



# ASSESSMENT POLICY

**Date of last review: September 2025**

**Next review date: September 2026**

## **STATEMENT OF INTENT**

Cribden House believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/relevant
  - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

## **PRINCIPLES**

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes class or leaves the school.
- Comply with statutory requirements.

## **RATIONALE**

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and gaps in learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

## **KEY ROLES AND RESPONSIBILITIES**

The governing body has overall responsibility for the implementation of the Assessment Policy and procedures of Cribden House.

The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

The Deputy Headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Cribden House.

The Deputy Headteacher is responsible for collecting and interpreting assessment data, implementing systems that inform class teachers of the identified gaps in pupils learning. Updating the Headteacher on the effectiveness of the provision and using school level assessment data.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and implementing, assessing and reviewing/evaluating individual interventions.

All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the Headteacher and Deputy/Assistant Headteacher.

Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings wherever possible.

## **TRAINING OF STAFF**

Teachers and support staff will receive training on the Assessment Policy and types of assessment used in school as part of their induction programme.

Teachers and support staff will receive regular and ongoing training as part of their professional development.

## **DEFINITIONS**

Cribden House:

Defines 'assessment' as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Defines 'diagnostic assessment' as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Defines 'formative assessment' as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Defines 'summative assessment' as activities which assess final achievement at the end of the year.

## **TYPES OF ASSESSMENT**

Cribden House acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

- Oral feedback, learning conversations, self-assessment, targeted questioning, written feedback (see Marking & Feedback policy.)
- Assessment moderation of exemplar work of a range of grades with own class teachers, other special schools and local mainstream schools.

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Self-marking against the learning objective.
- Peer-marking against the learning objective.
- Self-evaluation using traffic lights/smiley faces.
- Highlighting own work to demonstrate appropriate features or use of criteria.

## **TARGET SETTING**

Pupils complete baseline assessments on entry at Cribden House, which inform gaps in their learning and can inform long-term National Curriculum-based learning goals or shorter term learning goals. These are set using the Being and Doing Curriculum assessments for children on the Being and Doing Pathway and using PIVATS for children on the Thinking Pathway.

Some pupils may follow National Curriculum objectives from a younger year group's curriculum, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.

Stepped, Yearly and termly targets that lead to the long-term learning goals from a pupils EHC plan are agreed with parents/carers at Annual Review and are in every pupils Target Tracker.

## **TRACKING AND REVIEWING PROGRESS**

Formative and summative assessment milestones are recorded electronically using the Being and Doing Curriculum assessments or PIVATS dependent on the Pathway in which the child is learning. Where appropriate, National Curriculum objectives are only recorded as 'achieved' when a child has mastered them.

Pupils are given the opportunity to review their progress through learning conversations which are scheduled into lesson time whenever deemed appropriate.

To assist in guiding each pupil's learning journey, Target Trackers are reviewed every half term and evaluated termly, at which point new targets are set for every child.

Pupil progress meetings for each class group are scheduled termly and focus on:

- Reviewing the progress of all pupils.
- Identifying and monitoring pupils that are underperforming.
- Pinpointing barriers to learning that occur for each child.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.

Headteacher and Deputy/Assistant Headteacher meet termly. The purpose of the meeting is to monitor pupils who were identified as underachieving in pupil progress meetings, to pinpoint trends

relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

## **MARKING AND FEEDBACK**

Marking of pupils' work should follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.

## **RECORDS AND RECORD KEEPING**

Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- Lesson plans.
- Pupil work and work books.
- Tapestry Evidence (Being and Doing Pathways)
- Targets in Target Trackers.
- Annual Review paperwork.
- Pupil progress meetings.
- Being Curriculum Assessment (Being Pathway)
- Doing Curriculum Assessment (Doing Pathway)
- PIVATS (Thinking Pathway)
- Early Years Foundation Stage Profile

At the Early Years Foundation Stage, each child's developments and achievements are recorded in the Early Years Foundation Stage Profile (EYFSP), which is based on teachers' ongoing observations and assessments.

