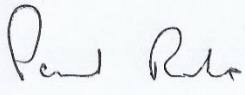




**HALLMOOR
SCHOOL**

Assessment Policy

Date of Approval:	14.6.2023
Approved by:	 Paul Roberts, LAC Chair
Review Date:	June 2024

Introduction

We believe that an effective assessment system provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e., to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels. The expectation for pupils at Hallmoor School is that assessment will be formally collected on a termly basis.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Context

Hallmoor is a special school for pupils aged from 4 to 19. Our pupils at Hallmoor School have a diagnosis of various learning needs ranging from moderate to complex and face many challenges. These can include:

- Experience barriers to their learning in terms of communication, interaction, anxiety, rigidity of thought, or low self-esteem.
- Difficulty with cognition and learning compounded in many cases by previous settings having been unable to meet their needs.
- Difficulty with consolidating learning in their long-term memory and in applying it fluently in a range of situations.
- Require self-help skills and the development of their independence.
- Our pupils tend to have limited personal interests.
- Uncertainty about what they can aspire to because of their SEND.
- Mental Health difficulties

We appreciate that all our learners are unique and are at very different starting points within their academic journey. 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.

The assessment pathways at Hallmoor vary depending on which Curriculum Journey the pupil is on. The Pathway a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement within school and the wider school community. We

believe that the assessment of pupil's achievements and progress should be a story- how much an individual pupil has achieved in any given time, e.g., a term, a year, Key Stage and overall time at Hallmoor school.

Monitoring Progress

When pupils are admitted to the school, a baseline of their knowledge, skills and understanding is established against which all progress can be measured. A baseline against our Assessment Pathways is carried out.

Attainment is monitored continuously as children progress our Assessments Pathways. These Pathways have been collated using a range of National and Local assessment materials including, Statutory Framework for EYFS, Pre-Key Standards, The Engagement Profile, and the National Curriculum Programmes of Study.

Data on progress is collected termly with achievement towards Expected and Exceeding Expected Progress from pupil's individual starting for the end of year and key stage for each pupil used as a marker to update planning and interventions.

Data is collated annually, and the information used to inform planning and set meaningful targets for each child. Pupils across the school are assessed throughout the year and progress towards expected and ambitious exceeding expected level targets and measured against their individual starting points. This process is supported through an electronic tracking tool.

Achievement and progress of pupils in EYFS working through the Development Matters is monitored through small-steps achievement embedded within our Semi-Formal assessment pathway 3 and illustrated both numerically and visually to show the breadth of achievement in each strand and to highlight any strengths or areas of difficulty. Analysis and identification of what constitutes 'good and better' progress for these pupils from various starting points is undertaken.

Across the curriculum, achievement, and progress, including English and Mathematics, is measured for each year group aiming to develop excellent knowledge, understanding and skills to enable them to make substantial and sustained progress considering their different starting points. Ambitious targets are set to aim for disadvantaged pupils and pupils who have special educational needs and/or disabilities to make progress above average across nearly all curriculum areas.

The progress across the curriculum of key groups currently on roll is measured termly and analysed at least annually and aims to match or improve towards that of other pupils with the same starting points.

Lateral progress is evidenced for pupils with the highest level of difficulty and contributes towards the acknowledgment of small-steps progress aiming to be in line with or exceeding national expectations over time. The Engagement Profile and Pre-Formal Assessment Pathway are used together to assess these pupils.

For all pupils, achievement in and assessment of progress in those areas of skill and knowledge most crucial to their lives and futures will be a focus alongside the National Curriculum.

Pupils are individually assessed and given the additional means to enable them to articulate their knowledge and understanding clearly in an age-appropriate way according to the additional needs their SEND present. Progress is our Assessment Pathways as appropriate to each individual pupil.

Pupils' reading is assessed against our Assessment Pathway. In addition, reading accuracy and comprehension is measured through PIRA tests in the Primary and Middle phase and as part of the accreditation processes in Upper and Sixth form phases.

Phonic knowledge is assessed using separate Read, Write Inc/ Fresh Start, and the National Phonics screening tests.

Our School acknowledges that each child is an individual and that his/her specific education needs may or may not be accompanied by being identified as 'disadvantaged'. Pupil Premium is used to diminish the difference between progress and achievement of pupils as individuals and as a group. The aim is to diminish any difference between those disadvantaged pupils and their peers with similar starting points and where there is no difference or those disadvantaged pupils' progress and achievements exceeds their peers Pupil Premium is used to best facilitate learning and progress for pupils with reference to their particular specific education need. We compare data between different SEN groups to ensure no groups is disadvantaged.

Planning for Assessment

- We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values at Hallmoor School, and give details of what is to be taught to each year group.
- To support our teaching, we use appropriately selected national curriculum content. We use the assessment guidance the Semi-Formal Ladders, A2E framework along with individual accreditation guidance to help us identify each child's level of attainment.
- We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- Teachers always share the lesson's learning objective with the children as the lesson begins.
- Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- At the end of each lesson pupils are encouraged to reflect upon how well they feel they achieved within the lesson (see marking and presentation policy).

Annual Reviews

Education, Health and Care Plans (EHCPs) are reviewed annually. The Review process will be completed in line with the dates of completion of the EHCP

Target Setting

- At Hallmoor School we set realistic and aspirational targets for all subject areas of learning for each academic year and key stage. This involves teachers baselining each pupil at the start of the academic year or within the first four weeks of entry to Hallmoor School. Half termly meetings are set up for class teachers to meet with SLT and discuss ways of moving forward for individual pupils. We review the progress of each child and set revised targets based on interventions that need to be made.
- We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their EHCP or additional holistic targets, which will aid pupils beyond the classroom. These are usually linked to the annual review process. These targets are also used to inform opportunities in daily teaching practice.

Recording

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. Data is recorded in an assessment programme RAG sheets and Track, which is analysed by the Assessment Coordinator. This system identifies whether our pupils are significantly below, below, on track or exceeding their target.
- On our intervention sheets we record only those pupils who fail to meet the expected levels of progress, so that we can take the needs of these pupils into account when planning.
- We determine the broad learning objectives for each lesson from the curriculum plan for the school. Each child's progress towards these overall objectives is tracked by our teachers. This gives them the ability to evaluate the level of achievement of each child's work. This also allows the wider school leadership to keep track of each child's development.

Reporting to parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work, through the Class Dojo process initially to the child's Form Tutor and then one of the Senior leaders.
- Each term we offer parents the opportunity to meet their child's teachers. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress. At the third meeting of the year, we review their child's written report. (See next paragraph).
- During the summer term we provide a written report to parents of their child's progress and achievements during the year. We also encourage parental feedback.

Feedback to pupils

- We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next to improve their work. We have an agreed school marking policy to ensure consistency, and the children learn to understand it.
- We give children verbal feedback on their work whenever possible or appropriate. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.
- Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance, but they recognise that pupils gain most when they think things through for themselves.
- Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

Inclusion and assessment for learning

- Hallmoor School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

Pupil Progress Meetings

- Each class teacher meets with the leadership team to discuss pupil progress on a half termly basis. The focus of discussion is pupils not making expected progress, any key concerns and pupils who are exceeding expectations.

Monitoring and review

- Our Senior Leaders are responsible for monitoring the implementation of this policy. And will be reviewed every two years, or earlier if necessary.

Appendix 1 – Understanding the assessment system at Hallmoor School

