

School:	Haywards Farm, Northcroft and Juniper House Schools		
Policy:	Assessment Policy		
This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required. This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DfE guidelines and changes. Document Control Policies linked to this policy are: Subject Policies, Equality Policy, Curriculum Policy, Reading and Phonics Policy			
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4	Sept 2026	Rebranding & reformatting	TWR
5	Sept 2026	Review	RR/GC

Contents

Rationale	2
Scope of Assessment	3
Definition of Assessment	3
Purpose of Assessment	3
Holistic Assessment and Personal Development	3
Basic Principles of Assessment	5
Assessment and Intervention: Assess–Plan–Do–Review	6
Reading	8
Moderation	8
Recognising Impact	8
Reports	9
Parent/Carer Consultation and Participation	9
Recording and Tracking	9
Roles and Responsibilities	10
Transitions	11
Monitoring and Review	11

Rationale

Amegreen Education Schools provide specialist education for children and young people with SEND. The schools recognise that effective assessment is fundamental to understanding each student's starting points, identifying strengths and gaps in learning, planning appropriate teaching and provision, and measuring progress over time.

On entry to the school, students undertake appropriate baseline assessments to establish their current levels of attainment and identify individual learning needs. This may include reading and phonics assessment, standardised assessment and other assessments appropriate to the student's age, stage of development and individual needs. Information from previous settings, EHCPs, parents/carers and relevant professionals is also considered when establishing a student's starting point.

Assessment information enables teachers to identify what students know, understand and can do, identify gaps in learning and plan appropriate next steps. Assessment is an ongoing process and is used throughout teaching to ensure that prior learning is built upon, appropriate adaptations are made and students are supported to make progress.



Assessment is not limited to academic attainment. The schools recognise that social, emotional and mental wellbeing, communication, regulation, independence, engagement and readiness to learn can significantly influence a student's ability to access education. Assessment information is therefore considered holistically and is used to inform teaching, targeted intervention, reasonable adjustments and wider provision.

Scope of Assessment

Assessment at Amegreen Education is understood as a holistic and continuous process. Academic attainment and progress remain central to assessment practice; however, the schools also recognise that students' social, emotional and mental wellbeing, readiness to learn, communication, independence and ability to regulate can significantly influence access to learning and overall progress.

Assessment information is used to identify strengths and barriers to learning, inform curriculum planning and reasonable adjustments, monitor progress towards EHCP outcomes and individual targets, and determine where targeted intervention or additional provision is required.

Definition of Assessment

Assessment is the ongoing process of gathering, interpreting and using information to understand what a student knows, understands and can do, the progress they are making and what they need to learn or develop next.

Purpose of Assessment

The purpose of assessment is to recognise and celebrate achievement, identify students' individual starting points and next steps, and ensure that teaching and provision are responsive to need. Assessment is used to identify gaps in learning, inform curriculum planning and adaptations, monitor progress, evaluate the impact of interventions and support students to progress towards their individual targets and EHCP outcomes.

Assessment also supports the identification of appropriate accreditation and qualification pathways. Assessment information is used to determine the level, course and programme of study most suited to each student's strengths, needs, aspirations and future destinations. Through ongoing assessment, the school monitors students' readiness for external qualifications and ensures that teaching, intervention and curriculum pathways support students to achieve recognised outcomes and qualifications wherever appropriate.

