

HARLOW FIELDS SCHOOL & COLLEGE



POLICY TITLE: Assessment Policy

ADOPTED: OCTOBER 2023


COMMITTEE: PCPR

DATE FOR REVIEW: OCTOBER 2026

AUTHOR: KATHLEEN FAHERTY

POLICY NUMBER: HFP2

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Harlow Fields School & College
Working Together To Succeed

Harlow Fields School and College Assessment Policy

Aims of assessment:

The assessment, recording and reporting policy directly supports and underpins the teaching and learning procedures at Harlow Fields School and College. The aim of teaching and learning at Harlow Fields is to “enrich the total experience of each pupil by providing opportunities which will encourage maximum individual growth in their knowledge and understanding and in the acquisition of key skills needed to achieve economic well-being.”

The overall aim of the assessment policy is to clearly communicate to staff and other stakeholders the processes, frameworks and expectations that support assessment Harlow Fields School and College.

Key aims:

- To ensure every child is assessed against targets which are relevant, appropriate and meaningful to them in relation to their EHCP areas of need
- To use formative and summative assessment to inform planning for teaching and learning and identify barriers to learning
- To ensure all staff are involved in the tracking of pupil's progress
- To compare progress where appropriate to ensure no group is disadvantaged
- To provide parents and carers with regular, up-to-date information about their child's progress and achievements
- To monitor the quality of assessments made across the school and ensure these are purposeful
- To provide moderation across departments, the whole school and with similar educational establishments
- To report assessment information to the Governing Board and the Department of Education

We do recognise as a school that not all our pupils will make recognisable or measureable progress due to the nature of their conditions. We will still however ensure their experiences are tracked as a record of their learning opportunities and outcomes.

The use of Assessment to inform planning, teaching and learning:

For pupils to make good progress it is vital that they are clear about the objective of their learning (the target) and that they can begin to evaluate their performance and progress and identify what they have achieved and what they need to next.

We want every pupil to

- Know how they are doing.
- Understand what they need to do to improve.
- Know how to get there.
- Receive the support to be motivated and work towards independent learning.

To ensure this is possible teachers must be secure in understanding where the pupil is now and what they need to achieve to make progress, including any differentiated targets, activities and resources.

Every teacher must

- Be equipped to make well founded judgements about pupil's attainment
- Understand the concepts and principles of progression
- Know how to use assessment judgements to forward plan, particularly those pupils / students not making expected progress

All staff working with pupils are part of the assessment process and should be familiar with objectives and feel confident to feedback progress back to pupils and to key staff responsible for entering assessments electronically or recording assessments on post it notes

All Learning Support Assistants (LSAs) are informed about learning outcomes and lesson observations by the teacher, who should ensure they:

- Are equipped to make good judgements about pupil's attainment
- Know what they need to do to support pupils / students become independent learner
- Know the next steps

Assessment tools:

We use three forms of assessment:

- B Squared - a teacher assessment evaluating curriculum / subject progress and attainment.
- Personal Learning Targets (PLTs) - a teacher assessment evaluating 7 key skills
- Accredited courses – externally assessed by nationally recognised awarding bodies.

B Squared

Assessments for all pupils focus on all strands of English, Maths, Science, Computing and PSHE/Citizenship. Data report focuses on Reading, Writing and Number.

B Squared assessments are entered electronically on a termly basis at the end of the first half of each term, i.e October, February and early May, although the date in May will vary to ensure that all data is available to submit to outside agencies and to avoid clashes with report writing. Each teacher delivering a core subject is responsible for entering B Squared assessments, apart from PSHE and Citizenship, which is assessed by the form teacher.

We aim to ensure that pupils achieve a minimum attainment level according to their learning disability:

Less than 0.2 of a level 0 below expected progress (red)

0.2 of a level – expected progress (amber)

0.45 of a level – above expected progress (green)

Pupil Progress Meeting:

Pupils who are not making expected progress are reviewed and in literacy and numeracy barriers to achievement are analysed. Additional programmes and interventions which might include the support of other agencies such as SENSE (Charity supporting deaf/blind children and young people), use of PPG are considered. These pupils have progress assessed via their specific PLT meetings with Class Teachers/SLT.

