



Assessment Policy

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Policy Verified by:	Sara Llewellyn (School Leader-CEO)
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Legislation

This policy should be read alongside the SEND Code of Practice: 0-25 years, Equality Act 2010 and Children and Families Act 2014.

Links to other policies

- SEND Policy
- EHCP Policy (if applicable)
- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment Access Arrangements
- AI Policy
- Accessibility Policy

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1
- 2024 assessment and reporting arrangements (phonics screening check)
- 2024 key stage 2 assessment and reporting arrangements

Principles of assessment

Core Principles of Assessment in SEND Schools

- Child-Centered and Inclusive Approach, every child is entitled to an appropriate education tailored to their individual needs. Assessment must be inclusive, removing barriers to learning and promoting participation.

Graduated Approach

- Assessment follows a cycle: Assess → Plan → Do → Review, ensuring continuous monitoring and adaptation. This approach is used to identify needs early and provide targeted support across the four broad areas of SEND:
 - Cognition and Learning
 - Communication and Interaction
 - Social, Emotional and Mental Health (SEMH)
 - Sensory and/or Physical needs.

Baseline and Progress Tracking

- Establishing a clear baseline is essential to measure progress meaningfully.
- Tracking should be both formative (ongoing feedback) and summative (periodic evaluations), with triangulation of data from multiple sources.

SMART Target Setting

- Targets should be Specific, Measurable, Achievable, Relevant, and Time-bound.
- Targets are collaboratively set by SENCOs, teachers, parents, and other professionals.

Use of Standardised and Specialist Tools

- Observational assessments and professional judgment are also key components.

Collaborative and Multi-Agency Involvement

- Effective assessment involves collaboration between education, health, and social care professionals.
- Parents and carers are actively involved in decision-making and planning.

Flexible Curriculum Access

- Curriculum should be adapted to suit individual learning needs, focusing on mastery and accessibility rather than age-related expectations 4.

Data-Informed Practice

- Assessment data should inform teaching strategies, interventions, and resource allocation.
- Schools must maintain robust systems for recording and analyzing assessment data.

Celebrating Progress

- A celebratory approach is encouraged, recognizing small steps of progress and personal achievements.

Accountability and Moderation

- Schools must have a clear assessment policy that outlines principles, strategies, and moderation processes.
- Internal and external moderation ensures consistency and reliability.

Reasonable Adjustments

The School will make reasonable adjustments to assessment arrangements where necessary to ensure pupils with SEND or disabilities are not placed at a substantial disadvantage.

Adjustments may include:

- Additional processing time
- Reader support

- Scribing
- Alternative formats
- Assistive technology
- Communication support
- Rest breaks

Any adjustments made will maintain the validity of the assessment while supporting equitable access.

Pupil Voice

Where appropriate, pupils will be involved in:

- Setting targets.
- Reviewing progress.
- Identifying strengths.
- Expressing aspirations.
- Contributing to annual reviews.

Assessment approaches

At Maple Haven School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison with pupils nationally

Collecting and using data

Creating an effective assessment policy for SEND (Special Educational Needs and Disabilities) pupils requires a structured, inclusive, and flexible approach to data

collection. The goal is to ensure meaningful tracking of progress, inform teaching strategies, and support individual learning needs.

Purpose of Data Collection

- To inform practice and improve outcomes for pupils.
- To provide reliable, meaningful information for pupils, parents, staff, and governors
- To support target setting, curriculum planning, and intervention strategies.

Types of Data Collected

- Baseline Data: Initial assessments upon entry to establish starting points.
- Formative Data: Ongoing assessments that guide daily teaching and learning.
- Summative Data: Periodic evaluations used for reporting and long-term tracking.
- Qualitative Data: Observations, pupil voice, and feedback from parents and professionals.
- Quantitative Data: Scores from standardised tools, progress points, attendance, and behaviour metrics.

Tools and Frameworks

- Target Tracker and Connecting Steps: Used for tracking academic progress.
- SCERTS Framework: For pupils with autism, focusing on social communication and emotional regulation.
- Engagement Model: For pupils not engaged in subject-specific learning.
- YARC: Reading assessments for decoding and comprehension.

Data Collection Cycle

- Data is typically collected three times per year in line with mainstream expectations
- Pupil Progress Reviews (PPRs) are held termly to evaluate progress and adjust support.
- Moderation ensures consistency and reliability across staff and settings.

Triangulation and Analysis

- Data is triangulated across multiple sources (academic, behavioural, emotional) to validate judgments.
- A central data management system is recommended to collate and analyse diverse data types.

Individualised and Inclusive Approach

Assessment tools and targets are tailored to each pupil's primary need and learning profile.

For pupils with EHCPs, targets are set collaboratively and reviewed termly with parents and professionals.

Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Maple Haven School recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

Reporting to parents/carers

Assessment outcomes will be regularly shared with parents through reports, review meetings, and informal communication, ensuring transparency and collaboration in supporting each pupil's progress

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Moderation

The School will undertake moderation activities to ensure assessment judgements are:

- Consistent.
- Accurate.
- Fair.
- Reliable.

Moderation may include internal moderation, peer review and collaboration with other schools or external professionals.

Training

All staff will receive regular training and support to ensure consistent understanding and implementation of assessment practices, with a focus on inclusive approaches tailored to the needs of SEND pupils.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

School Leader

The school leader is responsible for:

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

Assessment lead

The assessment lead is responsible for:

- Supporting the school leader with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated, data is collected, and teachers respond to the results appropriately

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed annually.

All teaching staff are expected to read and follow this policy.

Links with other policies

This assessment policy is linked to our:

- Curriculum policy