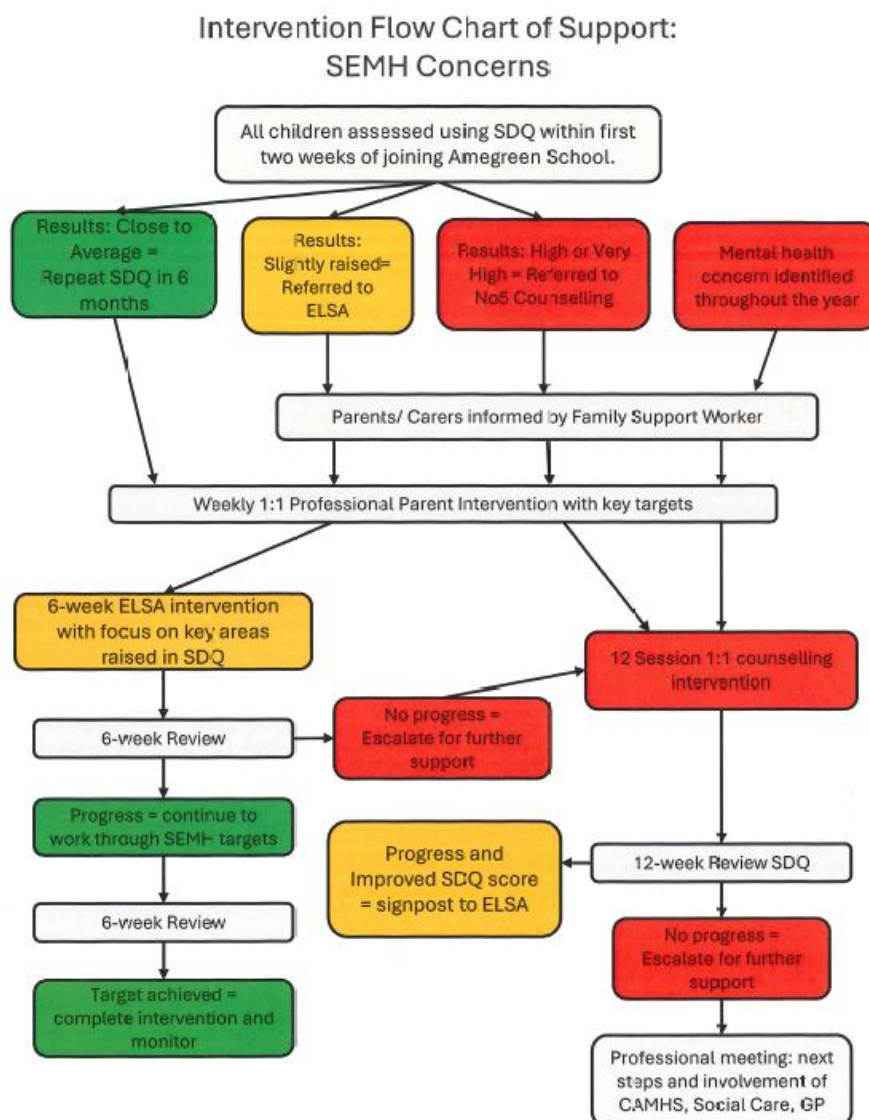
Holistic Assessment and Personal Development

Alongside academic assessment and tracking through B-Squared, the schools use Student Assessment Profiles (SAPs), the Strengths and Difficulties Questionnaire (SDQ) and a range of other evidence to develop a holistic understanding of each student. This may include student voice, staff observations, Professional Parent check-ins, EHCP outcomes, attendance and engagement information, and information from parents, carers and relevant professionals.

The SDQ is used as an assessment and monitoring tool. It is not used in isolation or as a diagnostic measure. Assessment information contributes to the schools' wider understanding of a student's strengths, needs and barriers to learning and supports informed decisions about teaching, intervention and provision.

Where assessment information, including the SDQ where appropriate, identifies an emerging or ongoing social, emotional or mental wellbeing need, the school will use its mental health and wellbeing support pathway to determine the appropriate response. This supports a graduated and proportionate approach to identifying need, providing appropriate support and reviewing its impact.

Mental Health and Wellbeing – Assessment and Support Pathway



Recognising Progress and Achievement

Progress and achievement may be demonstrated in different ways and at different rates. For some students, improvements in emotional regulation, communication, relationships, independence, attendance, engagement or readiness to learn may be important indicators of progress and may provide the foundations required for subsequent academic development.

The schools therefore consider achievement across academic, personal, social and emotional development while maintaining high expectations for academic progress. Assessment information is used not simply to record where a student is, but to inform what the school does next.

