

Assessment Policy

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Approved By: Academy

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Queries to: Dawn Wall

Review Interval: Annual

Nurture, Grow, Flourish

Assessment at Walton Hall Academy

Vision

Walton Hall Academy is an 11-19 generic special school with residential provision. To provide every individual student with the best possible educational experience through an innovative, creative and progressive curriculum that enables them to become the best they can possibly be.

At Walton Hall we will NURTURE all our students enabling them to GROW holistically so that they can FLOURISH in their adult lives.

Students will leave Walton Hall prepared for their adulthood. They will be confident and resilient young people who will make valuable contributions to society.

At Walton Hall we will maintain our positive culture within the school through working together as one team to best support our students.

Aims

We are committed to using assessment to work towards our vision, ensuring that all students receive the best educational experience where individual needs are met and appropriately ambitious targets are set and worked towards. We use assessment to inform quality teaching and adaptive strategies and use the approach of universal, targeted and specialist waves of intervention to support progress.

Assessment

All students at Walton Hall Academy have an Education Health Care Plan (EHCP). This is the foundation of the assessment as we work towards preparation for adulthood with our students. From consultation, we consider the needs, strengths and provision requirements identified on the EHCP to ensure that we are best placed to meet the needs of the individual and to ensure that this informs quality adaptive teaching to enable them to achieve their outcomes and to flourish. Each student has a Pupil Support Plan (PSP) which is created using the EHCP, input from the student and their parents/carers and staff that know the young person (this may be their previous school where a student has recently moved to us). Each PSP informs adults working with the student how to best support their learning and progress.

In addition to a PSP, students have an Individual Learning Plan (ILP) (template attached) which supports each student to work towards bespoke SMART targets (often with a termly timescale) which build towards their EHCP outcomes. For Seekers, this is currently on a Personal Learning Goal (PLG) template of Evidence for Learning (EfL). We are developing the use of Evidence for Learning to capture progress towards learning goals.

https://www.evidenceforlearning.net/

For other pathways, this is currently on the ILP document (shared within the appendix) and this will move onto EfL by September 2025. In addition to working towards their EHCP targets, specific targets for reading, maths and English are also set (this may be informed by cognition and learning or communication outcomes where appropriate) and specific targets from Residence if a student attends and specific outcomes for any targeted interventions. We are mindful to ensure that targets work towards the four pillars of Preparation for Adulthood. The regular review of these targets inform the success of universal, targeted and specialist waves of intervention and whether these need to be adapted to better meet individual needs.



Both ILPs and PSPs are shared with the parents and carers of each student and the student themselves where appropriate. These are reviewed and updated regularly, supporting the evidence of progress towards the targets and identifying the need for adaptations when necessary to support a student. They are also integral to informing progress on the EHCP annual review.

Academic progress is measured in several ways, depending on the needs of the individual. Where appropriate, reading is assessed by reading age initially using Literacy Online.

https://www.literacyassessment.co.uk/

This generates the reading age equivalent that a student is at. We also assess the stage of phonic decoding a student is at through the staged assessments of Fresh Start from the Read Write Inc scheme.

https://www.ruthmiskin.com/programmes/phonics/

This supports our understanding of the best approach to aid reading progress. This may be participating in small group Read Write Inc interventions or joining a class reading in a whole class text, where we aim to develop a love of reading, support students' fluency of reading (adding intonation for example) and comprehension. Reading progress is also measured and recorded on SOLAR for all Explorers students and all Key Stage 3 Navigators.

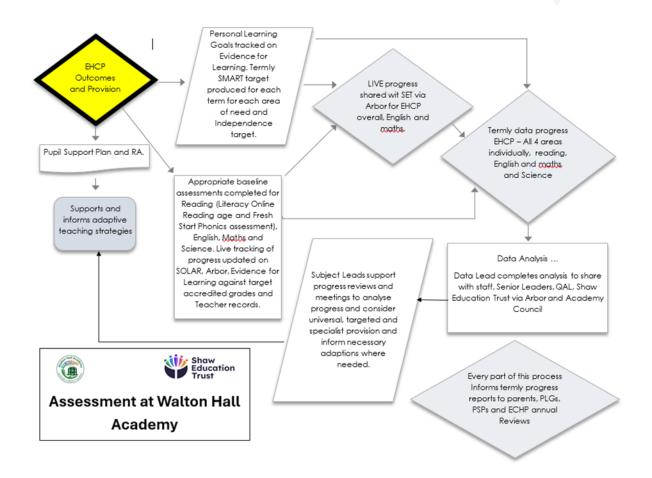
https://solarforschools.org.uk/

For all Explorer students and Key Stage 3 Navigator students, SOLAR is also used to track the English (writing and communication in addition to reading), Maths (broken down into number, shape and using, applying and statistics) and Science for the same classes. SOLAR builds a picture as to the attainment levels of students by breaking down each subject into small, manageable targets, called Walton Steps, which are carefully matched to each student's ability. Teachers regularly assess how well students are achieving these targets by gathering evidence such as photos, observations, and work samples. This evidence is uploaded to SOLAR, where progress can be tracked over time. It allows staff to see how much progress a student has made, identify gaps in learning, and plan next steps to support continued development. It allows staff to track how a step progresses from an emerging skill, to a developing one and then secure.

Literacy and numeracy progress for our Seekers students are taken from their Pupil targets and EHCP progress and KS4 and 5 Navigators are taken from their progress towards their expected target grades for English, Maths and Science at the end of that Key Stage.

Our Key Stage 4 and 5 Navigator student progress is tracked against their progress towards their target accredited grades. If a student is expected to achieve their target grade at the end of the Key Stage, their progress is recorded as on track for that subject.

All of this data is analysed by the data lead, SLT, subject leads, the class team and our SET QAL and also informs the academy council and Shaw Education Trust as outlined in their Assessment Policy document.



Individual Learner Plan

Name:

EHCP Desired Outcomes

Communication and Interaction
Cognition and Learning
Social, emotional and mental health
Sensory/Physical

Autumn Term Targets 2024

Target	Area of need	Teacher setting target	Progress

Spring Term Targets 2025

Target	Area of need	Teacher setting target	Progress

Summer Term Targets 2025

Target	Area of need	Teacher setting target	Progress

Policy Review Information

Date	Details of change or review	Ratification Date
20/02/2025	Policy update	08/05/2025
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Pupil & people centred

Act with integrity

Be innovative

Be best in class Be accountable