Summative assessment records, such as Key Stage 1 and Key Stage 2 examination results, are kept electronically and submitted to the Local Authority Portal.

Formative assessment records, such as pupil work, are held for one year. Electronic recording methods e.g. Tapestry are kept for the entire period the child remains in school.

## **STANDARDISATION AND MODERATION**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues.
- Partnership with colleagues from other mainstream and special schools within the local area.
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

Portfolios of moderated work are kept securely by subject leaders.

## **REPORTING**

Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

A written report for each pupil is sent to parents/carers twice a year in the form of Annual Review paperwork and an end of year report. Reports outline pupils' progress in the core subjects of the

National Curriculum. Teachers make comments on the attainment of each pupil. Targets for English and Mathematics are also set.

Parents/carers are invited to attend formal consultations (parent evenings) with the teacher twice per year. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Headteacher at other times.

In Target Trackers, targets are evaluated and new targets set each term and these are also reviewed half-termly. Evaluated and new targets are sent to parents at the end of each term, so that parents/carers are fully informed of their child's progress in relation to their Social, Emotional & Mental Health difficulties as set out in their EHC plan as well as progress in English and Mathematics.

The Headteacher reports progress to governors on a termly basis, in the form of a Headteacher's report. The information is also reported in more detail in the termly Standards and Effectiveness Committee meeting.

### **LINKS TO OTHER POLICIES**

This policy also links to the Rewards and Sanctions Policy and Marking and Feedback Policy.

### **REVIEW**

This policy was reviewed in September 2025. It will be reviewed again in September 2026.

## APPENDIX A: ASSESSMENT MATERIALS, TOOLS AND TESTS

Reading	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Summative tests</li><li>• Teacher planned comprehension tests/activities</li><li>• Phonic phase assessments (including flashcards)</li></ul>
Writing	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes)</li><li>• Results of class tests (e.g. weekly spelling tests)</li><li>• Summative tests</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Summative tests</li></ul>

## APPENDIX B: SCHOOL ASSESSMENT SCHEDULE

Autumn one	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets updated.</li> <li>• Parents' evening.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Assessment moderation meetings.</li> <li>• Individual interventions evaluated and new interventions set.</li> </ul>
Autumn two	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets reviewed.</li> <li>• Pupil progress meeting.</li> <li>• Individual interventions evaluated and new interventions set.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Summative assessment tasks for every child.</li> </ul>
Spring one	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets updated.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Assessment moderation meetings.</li> <li>• Individual interventions evaluated and new interventions set.</li> </ul>
Spring two	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets reviewed.</li> <li>• Pupil progress meeting.</li> <li>• Individual interventions evaluated and new interventions set.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Summative Assessment tasks for every child.</li> </ul>
Summer one	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets updated.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Assessment moderation meetings.</li> <li>• Individual interventions evaluated and new interventions set.</li> <li>• End of year reports produced.</li> <li>• Prepare class hand-over folders.</li> <li>• Year 6 SATs. (If appropriate)</li> <li>• LA SATs moderation meetings for Reception, Year 2 and Year 6.</li> </ul>
Summer two	<ul style="list-style-type: none"> <li>• Baseline summative assessments (within first two weeks of starting school.)</li> <li>• Termly Target Tracker targets reviewed.</li> <li>• Pupil progress meeting.</li> <li>• Individual interventions evaluated and new interventions set.</li> <li>• Class assessment folder updated (on-going.)</li> <li>• Summative Assessment tasks for every child.</li> <li>• Parents' evening.</li> <li>• Assessment moderation meetings.</li> <li>• Year 1 phonics test.</li> <li>• Report EYFSP to LA.</li> <li>• Report Year 1 phonics assessment results to LA.</li> <li>• Report Years 2 and 6 SATs results to LA.</li> <li>• Report all results of statutory assessments to parents.</li> <li>• Annual reports sent to parents.</li> <li>• End of year parent transition meetings.</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information.)</li> </ul>

**APPENDIX C: THE ASSESSMENT CYCLE**

