



Assessment and Review Policy 2022

Introduction

Hope Tree School is a safe, secure and stimulating school that supports children's individual needs. Staff work hard to ensure that a nurturing approach supports all children through their education providing a bespoke approach to each child depending on their current needs.

All aspects of school life are designed to create a sense of safety, and inspire and engage children back into learning. This is supported by the provision of therapies as needed, e.g. occupational therapy, speech and language therapy, autism-adapted CBT and mindfulness.

All assessment at Hope Tree School is used as a supportive measure that allows all progress, no matter how small, to be demonstrated and celebrated and for each student to keep moving forward in their learning in accordance with each child's individual needs.

Assessment systems support measuring the progress of children within a familiar environment that is stable and secure. The use of formative and summative assessments within normal classroom activities will be used where possible to enhance children's ability to engage in learning and self development.

Once a placement at the school has been agreed, the school will collate all available information for that student in order to produce provisional baseline data. Once the student has begun attending additional opportunities to demonstrate their existing knowledge, understanding and skills will be provided. All this information will be used to identify gaps in their learning and inform planning.

Underpinning Principles for assessment

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects.

- Assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning.

Assessment is ambitious.

- Assessment places achievement in context against expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding student achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- Assessment should demand no more procedures or records than are practically required to allow students, their parents and teachers to plan future learning.

Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.
- Teaching staff will liaise with staff from other schools to ensure their judgements are consistent with similar cohorts of children.

Assessment outcomes provide meaningful and understandable information for:

- students in developing their learning;
- parents in supporting children with their learning;
- teachers for planning teaching and learning.
- appropriate agencies and local authorities;
- school leaders and governors in planning and allocating resources; and
- government and agents of government.

Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Philosophy of assessment:

- Assessment is integral to high quality teaching and learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in the approach to assessment.
- We have a senior leader who is responsible for assessment, currently the Head of Learning.

Assessment Methods:

- Our assessment system has been developed carefully to meet DfE guidance and our philosophy of assessment.
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- We predominantly use internally-developed tasks and activities, designed to minimise anxiety and maximise opportunities for success. These tasks and activities will use National Curriculum objectives as a marker.
- Assessment judgements are recorded and substantiated by the evidence collected during observations, recorded and uploaded on each student's profile, and assessments through the use of tasks and activities, as described above.

Forms of Assessment:

Day- to-day in-school formative assessment

Formative assessment takes place during learning and:

- Assesses knowledge, skills and understanding
- Identifies children's strengths
- Highlights misconceptions and gaps in learning
- Identifies next steps in learning
- Highlights need for support or intervention
- Informs teacher planning and reporting

Types of formative assessment include:

- Rich question and answer sessions
- Marking of student's work
- Observational assessment
- Short re-cap quizzes
- Scanning work, from across the curriculum, for student attainment and development.
- Adult and peer feedback and responses.
- Child self-assessment, reflection on learning.

In school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school, summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Students at Hope Tree School are likely to find extended formal assessments anxiety inducing. However, in preparation for Key Stage 4 and beyond, each student will be given opportunities to develop the key skills, anxiety management techniques and

stamina necessary to facilitate access to his style of assessment. A sensitive and graduated programme will be utilised according to each student's individual needs. Examples of this might include smaller, more frequent quiz style assessments and internally-designed practical tasks which address the objectives to be assessed.

Nationally standardised summative assessment

- The focus for our students at Hope Tree School is access to education, the development of key life skills, the promotion of good mental health and wellbeing and the enhancement of self esteem and confidence.
- Almost all students who attend Hope Tree School have gaps in their education due to previous experiences in education alongside the individual needs of each child.
- The school believe that it is of no benefit to the children to undertake Nationally standardised summative assessments as they are individually assessed against their individual baseline starting places and each has their own individual journey.
- The school has very high expectations for teaching and learning and teachers are knowledgeable with regards to the standard for ARE for the age of the children they teach.

Use of assessment

- Teachers are kept up-to-date with developments in assessment practice through school staff meetings. Professional development opportunities are provided and accessed as necessary.
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their students and classes.
 - Teachers use this data to plan the learning for every student to ensure they make progress. Teachers and leaders analyse the data across the school to identify children that may need specific intervention to help them make progress.
- The information from assessment is communicated to parents and students.
- Parents and students receive information on what has been achieved and guidance on what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Arrangements for the governance, management and evaluation of assessment

- The Head of Learning is responsible for ensuring that this policy is maintained and followed.
- Monitoring of the effectiveness of assessment practices will be carried out by senior leaders and will include, for example, student performance meetings, data analysis, tracking data and work scrutiny.
- Regular moderation will be undertaken both within school and collaboratively with other schools, to ensure consistency and accuracy of assessment judgements.

Roles and Responsibilities

Proprietors/Advisory Board

- Monitor whole school data.
- Monitor assessment practices in school.

Head of Learning

- Moderate teacher assessments and tests.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to students and set realistic targets for individual students.
- Provide assessment information to the senior leadership team, parents and students.
- Moderate alongside colleagues.

Teaching Assistants

● Provide feedback to teachers on student progress and attainment. Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their agreed out-of-school learning.

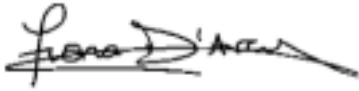
Students

- Take ownership of their learning, working hard to achieve their targets.
- Allow others to learn in a safe and settled environment.

Signed:



Head of Learning



Head of Pastoral Care

Date: September 2022

Review Date: September 2023