



Assessment Policy

This Assessment statement reflects our commitment to our students to learn to achieve.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes, and abilities to succeed in this challenging world. We ensure that the targets set for students are both realistic and aspirational.

Principles of Assessment followed at The Acorns School

- Assessment at The Acorns School aims to develop learners' capacity for self-assessment so that they can become reflective and self-managing. Independent learners have the ability to seek out and gain new skills, new knowledge, and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.
- Assessment should take account of the importance of learner motivation. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create an opportunity for self-direction, including target setting.
- Assessment for learning should be part of effective planning of teaching and learning. A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans and use this to inform the next step of learning. Children should be proficient with using a variety of assessment strategies.
- Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed. For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follow when learners have some part in deciding goals and

identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer– and self-assessment.

Baseline assessment and target setting

Students are assessed on entry to The Acorns School, regardless of the reason for being placed on roll. Many students arrive with no prior attainment information. Many students have not attended school for several months/ years. Many students have attended several schools. It is crucial that some baseline testing occurs to enable correct and appropriate targets to be set. All students will do online CATs and Dyslexia and Dyscalculia screening tests. NGRT reading age tests are carried out during initial assessments. Some pupils will undergo WRIT and WRAT testing and further diagnostic tests to identify if the underlying issues, for example if it is fluency issues, comprehension or phonics, to then plan targeted interventions. All students will do a baseline assessment activity for core subjects English and Maths. All baselines are recorded in Excel tracking document SIMS Assessment Manager. Curricular targets for different subjects are set against their starting points.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are 'more able', is the responsibility of the class teacher. The SENCo and outside agencies are there to support the class teacher in providing responsive resources and scaffolding in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.
(See SEN policy)

Progress against targets

Assessment of progress against targets involves a range of strategies including teacher, peer and student self- assessment. Data is collected on a whole school basis three times a year. This is monitored by the Senior Leadership Team and reported to the Management Committee, highlighting any areas of concern and celebrating success.

Reviewed September 2022

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