



Policy Name	Pupil Assessment Policy
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to assessment, including formative, summative, dynamic and play based
- 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

2. 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
- The Children and Families Act 2014 (Section 69) – requiring schools to provide parents/carers with detailed information about their child’s progress in relation to their Education, Health and Care Plan (EHCP).
- SEND Regulations 2014 (Regulations 17 and 19) – setting out the school’s legal duty to carry out Annual Reviews for pupils with EHCPs and transitional reviews at key points of phase transfer.
- UK GDPR and Data Protection Act 2018 – ensuring the lawful processing and secure storage of pupil assessment data, including SEND-related data, in line with the school’s Data Protection Policy.

3. Key Definitions

A child has a special educational need if they have a learning difficulty that requires special educational provision. (Code of Practice 2014)

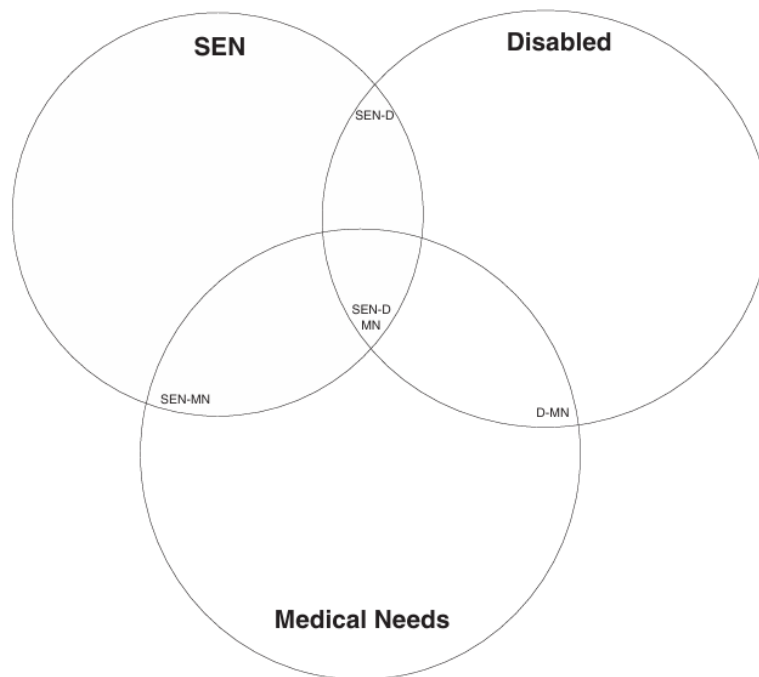
A person is disabled if they have ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to-day activities’. (Equality Act 2010)

4. Our Model of Assessment

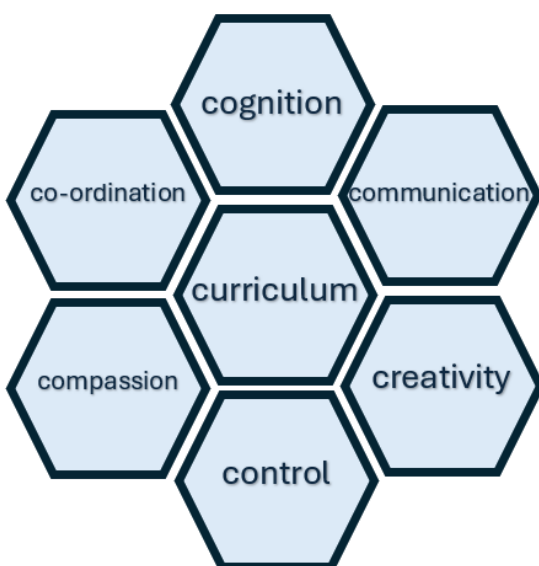
We adopt a holistic, strength-based approach to assessment, utilising the principles of the 7 C’s Framework adopted by Judith Carter to fit the context of our school. This flexible and rounded approach allows us to assess using a ‘whole child’ model, ensuring that we support our pupils both in their personal and academic development.

