

# Assessment Framework Policy

## June 2023

Document title			Assessment Framework Policy
Author (name & role title)			<i>Craig Drummond – Deputy Head</i>
Version number			V1
Date approved			June 2023
Review cycle			Biannually
Approved by			Senior Leadership Team
Date of review			June 2025
Document history			
Version	Date	Author	Note of revisions
V1	23 June 2023	Craig Drummond	

Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. It should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## Index

1	Pre-admission Assessment	4
2	12-week assessment/baselining	4
3	Standardised testing	4
4	Setting Aspirational Targets and reporting progress to parents and other stakeholders	5
5	Written Reporting	6

## **1. Pre-admission assessment**

Pupils may start at Heathermount School from the age of 4. They may join at varying points throughout the academic year depending on their current school, the Local Authority, parents/carers and the pupil's needs.

Pre-admissions procedure:

- Paperwork is read and scrutinised by the Admissions team weekly. The team consists of 6 members of the Senior Leadership Team.
- If it is felt that the school can support the child and provide for their needs- a
- 'Taster week' is offered for the child lasting between three to five days where they spend their time accessing the curriculum with their proposed group. This gives teaching
- staff an opportunity to observe how the child interacts with adults as well as
- their peers and how they might cope at the school.
- Over the three to five days, the prospective pupil will be receive observations by the Speech & Language Therapist as well as the Occupational Therapist
- Word reading, comprehension, spelling and numeracy skills will be assessed subjectively by class teachers during this time
- At the end of the taster days, the relevant staff will write up a summary of the pupil with
- observations and assessment results; and will use this information to make a decision on whether the school can appropriately meet the needs of the child.

## **2. 12-week Assessment/ Base Lining**

It must be recognised that due to the potentially difficult learning experiences that some of our students will have had that a full assessment may take longer than might be expected. Introducing significant demand upon a student may make the integration to Heathermount more difficult. However, our aim will be to ensure that all students have had the opportunity to complete the following standardised assessments before week 6;

- 1) CAT test
- 2) NGRT Reading Test
- 3) Full Speech and Language Assessment
- 4) Occupational Therapy Assessment

## **3. Standardised Testing**

### *CAT 4*

Students will be tested again, using the CAT 4 assessment, at certain stages of their time at the school. We intend to administer the test based upon stage age so that students in curriculum groups equivalent to Year 7 and 9 will be tested in addition to their 12 week assessment CAT 4 or entry to the Year 3 curriculum.

### *NGRT*

Each year, students will complete NGRT Assessments in order to provide standardised data regarding the progress of reading and literacy skills for students. Students who fall below expected levels of progress or who demonstrate significant differences between reading and chronological age will be supported through direct 1-1 intervention to address gaps. To determine effectiveness of interventions, staff will consider the results from classroom observations, student work, behaviour data and NGRT Form B testing before intervention is stopped.

#### **4. Setting Aspirational Targets and reporting progress to parents and other stakeholders**

Using standardised data from NGRT and CAT4 testing will allow us to set targets for the students that reflect expected academic progress. These targets are aspirational targets and should therefore be set to stretch students.

It should also be noted that Heathermount will use a Stage not Age approach so that upon Entry/ Base line Assessment we will determine the stage of learning at which the student is at. We will tailor our groupings and curriculum so that students are able to learn at their own pace and access the relevant qualifications when they are ready to do so.

As an example, a Year 5 student working on the Year 3 curriculum will have a target set based on the Year 3 curriculum, not the Year 5 curriculum.

Once students enter KS4 they will be assigned one of 3 'Flight Paths' based upon CAT results, GL assessments and Teacher assessments/feedback.

<b>Flight Path</b>	<b>Target Grade</b>
Discover	Entry Level 1-3
Explore	1-3 (Level 1 Pass)
Adventure	4-9 (Level 2 Pass)

Aspirational targets allow the school to report termly to parents and carers with regards to how well students are performing. This will take place via the following:

<b>Term</b>	<b>Reporting Mechanism</b>
Autumn	Parent Evening
Spring	Effort and Attainment Report
Summer	Parent Evening & Full Written Report

Formal and summative assessment will allow Heathermount staff to assign one of the following descriptors to each subject (for all students) to reflect their progress against their aspirational target.

Grading	Descriptor
Significantly Below	Student is currently working significantly below their projected flight path and is highly unlikely to meet expected progress at this time
Below	Student is currently working below their projected flight path and is unlikely to meet expected progress at this time
At	Student is currently working towards their projected flight path and likely to meet expected progress at this time
Above	Student is currently working above their projected flight path and are likely to exceed expectations at this time
Significantly Above	Student is currently working significantly above their projected flight path and are highly likely to exceed expectations at this time.

## 5. Written Reporting

All students at Heathermount School have EHCP's and will therefore receive an Annual Review each year. These reviews will give parents/ families a greater understanding regarding the progress that students are making regarding their Academic, Social and Emotional, Communication and Sensory/Physical needs. These meetings will typically take place with the Tutor, SALT and a Senior Leader.

Written reports from all subject teachers will be included in the Annual Review paperwork. These will give an overview of the subject progress but also, where relevant, report on progress towards EHCP outcomes.