Assessment is used not simply to identify where a student is, but to consider the impact of teaching, intervention and provision on the individual student. Where an intervention, adaptation or additional provision is put in place, staff should be clear about its intended or desired impact and what positive change they would expect to see for the student.

This may include, for example, improved engagement in learning, increased independence, improved emotional regulation, greater confidence, improved communication or relationships, increased attendance, successful access to a wider curriculum, progress towards an EHCP outcome or measurable academic progress.

Basic Principles of Assessment

Assessment should be an integral part of teaching and learning and should enable students to demonstrate their knowledge, understanding, skills and progress.

- Assessment should be positive and purposeful. It should recognise strengths, identify areas for development and support students to understand their next steps.
- Assessment should support progression and appropriate adaptation, ensuring that teaching responds to students' individual starting points, strengths and needs.
- Assessment should arise from a shared understanding between teachers and students, wherever appropriate, of clear learning intentions and assessment criteria.
- Students should be supported to understand how their learning is assessed and encouraged, where appropriate, to take increasing responsibility for their own learning.
- Students should be encouraged to contribute to the assessment of their own learning and progress through reflection, discussion, self-assessment and student voice.
- Teachers should use assessment information to inform future teaching and learning, identify gaps in knowledge and understanding, and plan appropriate next steps.
- Every student has the right to fair, inclusive and equitable assessment. Assessment practice will take account of individual needs and reasonable adjustments will be made where required to ensure that students are able to demonstrate their knowledge, understanding and progress.
- Students working above age-related or expected curriculum levels will be appropriately challenged through ambitious curriculum planning, adaptation and opportunities for progression. Where appropriate, this may include access to learning or qualifications beyond those normally associated with the student's chronological age.



Assessment and Intervention: Assess–Plan–Do–Review

Where assessment identifies an area of need, interventions will follow an assess–plan–do–review cycle so that support is purposeful, measurable and responsive to the individual student.

Assessment → Identification of Need → Targeted Intervention → Review of Impact → Adaptation of Provision → Further Assessment

Assess – Academic assessment, SDQ information where appropriate, EHCP outcomes, student voice, observations and other relevant evidence are considered to establish the student’s current strengths, needs and potential barriers to learning.

Plan – Appropriate outcomes and targeted support or intervention are agreed. This may include literacy and numeracy intervention, Speech and Language Therapy programmes, Occupational Therapy programmes, emotional literacy support, drawing-based therapeutic interventions and targeted Professional Parent work.

Do – Interventions are delivered consistently by appropriately identified staff and are linked to the student’s assessed needs, EHCP outcomes and/or individual targets.

Review – The impact of interventions is reviewed using appropriate evidence. This may include repeat SDQ measures where appropriate, academic assessment, progress towards EHCP outcomes, student and parent/carer voice, attendance and engagement information, and professional observations.

Adapt – Assessment information is used to determine whether intervention(s) should continue, be adapted, increased, reduced or concluded and to identify the student’s next steps.

OUR GRADUATED APPROACH

Assess • Plan • Do • Review • Adapt

ASSESS

- Academic assessment
- SDQ information
- EHCP outcomes
- Pupil voice
- Professional observations
- Other relevant evidence

Purpose: To identify strengths, areas of need and barriers to learning.

PLAN

- Identify needs and agree outcomes
- Plan targeted support and interventions
- Literacy and numeracy interventions
- SaLT, OT and emotional literacy support
- Professional Parent work where appropriate

Purpose: Appropriate support is agreed based on identified need.

DO

- Interventions delivered consistently
- Delivered by identified staff
- Linked to assessed need
- Linked to EHCP outcomes and targets

Purpose: Support is implemented as planned.

REVIEW

- Review impact using evidence
- Assessment and progress information
- Pupil and parent/carer voice
- Attendance and engagement data
- Professional observations

Purpose: Evaluate effectiveness and impact of support.

ADAPT

- Continue intervention where effective
- Adapt provision where required
- Increase or reduce support
- Conclude intervention where appropriate
- Identify next steps and reassess

Purpose: The cycle begins again with further assessment.

