

Assessment Policy

<i>Approval Date</i>	
<i>Reviewed</i>	October 2024
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<i>Review period</i>	Yearly
<i>Next Review</i>	October 2025

Rationale

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families, and other interested stakeholders. The policy incorporates the vision, values, and aims for assessment when following a specialist curriculum and the approaches required for teaching pupils across our school.

We have created assessment systems which accurately and meaningfully allow us to provide evidence of and support the progress of our pupils.

The school believes that assessment, recording, and reporting are central to the development of learning and are an essential part of good teaching practice. Statutory assessment must also be completed in line with National Guidelines.

Vision, Values and Aims

At Pictor Academy, all aspects of school life are designed to engage and motivate pupils and provide meaningful learning opportunities. Different curriculum pathways (PMLD, informal, semi-formal and formal based on the range of National Curriculum subjects, modified in the light of their developmental level and special educational needs) have been designed to meet the needs of pupils across the school and personalised plans also form a key part of our curriculum input. Within each of these four types of curriculum each pupil has a personalised curriculum based on the individual learning needs identified as a result of the outcomes identified in their EHCP. A bespoke assessment system is therefore required to support staff to plan the best route for each individual and to capture holistic progress in all aspects of development. In line with recommendations from The Rochford Review (October 2016), we use assessment tools and systems which are driven by our curriculum and specialist approaches to teaching to learning.

‘existing arrangements for assessing pupils have come to be used as a curriculum, restricting the kind of creativity and innovation that should be used to engage these pupils and to tailor teaching and learning to their unique needs. Rather than following the letter of the P scales, it is much more important that knowledge, concepts, and skills are acquired in a range of contexts and situations, according to a varied and stimulating curriculum.’

(The Rochford Review)

Our assessment now comprises a range of tools and recorded evidence of progress which may be specific to different curriculum pathways, key stages, and individual needs. This includes statutory summative assessments. An overview of assessment methods is provided in Appendix 1.

It is extremely rare for any of our pupils to do end of Key Stage Tests or Tasks in line with mainstream practice. This would only be the case if a pupil were able to access the assessment, would benefit from such assessment and not be intimidated or feel pressured by participating in these activities. The decision to carry out such tests or tasks would be made by the class teacher in consultation with the assessment lead and Head of School. Where this does happen, the Deputy Headteacher is responsible for reporting results to parents. End of Key Stage results should also be reported in the annual review. Statutory assessment for pupils in Key Stages 1 and 2 has now changed in line with recommendations made by the Rochford Review and is summarised below:

Summer 2022 onwards	Pre-Key Stage Standards in Reading, Writing and Mathematics or The Engagement Model (for those pupils not engaged in subject-specific study)
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The school should make continual efforts to involve parents and carers and other relevant professionals in assessing the progress of individual pupils and using this to jointly plan next steps which support positive future outcomes. Progress against outcomes in each pupil's Education Health Care Plan is provided through the annual review process along with a summary of any other attainment information that is relevant. Written evaluations of progress towards personalised learning goals (PLG's) will be shared with parents and carers termly along with a teacher's summary at the end of the academic year. This provides a personalised and more regular method of reporting to parents and carers on their child's progress.

The overarching aims of assessment at Pictor Academy are as follows:

- To monitor progress and collect evidence to record pupil achievement over time.
- To evaluate learning and teaching strategies to assist with planning for future learning.
- To ensure staff have assessment and recording procedures which enable statutory requirements to be achieved.
- To provide quality information for annual reviews, case conferences, other schools, and relevant agencies.
- To assist with the development of quality teaching strategies which motivate pupils.
- To gather and capture additional information necessary to provide a tailored education of high quality to all pupils.
- To inform parents and carers of their child's experiences and achievements and next steps.
- To support the identification of barriers to learning and the development of strategies to overcome these

Assessment Model