Subsequently, the assessment data will inform our whole-school curriculum review and improvement processes, ensuring the curriculum remains ambitious, broad, balanced and accessible to all pupils.

We will capture pupil the profile of our pupils on our SEND register (Appendix A), in keeping with the key definitions (Section 3), using the VENN diagram below.



The 7 C’s Model



The 7 C’s Portfolio consists of 7 areas of learning, all of which coincide with the 4 CoP areas of needs within the pupils’ EHCPs.

Within each area, 7 strands exist, making 49 themes in total (Appendix B). This does not mean we assess against all 49 at once, but instead prioritise the most needed areas of development as well as, importantly, highlighting strengths.

Curriculum sits at the centre as it is the legal entitlement of all pupils. Those which sit around it are vital in terms of its access.

Alongside pupils, parents/carers, staff at New Avenue will identify strengths and current barriers to learning that will inform future actions in facilitating holistic progress in the wider assess, plan, do, review model we will adopt (Appendix C).

Interventions

We will adopt whole school universal approaches that are appropriate for our learners. We expect our staff, through quality first teaching, high levels of support and the right school culture, to meet the majority of needs of our pupils.

However, we also appreciate that our pupils will have very sporadic profiles, for myriad reasons, and so a critical part of our offer is to ensure **specific (small group)** and **targeted (1:1)** interventions are implemented, across the strands of the 7 C's, to develop pupils both personally and academically.

We will make reasonable adjustments and support, ensuring that pupils have access to high quality resources to ensure they are supported effectively.

In summary, we are very aware that many of our pupils will be working below the national expected level of attainment, our assessment arrangements will therefore consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Reporting to Parents/Carers and other stakeholders

We believe in a pro-active approach to parent/carer liaison. Therefore, all parents will be able, through our online Arbor system, to book in meetings if they wish to do so.

In terms of the standard monitoring and evaluation schedule, parents/carers will be invited to three review meetings a year in line with our 7C approach. This will work alongside parent/carer afternoon/evenings (once per term).

Due to our obligations in line with EHCP tracking, we will also have annual reviews and, where necessary, PEP meetings to ensure that other stakeholders are aware of pupil progress.

Our day-to-day comms will also be implemented through Arbor; termly reports will be written which will articulate attendance, assessment data and a qualitative review of progress.

5. Assessment Approaches

At New Avenue School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum and our wider offer.

We use 4 main forms of assessment: formative assessment, summative assessment, dynamic and play based.

Formative Assessment

Formative assessment involves ongoing, interactive assessment practices that inform teaching and learning as they occur. It emphasizes feedback and adjustment throughout the learning process.

We will utilise methods such as regular observations, classroom discussions, quizzes, and peer/self-assessment.

Why do we use it?

Formative assessment provides real-time insights into pupils' understanding and progress, enabling teachers to adapt instruction to meet individual needs promptly. It empowers pupils to take ownership of their learning and fosters a growth mindset by focusing on improvement in line with our strength based model.

Summative Assessment

Summative assessment evaluates pupils' learning outcomes at the end of a designated period. It typically measures mastery of specific learning objectives or standards.

Our summative assessment methods include standardised tests, end-of-term exams, projects, and portfolios.

Why do we use it?

Summative assessment provides a comprehensive overview of pupils' achievements, allowing us to gauge their progress against predetermined criteria. It can then inform our stakeholders about pupils' readiness for advancement and helps identify areas for further support or enrichment.

Rising Stars is used as the key summative assessment tool for core subjects; pupils should be assessed termly on the following:

- Maths
- Reading
- Spelling, Punctuation & Grammar

Teachers are required to use the QLA results from Rising Stars to make in-class intervention decisions and adjust future planning accordingly to target learning areas of need.

Further use of Rising Stars allows teachers to make an accurate judgement on the pupil's academic progress and current working level. Teachers are required to record their progress and current level on each pupil's tracker.