Evidence Informed • Purposeful • Measurable

Reading

Reading is a key priority across the schools and forms an important part of the assessment framework. All students will have their reading skills assessed on entry, including phonics assessment where appropriate, to establish an accurate baseline and identify any gaps or areas requiring additional support.

Reading progress is assessed and monitored regularly using the schools' agreed assessment tools. Assessment information is used to inform teaching, identify appropriate reading and phonics interventions, ensure students access suitably challenging texts and monitor the impact of provision over time.

Reading assessment information contributes to the student's wider assessment profile and, where appropriate, informs the assess-plan-do-review cycle.

For further information, please refer to the Reading and Phonics Policy.

Moderation

The schools are committed to ensuring that assessment information is accurate, consistent and reliable. Moderation supports a shared understanding of standards and expectations across subjects, classes and provisions, helping staff to make secure assessment judgements based on appropriate evidence. Through professional discussion and review of students' work, teachers and leaders ensure that assessment information accurately reflects students' attainment, progress and next steps.

Subject leaders and senior leaders monitor assessment practice and use moderation activities to identify areas for improvement and support staff development. Where students are working towards accreditation or qualifications, assessment judgements will be aligned with awarding body requirements and internal moderation ensuring that outcomes are fair, robust and support effective decision-making about teaching, intervention, reporting and curriculum development.

Recognising Impact

The impact of provision is reviewed using appropriate evidence, including assessment information, observations, student voice, parent/carer feedback and progress towards individual targets and EHCP outcomes. Where the desired impact is not evident, the team around the student will consider what needs to be adapted, changed or strengthened rather than continuing provision without evidence of benefit. This ensures that assessment remains purposeful and informs what the school does next for each student.

Assessment information is analysed at classroom, cohort, school and group level to support self-evaluation, school improvement planning and strategic decision-making.

Reports

Termly report cards are completed for each student by the team around the student, ensuring that reporting reflects a holistic view of the student's progress, achievements, strengths and areas for development. They are sent home to parents and carers, providing regular information about their child or young person's progress throughout the academic year and supporting informed discussion between the school, student and family.

Reports draw upon relevant assessment information, including academic progress, engagement in learning, personal and social development, progress towards individual targets and EHCP outcomes, where appropriate.

Report cards should identify not only what support or intervention a student has received, but, where appropriate, the impact this has had and the progress or change that has been observed. They should recognise successes and identify clear and meaningful next steps.

Parent/Carer Consultation and Participation

Following the distribution of termly report cards, parents and carers will be invited into school for a consultation event.

These events provide parents and carers with the opportunity to review their child or young person's books and wider evidence of learning, discuss progress and the impact of provision, consider the next steps identified within the report card and meet members of the team around their child or young person.

Parents and carers are recognised as important partners in understanding their child or young person's strengths, needs and progress. Their views and knowledge of their child are considered alongside student voice, assessment information and professional observations when reviewing progress and planning appropriate next steps.

Where decisions are being made about targets, interventions, adaptations or wider provision, parents/carers and the student will be involved wherever appropriate. Their views will be sought and considered as part of the decision-making process, with the aim of developing a shared understanding of the desired outcomes, the support being provided and the impact the school expects that support to have.

Consultation events therefore provide an opportunity not simply to report progress, but to consider collaboratively what is working, what difference it is making and what needs to happen next.

Where a student joins the school at a different point in the academic year, or where attendance at a scheduled consultation event is not possible, alternative arrangements will be offered where appropriate.

Recording and Tracking

A wide range of evidence is used to build a clear and holistic picture of each student's attainment, progress, strengths, needs, barriers to learning and next steps. This includes students' work,



assessment outcomes, teacher observations, dialogue with students and other relevant evidence.

Students are involved in the assessment process, where appropriate, through reflection, self-assessment, student voice and discussion about their progress and next steps. Parents and carers also contribute to the assessment and review process, providing information about their child or young person and contributing to discussions about progress, provision and desired outcomes.

