path. Teachers' expectations form the foundation of the progress, and it is these expectations that data is analysed from.

Data analysis

Detailed analysis of specific curriculum areas is carried out by the middle leadership team at the end of each half term. This analysis is shared with the Senior Leadership Team. Middle leaders collate this information and creating a report once a year to share with the Governing Body.

A full end of year analysis is completed via subject reviews by subject and senior leaders. The findings are used to inform the school development plan.

Work Trawls

The extended leadership team will carry out work trawls on a termly basis and feedback to SLT and class teachers. The focus will be to ensure that students are being challenged appropriately, that a range of relevant learning opportunities are being provided and student work is being recorded in a variety of ways. It also supports

collaboration between staff, which in turn will develop teacher knowledge and understanding of the Frameworks and evidence relating to bands.

Reporting to parents

Parents are informed about core progress targets and EHCP outcomes during EHCP meetings and parents' evenings. We run three parents evenings across the year. Parents will receive a progress report at the end of the school year. Parents are also invited to termly celebrations of work, in which they can join lessons with their child/young person and have a look at work with the class staff teaching their son/daughter. Parents have access to the Parent App on Evidence for Learning. By accessing this App, they are able to access evidence of their child/young person's work that they have completed during school. They are also able to upload evidence of what their child/young person has achieved at home.

Lesson Observations

There will be three lesson observations per year. All three will be formal observations, all will include the extended leadership team, and we will focus on specific areas of the School Improvement Plan and reflect on previous observations.

Glossary of Terms

- **EfL** - Evidence for Learning
- **Insights** – Data Analysis software linked to EfL
- **EHCP** – Education Health and Care Plan
- **MAPP** – Mapping and Assessing Personal Progress
- **PfA** – Preparing for Adulthood
- **TEDS** – Assessment Schema used for Core Progress (Taught/Emerging/Developing/Secure)

Appendix 1

EHCP/Personal Targets Continuum of Skills



Independence										
1	2	3	4	5	6	7	8	9	10	
No Engagement	Requires consistent Physical Support to complete the skill/task		Verbal Instruction and/or Visual Support and/or demonstration of the skill/task is consistently used to complete the skill/task			Requires Visual Support and/or Verbal Support to complete the task, mostly independent		Minimal prompting required to complete the skill/task. Mainly Gestural Support needed, very minimal verbal or visual		Totally Independent

Generalisation										
1	2	3	4	5	6	7	8	9	10	
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 context, 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	

Appendix 2