Dynamic Assessment

Dynamic assessment is an interactive process that evaluates a pupil's ability to learn and develop with support. It focuses on assessing a pupil's potential for growth rather than static abilities.

We will implement techniques such as scaffolded tasks, problem-solving scenarios, and guided inquiry to assess pupils' learning potential.

Why do we use it?

Dynamic assessment recognizes that pupils may require different levels of support to demonstrate their true abilities. It helps us identify underlying strengths and challenges, guiding personalised interventions that foster academic and personal growth.

Play-Based Assessment

Play-based assessment involves observing and engaging with pupils in natural, playful contexts to assess their development across various domains.

Our play-based assessment methods include structured play activities, role-playing scenarios, and creative projects.

Why do we use it?

Play is a fundamental aspect of children's learning and development, allowing them to explore, experiment, and express themselves freely. Play-based assessment provides insights into pupils' cognitive, social, and emotional skills in a relaxed and enjoyable environment, enabling us to support their holistic development effectively.

Reasonable Adjustments in Assessment

We are committed to ensuring all assessments, whether formative, summative, dynamic or play-based, are fully accessible to all pupils. This means that:

- Pupils will be supported to access assessments using their preferred methods of communication, including the use of assistive technology, visual aids, scribing or alternative formats.
- Assessment conditions will be adapted to meet individual sensory, physical and communication needs.
- Pupils will not be disadvantaged due to the nature of their disability or learning difference, in line with our duties under the Equality Act 2010 and SEND Code of Practice (2014).

6. In-Class Marking and Pupil Conferencing

Checking & Marking Classwork

It is not mandatory for teachers to make comments on work; however, if it is appropriate and conducive to the pupil, it must be accessible, personalised and have an impact on their academic and/or personal development.

Regardless of whether comments are made, we **insist**, however, that work is acknowledged; this is to quality assure the following:

- To ensure teachers are aware of the quality of work
- To challenge incomplete or untidy work
- To reward and recognise outstanding effort
- To identify pupils who may need more help or challenge.

Peer-assessment in the form of pupil marking may be done to encourage pupil engagement with assessment criteria and develop peer support.

7. 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 Bard. New Avenue 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 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

8. Headteacher Responsibility

The headteacher is responsible for:

- Ensuring the 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.

9. Subject Lead Responsibility

Subject leads are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Contributions to the internal moderation process to ensure consistent and accurate judgements are made in relation to pupil progress.

10. Monitoring and Evaluation

The school will adopt a triangulated approach to reviewing pupil progress, drawing on evidence from 7Cs profiles, EHCP outcomes, and academic assessments such as Rising Stars.

Governors will ensure that the quality of education is regularly scrutinised to ensure it is meeting the required standard.

There will be a full monitoring and evaluation schedule in place to quality assure assessment and pro-actively address underachievement, ensuring that assessment evidence also informs the school's self-evaluation and the Headteacher's reporting to governors.

Updates

Dates	Comments
07/03/2025	Legislation and Guidance now includes additional legislation.
07/03/2025	Our Model of Assessment now includes information on how the assessment data feeds into our wider school curriculum review process.
07/03/2025	Assessment Approaches now includes information on accessibility for all pupils.
07/03/25	Subject Lead Responsibility includes information on our internal moderation and quality assurance process.
07/03/2025	Monitoring and Evaluation now includes information on how the school collectively reviews pupil progress ahead of meeting with governors. Additionally, there is information on how the school will quality assure it's assessment process.

Appendix B

Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

Communication

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration Conversation
- Listening
- Social Communication
- Social Interaction

Creativity

- Generate Ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

Our Curriculum

Control

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

Compassion

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

Co-ordination

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

Appendix D

Pupil Name	Verbal Feedback	Strengths / misconceptions?

Group misconceptions...

Follow up question(s)...

Retrieval opportunity...
*Last year?
*Last term?
*Last lesson?