

School:	Haywards Farm & Northcroft School		
Policy:	Assessment Policy		
<p>This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.</p> <p>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.</p>			
<p>Document Control: Policies linked to this policy are: Subject Policies, Equality Policy, Curriculum Policy</p>			
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Change History

Amendment	Date	Description	Change ID
1	January 2023	Created and implemented	LP
2	February 2023	Proprietor Approval	RR/GC
3	July 2023	Amended in readiness for school opening	RR/GC
4	Sept 2026	Rebranding & reformatting	TWR

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Rationale

Haywards Farm & Northcroft School is a school which caters for young people with SEN needs. A thoughtful assessment process has been created.

All students, on entry to the school, will have a phonics/reading assessment and GL CAT4 assessment, to ensure that teaching staff have the knowledge and are equipped to teach the depth of Curriculum which each child needs while ensuring that Students are given the opportunity to make good progress.

With the support of b-squared, the national curriculum has been broken down into manageable targets which enables our students to make effective progress, while enabling our staff to evidence progress in line with students' abilities and their needs.

At the beginning of each unit of work across our core subjects, Students will be given an informative assessment which is used to tailor the forth coming learning, ensuring that prior learning is built upon and students with gaps in their learning are given the opportunity, with the support of skilled staff, to make progress using adaptations.

The assessments are then revisited at the end of the unit to ensure that Students have made progress, and learning is retained in order for them to build upon their knowledge for next academic year. For students that continue to have gaps in the knowledge taught within a unit, learning will be revisited, and all students will have the opportunity to gain the knowledge which they may have missed or an opportunity for those students who secured the knowledge to revisit using different methods to ensure that the knowledge has been retained and embedded.

During the time of assessment, all students will be given a Thrive assessment by one of the school's trained Thrive practitioners. This will identify the stage of emotional development the student is at and offer strategies to support them in reaching their right time of development. The assessment is transferred not only into the classroom to ensure an inclusive environment but also to the broader school community to ensure that a consistent approach is sustained at all times for the student. The Cluster of schools is dedicated to offering equality to every student within Amegreen education, from the start of their educational journey with us.

Definition of Assessment

Assessment is the process which provides information on an individual student's experience and achievement. It defines what the student knows, understands and can do.

Purpose of Assessment

The purpose of assessment is to recognise and celebrate students' achievements and facilitate moving to the next target. Furthermore, it promotes the quality of teaching and learning so that all students are helped to make steady progress.

Basic Principles of Assessment

Assessment should encompass an elevation of students' achievements across the whole range of school experience.

- Assessment should be positive. It should provide opportunities for progression and differentiation. It should, therefore, encourage achievement and help the student to move forward. To this end, it should include constructive criticism and comment on strengths and weaknesses. It should both indicate what the student can do and what the student needs to do in order to improve.
- Assessment should be an integral part of the learning process.
- Assessment should arise out of a shared understanding, by teacher and students, of clear and explicit learning targets and shared assessment criteria.
- Students should always be fully aware of the criteria against which their work will be evaluated. As a result, students will be encouraged to take more responsibility for their own learning.
- Students should be encouraged, as far as possible, to contribute to the assessment of their own work and progress. The process of assessment should enable students to become more reflective learners.
- Teachers should always use the results of assessment to inform the planning of future teaching and learning. Assessment should, therefore, help teachers to plan work best suited to each student's stage of development and should provide opportunities for progression and differentiation.
- Every student has a right to fair and unbiased assessment, irrespective of race, gender, colour, nationality, ethnic or social backgrounds or disability.
- Reasonable adjustments will be put in place for pupils with SEND or disabilities.
- More able students are catered for by differentiated teaching, timetabled one to one session, with higher year groups and taking GCSE's/qualifications early.

Reading

Reading at Haywards Farm & Northcroft School is a crucial part of the school's culture. All Students will have a GL assessment and for those students who do not arrive with evidence of a phonics screening this will be completed. However, for those students with this present on entry will be assessed using the Star Reader Assessment tool and we will be using Accelerated Reader; the programme assesses Students and monitors the progress being made. This system will also ensure that suitable books are allocated to Students in line with their ability. The assessment is redone every term.

For further information please refer to the [Reading and Phonics Policy](#).

Reports

Haywards Farm & Northcroft School's Glimmer of Success formal summative reports are highly valued by students and parents and provide an accurate account of the students' progress. Reports reflect the

school's assessment method and show clearly the successes of the academic year and targets for the following year.

A written report will be issued during the summer term.

Consultation Events

Parent's consultation afternoons do take place during the Autumn and Spring terms for students who transition in at different points of the academic year alternative arrangements are made.

Recording and Tracking

A wide range of evidence is recorded by Teachers; test results, recorded observations, dialogue with students, setting tasks and viewing work. It is important that pupils are involved in this process through self and peer assessment.

Students' standardised scores and assessments are tracked throughout using an Excel spreadsheet on the staff shared area which will be transferred onto the schools Management Information System, Arbor during the academic year.

Transitions

Students will first transition into the school when their proposed cohort is attending Forest School (The Paddocks) and Stable Futures. As a school that is relationship-based, building relationships with key staff is the starting point for all students.

Phase 1: Students who meet the criteria of a Phase 1 transition into the school will attend the school for an hour at a time to support them in building relationships with key adults, working through a Thrive assessment which focuses on personal development and gives the time to the school to ensure that the environment is tailored to the student's needs.

Phase 2: Students who meet the criteria of a Phase 2 transition when joining the school or are ready to move on from Stage 1, will attend 1-hour sessions with 1-1 literacy specialist with a focused program, which runs alongside the Thrive/Personal development program.

Phase 3: Students who meet the criteria of a Phase 3 transition when joining the school or are ready to move on from Stage 2 will continue having the 1-1 session with the literacy lead while being integrated into the classroom to work alongside their peers. The curriculum offer will continue to be reduced to ensure that Students do not suffer from cognitive overload.

Phase 4: Students who meet the criteria of a Phase 4 transition when joining the school or are ready to move on from Stage 3 will continue having the 1-1 session with the literacy lead while being integrated into the classroom to work alongside their peers. The curriculum offer will continue to be reduced to ensure that Students do not suffer from cognitive overload.

Phase 5 – Students will be ready for the classroom full time and accessing the full curriculum.

Students unable to transition into the school with our phased transition plan, an annual review will be called with the local authority.