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<b>School:</b>	<b>Haywards Farm School &amp; Northcroft School</b>		
<b>Policy:</b>	<b>Assessment Policy</b>		
<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><b>Document Control:</b> Policies linked to this policy are: Subject Policies, Equality Policy, Curriculum Policy</p>			
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Version	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	May 2024	Amended June 2024	Board
5	June 2024	Reviewed for academic year 2024-2025	Board
6	July 2025	Reviewed for academic year 2025-2026	AW/CE

## **Incorporating Marking, Feedback and Reporting**

### **Rationale**

Haywards Farm School & Northcroft School are schools 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 children 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, children 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 children 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.

Students will also during this time be supported by a trained Thrive practitioner in taking part in a Thrive assessment to ensure everyone within the school has a depth of understanding of the students' emotional stage of development and the strategies that need to be consistently put into place for them. This model ensures equality within the schools and a constant approach at all times when dealing with a child who has been through trauma.



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## **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 creed, gender, colour, national, ethical or social backgrounds or disability.
- Reasonable adjustments will be put in place for pupils with SEND or disabilities.



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- More able students are catered for by differentiated teaching, timetabled one to one sessions, with higher year groups and taking GCSE's/qualifications early.

## **Reading, please refer to the “Reading Policy” for a more detailed overview.**

Reading at Haywards Farm School is a crucial part of the school's culture. All children 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 children and monitors the progress being made. This system will also ensure that suitable books are allocated to children in line with their ability. The assessment is redone every term.

## **Reports**

Haywards Farm School and Northcroft school 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' standardized scores and assessments are tracked throughout using an Excel spreadsheet on the staff shared area which will be transferred onto Arbor during the academic year.

## **Transitions are expected to take up to an 8 week period.**

**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



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assessment which focuses on personal development. This will be reviewed internally on a two weekly bases within a transition meeting.

**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 Haywards Farm School's 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 children 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 children do not suffer from cognitive overload.

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

However, Students will be introduced to Stable Futures and the Paddocks which is Haywards Farm School and Northcroft school Forest school as soon as the child is ready.

Students unable to transition into the school with Hayward Farm School's Phase Transition Plan will follow the process outlined below:

- The Local Authority will be informed immediately that there are placement concerns.
- In line with the school's Transition and Admissions Policy, a formal record will be made that the young person/child has not been able to access the school environment.
- A multi-agency review will be requested to consider whether the placement can be supported further, or whether an alternative provision is required.
- The school will continue to provide safeguarding oversight during school hours until the placement has formally ended.
- A detailed report outlining the support offered, attempts made during the transition process, and any barriers observed will be shared with the Local Authority and placed on the student's file to ensure compliance.