Personal Learning Targets:

Harlow Fields uses the 7 key skills which are

- Personal, Social, Health

- Communication
- Maths
- Physical manipulation and movement
- Problem solving
- Computing
- Improving own Learning

To set targets annually at the Annual Review of the Educational Health Care Plan. Targets are agreed with parents and partners such as the speech and language therapist, the educational psychologist, physiotherapists and occupational therapists.

Accredited Courses:

Pupils will work towards a number of accredited courses:

ASDAN Personal Progress - pre-entry level students
 ASDAN Personal Social Development - Entry Level 1 and up
 Edexcel Functional Skills in Maths Entry Level 1 - Level 1
 Edexcel Functional Skills in English Entry Level 1 - Level 1
 Food Hygiene Certificate - Level 1
 Edexcel Art for Entry level 1-3

Collating teacher assessments:

Work evidence to populate the **Pupil Progress Folders** is collected termly, during the second half of each term and folders are monitored and moderated in December, April and July. Subject teachers are responsible for collecting and annotating evidence for all pupils that they teach. There is evidence for each strand in Literacy and Numeracy, evidence of scientific enquiry and the topic strand for science and one piece of work for PSHE and computing each term.

Evidence should be good quality, clearly demonstrating the target worked on, and collected in a variety of methods e.g. writing (evidence of pupils written work, marked and annotated), reading (a sample of reading material marked and annotated) and annotated photo evidence for some work completed by PMLD pupils or learning offsite (e.g. work related learning). All work should clearly evidence the target worked on.

Subject leaders will collate samples of work commensurate with their subjects, to demonstrate how pupil's work is progressing within subjects.

Initial Planning Meeting

All pupils will have a baseline assessment carried out against B Squared targets within 8 – 10 weeks of their admission at Harlow Fields. Personal Learning Targets will be agreed with parents / carers at a pupils initial planning meeting. In some subject specific activities, it may be difficult to assess targets where the activity has not been presented to a pupil. If a target is not recorded as 'mastered' or 'confirmed' a pupil will be logged by the system as 'not achieved', until such time that that aspect of the curriculum / activity is taught. A baseline assessment may be lower than expected compared to a pupil with similar needs who has been presented with a wide range of activities.

Classroom strategies

Assessment for learning strategies:

- Three part lesson (starter, main, plenary)
- Share targets with pupils at start of lesson, review targets (during or lesson end)
- LSAs monitor and record pupil progress during the school day against B squared and personal learning targets,

Moderation

Moderation is an important procedure in any assessment process.

Moderation meetings take place internally and with other schools across the county, to ensure that assessment is consistent across subjects, staff and age ranges. Moderation serves a number of

purposes as a checking and regulating procedure and as a professional learning tool, enabling staff to learn from each other.

EYFS – A formal moderation will take place annually through local authority EYFS specialists. Formal External Moderation of all Accredited Courses.

Pupil progress meetings

Senior Leadership Team meet with class teachers three times a year and undertake professional discussions seeking to support teachers in evaluating their own practice and reviewing teaching and learning methods / interventions which will impact on improving pupil performance. The pupil progress meetings are recorded.

Annotation:

All work is annotated to demonstrate the degree of pupil participation in their learning and completion of a piece of work.

No help	Nh
Spoken help	Sh
Visual prompt	Vp
Physical help	Ph
Sensory experience	Se

Where marking criteria is specific to a particular examining board, staff will be trained in its use.

Pupil Progress Folders:

Each pupil has a pupil progress folder, often referred to as a PPF. They are large purple ring binders divided into subject areas and are used to collect evidence of a pupil's progress and learning in the core subjects and their own Personal Learning Targets (PLTs). The work is assessed against B Squared targets and annotated to record subject, target, level and level of assistance required. For a pupil to master a target they must achieve it independently.

The use of Assessment to inform planning, teaching and learning:

For pupils to make good progress it is vital that they are clear about the objective of their learning (the target) and that they can begin to evaluate their performance and progress and identify what they have achieved and what they need to next. To ensure this is possible staff must be secure in understanding where the pupil is now and what they need to achieve to make progress, including any differentiated targets, activities and resources. To facilitate this B Squared targets 'to be mastered' should be used to inform planning of all lessons and activities, often taking targets from other subject areas to help build skills and deliver good quality cross-curricular activities and learning. All staff working with pupils are part of the assessment process and should be familiar with objectives and feed progress back to pupils. Key staff responsible for entering assessments electronically