B-Squared is the schools' central platform for recording and tracking curriculum progress, enabling teachers to identify what students know, understand and can do, identify gaps in learning and determine appropriate next steps. Alongside academic assessment and tracking through B-Squared, the schools use Student Assessment Profiles (SAPs) and the Strengths and Difficulties Questionnaire (SDQ) to support a holistic understanding of each student's strengths, needs, barriers to learning and progress. SAPs and SDQ information are considered alongside EHCP outcomes, student voice, attendance and engagement, staff observations and information from parents, carers and relevant professionals.

The SDQ is used as an assessment and monitoring tool and is not used in isolation or as a diagnostic measure.

Assessment and tracking should demonstrate not only what provision or intervention has been put in place, but the intended impact and, through review, the actual impact on the student. Evidence is used to consider what is working, what difference it is making and what needs to happen next.

This information contributes directly to the schools' assess-plan-do-review cycle, supporting the identification of appropriate interventions, evaluation of their impact and informed decisions about whether provision should continue, be adapted, increased, reduced or concluded.

Roles and Responsibilities

Teachers are responsible for ensuring that assessment information is accurate, current and supported by appropriate evidence. They use assessment information to plan teaching, identify gaps in learning, provide appropriate adaptations, set meaningful next steps and monitor student progress. Teachers should be able to identify the intended impact of teaching, intervention or provision and evaluate whether that impact is being achieved.

Subject leads support consistency and accuracy of assessment within their curriculum areas. They use assessment information to evaluate curriculum implementation and impact, identify patterns or gaps in learning and ensure that assessment informs future curriculum planning.

The SENCo and relevant leaders use assessment information, SAPs, SDQ information, EHCP outcomes, student and parent/carers voice and intervention evidence to support the assess-plan-do-review process. They consider whether provision is having the desired impact on the individual student and whether it remains appropriate or requires adaptation.

Senior leaders monitor the quality, consistency and effective use of assessment across the schools. This includes oversight of B-Squared and wider assessment information, the progress students are making, the impact of interventions and provision, and how effectively assessment information is being used to inform curriculum and strategic decision-making.

Transitions

Assessment plays a key role in supporting successful transitions into the school. Information from previous settings, EHCPs, Student Assessment Profiles (SAPs), professional reports, parents/carers and the student themselves is used to establish a clear understanding of strengths, needs, barriers to learning and appropriate provision.

Baseline and ongoing assessment information informs transition planning, ensuring that arrangements are responsive to the individual needs of the student and support access to learning, wellbeing and engagement. Assessment continues throughout the transition period. Information gathered through observations, engagement, academic assessment, SAPs, student and parent/carer voice and other relevant evidence is used to monitor progress, evaluate the impact of transition arrangements and identify appropriate next steps.

Where a student is accessing alternative provision as part of their transition, assessment information will be used to review its effectiveness and determine whether the provision should continue, be adapted or conclude.

Students and parents/carers will be involved, where appropriate, in reviewing progress and considering next steps. Assessment information may also be used to inform discussions with the Local Authority and other professionals, including EHCP reviews where required. Through an assess-plan-do-review approach, assessment ensures that transition arrangements remain purposeful, responsive and focused on achieving positive outcomes for the student.

Monitoring and Review

This policy will be reviewed annually, or earlier where changes to statutory guidance, curriculum, assessment systems or the needs of the schools require amendment.

Senior leaders will monitor the quality, consistency and effectiveness of assessment practice across the schools. This will include curriculum monitoring, scrutiny of assessment and B-Squared information, review of SAPs and other relevant evidence, student progress, progress towards EHCP outcomes, reporting to parents/carers and evaluation of the impact of interventions and wider provision.

Monitoring will consider not only whether assessment processes are being completed, but whether assessment information is being used effectively to improve teaching, inform provision, support decision-making and achieve the desired impact for individual students.

The views of students, parents/carers and staff will contribute, where appropriate, to the evaluation and continued development of assessment practice across the schools.