



# Assessment Policy

**Ratified by the Governing Body:**  
**Signed by the Governing Body:**  
**To be reviewed (annually):**

**Chair signature** \_\_\_\_\_

## 1. Leycroft Academy Assessment Policy

Leycroft Academy Assessment Policy recognises and focuses on the progress of current pupil groups in the school.

## 2. Leycroft Academy Curriculum Statement

All pupils follow the programmes of study specified in the National Curriculum and the educational programmes set out within the Framework for the Early Years Foundation Stage. Appropriate modifications and differentiation are implemented to meet the special educational needs of individual pupils. A co-ordinated multi-sensory approach to many subject areas enables pupils with higher levels of difficulty to develop and consolidate skills through a breadth of appropriate focused experiences and activities. Autism specific approaches are used where appropriate.

Progress is continuously monitored, and all children receive a broad and balanced programme of activities appropriate to their age, aptitude, ability, entitlement, and special educational needs.

An emphasis is placed, where appropriate, on learning activities which will establish the prerequisites of more formal education and lead on to the programmes of study of the National Curriculum. In addition to this, the whole pattern of school life serves as a vehicle through which children learn to develop the communication, self-help, and mobility skills to enable them to reach their full potential towards functional independence.

## 3. Aims

The main aim of assessment is to help children progress and develop in their learning: -

- a) By providing feedback on performance that will inform future learning.
- b) By recognising, valuing, and recording achievement.
- c) By identifying areas of need and developing appropriate strategies to meet them.

**The National Curriculum:** - Pupils' attainment in the core subjects of the National Curriculum [English, Reading and Writing, Mathematics and Science] is assessed nationally and procedures for modifying the various assessment arrangements or disapplying children from the National Curriculum are available.

**Annual Reporting to Parents:** - In addition schools must keep an annual record of pupils' progress in all areas of the National Curriculum and report to parents each summer.

**Nationally, Education, Health and Care Plans (EHCPs) have replaced Statements of Special Educational Need.** Annual Reviews of the child's EHCP are in place.

**Re-assessment:** - Parents may request a formal re-assessment of their child's special educational needs.

## 4. Planning

**National Curriculum:** - Assessments are conducted according to directions issued annually to schools by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE).

**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.

**Individual Education Plans:** - An Individual Education Plan (IEP) is drawn up for each child and reviewed on a termly basis. A copy of each IEP is circulated to parents who are asked to work with their child on elements at home and to contribute to a discussion about it on a regular basis. IEP targets are written to coincide with outcomes identified for each child on their EHC plan. These are worked upon daily within classrooms and discussed with class staff as appropriate at regular consultation meetings.

**Monitoring Progress:** - When children 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 all the EYFS Development Matters areas of learning is carried out.

Attainment is monitored continuously as children progress through the EYFS Development Matters towards the Early Learning Goals and the National Curriculum.

For those in Years 1 – 6, the pupils are assessed against one of our three pathways: 'Pre-formal', 'Semi-Formal' or the 'Formal' pathway, where the A2E Continuums are utilised. Data on progress is collected termly with achievement towards Expected and Exceeding Expected Progress for the end of year and key stage for each pupil used as a marker to update planning and interventions.

Data is collated termly, 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 is 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 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 through moderation networks.

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 subject areas.

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

Lateral progress is evidenced for pupils on the Pre- Formal or Semi- Formal pathway utilising the five areas of engagement.

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 measured against EYFS Development Matters, the 'Pre-Formal', 'Semi-Formal' and the 'Formal A2E Continuums'.

Pupils' reading is assessed against EYFS Development Matters, 'Pre-Formal', 'Semi-Formal' and 'Formal A2E Continuums'. In addition, reading accuracy and comprehension is measured through the

PIRA Reading test for the most-able pupils to assess progress and inform future planning aiming to ensure progress is in line with or exceeds age-related expectations and moves to diminish the difference between pupils with SEN and their mainstream peers. PIRA assessments are conducted twice a year.

Phonic knowledge is assessed using the RWI assessment tool and is conducted on a half termly basis. Progress in independent writing is assessed half termly.

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.

**Formal Re-Assessments:-** Formal re-assessments of special educational need are co-ordinated by the Local Authority.

## **5. Forms of Assessment**

The assessment process is undertaken by appropriate professionals using a wide variety of assessment techniques ranging from observation to formal standardised tests.

Teacher assessments are made through ongoing marking and annotation of work carried out by all staff members in each class for the child or group with whom they are working.

Reading accuracy and comprehension is measured through the PIRA assessment tool for the most-able pupils to assess progress and inform future planning aiming to ensure progress is in line with or exceeds age-related expectations and moves to diminish the difference between pupils with SEN and their mainstream peers.

Progress in Self-help and Independence skills is monitored, and pupils are encouraged to set their own targets wherever possible.

## **6. Time**

An appropriate amount of time is allocated to the various assessment processes required for each child. Planning, Preparation and Assessment time is provided for teaching staff, and this may be used in part for recording progress, writing reviews or reports.

## **7. Recording**

Day to day records are maintained by individual teachers so that they can manage the curriculum and monitor the progress of each child.

More formal records are kept on standardised forms produced by the school, the Local Education Authority or the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE) depending upon the nature and purpose of the assessment being undertaken. This includes Standardised Assessment Tests (SATS), Phonics Screening and Multiplication Tables Check (MTC) for pupils where this is appropriate.

## **8. Reporting**

Information obtained from each assessment is reported to the appropriate person and an annual report indicating progress/attainment is issued to parents in line with the statutory assessment and reporting requirements (see section 3). Parents are encouraged to discuss the progress of pupils through a range of formal and informal opportunities created each year by the school.