



ASSESSMENT POLICY

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CONTENTS

INTRODUCTION	3
AIMS AND BENEFITS	4
IMPLEMENTATION.....	5
ASSESSMENT AND MONITORING FRAMEWORK	6
ASSESSMENT.....	10
MARKING AND FEEDBACK.....	11
FURTHER ASSESSMENT AREAS.....	12

Reference:

ED01 Curriculum Policy
ED07 Examination Policy
ED11 Pupil Premium Policy
ED13 Co-regulation and Relationship Policy

1. INTRODUCTION

At Amberley Court School, we are dedicated to fostering an inclusive and supportive environment where every student has the opportunity to thrive, both academically and emotionally. This Assessment Policy is designed to ensure that our approach to assessment is fair, consistent, and holistic, taking into account the unique needs, strengths, and areas for growth of each individual student. The policy serves as a comprehensive guide for staff, external professionals, families, and other stakeholders to understand how assessment is implemented within the school.

Our assessment approach reflects our commitment to an adapted curriculum and specialized teaching methods, with a strong emphasis on trauma-informed, therapeutic practices. This is aligned with our vision and values for assessment, ensuring that the process is not only focused on academic progress but also on developing the critical social, emotional, and mental health skills that are essential for our students' overall well-being and future success.

Incorporating assessment into daily practice, we continually monitor progress to ensure that each student receives the tailored interventions and support they need to succeed. Our system of assessment is integrated into our broader approach to teaching, helping us respond to the unique challenges faced by students with SEMH needs. By aligning our assessment methods with these needs, we aim to foster an environment where personal growth, academic achievement, and self-esteem can flourish together.

To support our students, we use a range of specialized assessment tools and systems, which enable us to track progress accurately and meaningfully. This allows us to provide responsive, data-driven interventions that support each student's journey towards reaching their full potential in a safe, nurturing, and empowering school community.

2. AIMS AND BENEFITS

2.1 At Amberley Court School, assessment aims to:

- Provide a baseline against which to measure attainment and progress in all areas, assessing students in a comprehensive manner, encompassing academic achievements as well as social, emotional, and mental health development.
- Identify the learning needs of an individual pupil or a group of pupils, tailoring assessments to the unique profiles of each student, enabling us to provide personalised support and interventions that highlight their strengths, challenges and areas for development.
- Inform the planning of lessons, target-setting, and the implementation of interventions that are responsive to the needs of each student, ensuring they receive the support needed to thrive.
- Support the development of high-quality teaching strategies, informing planning, which motivate and engage students to learn, fostering an environment where students feel empowered to learn and succeed.
- Using assessment data to make informed decisions about curriculum development, teaching strategies, and PIES, ensuring that each student's learning experience is continually adapted to meet any changing needs.
- Ensure that all students are assessed in a fair and consistent manner across the school using a range of evidence and strategies.
- Continuously monitor student progress through a wide variety of assessments, ensuring that growth is tracked over time, and interventions are adjusted as necessary to reflect the students individual needs and development.
- Implement assessments that are aligned with a trauma informed approach, therapeutic framework, recognising the impact of past experiences on a student's learning and emotional development (Thrive Approach).
- Foster open and transparent communication between school staff, families, and external professionals, ensuring that all stakeholders are involved in the assessment process and informed of student's progress.
- Assist in the identification of any barriers to learning and the development of strategies to remove or mitigate them, enabling students to access their full potential.
- Complies with all statutory requirements regarding assessment, ensuring that our practices are aligned with legal and educational guidelines.

2.2 Benefits of the Assessment Policy

1. **Enhanced Personal Growth:** By focusing on the emotional, social, and academic development of each student, ensures that students are supported in all aspects of their growth, building confidence and self-esteem.
2. **Targeted Support:** Tailored assessments enable us to identify areas where students may need additional support, ensuring that interventions are precise, effective, and responsive to individual needs.
3. **Improved Well-Being:** With a focus on social and emotional development, students are better supported in managing challenges, leading to improved mental health and resilience.
4. **Inclusive Learning Environment:** The policy promotes an inclusive environment where all students, regardless of their starting point or challenges, are provided with the resources, care, and encouragement to succeed.
5. **Positive Impact on Academic Achievement:** By considering the full scope of student development, the policy supports improved academic outcomes by addressing the root causes of barriers to learning, such as emotional or social difficulties.
6. **Clear Communication and Collaboration:** The policy facilitates better communication and collaboration between staff, families, and external professionals, ensuring that everyone involved in the student's education is aligned and informed.
7. **Data-Driven Decision Making:** With accurate and meaningful assessment data, decisions regarding curriculum adjustments, teaching methods, and support strategies can be made effectively, ensuring the best possible learning experience for every student.
8. **Empowered Students:** By using assessments to highlight strengths and progress, students can develop a sense of accomplishment and motivation, empowering them to take ownership of their learning and personal development.

3. IMPLEMENTATION

Baseline Assessment at Amberley Court School

Our induction process is crucial in the early stages of a student's journey at Amberley Court School, as it helps establish strong, positive links between school and home.

We aim to create a seamless transition by gathering as much relevant information as possible. Although data from previous educational settings may often be limited, any available information is used alongside early professional judgements to assess each pupil's starting point within our curriculum at the earliest stage.

Where appropriate, baseline testing is carried out using our National Curriculum Key Performance Descriptors (Stages) upon entry to the school. These baseline assessments may include tests/observations in maths, reading age, spelling age, and learning style, and are administered in a supportive and timely manner to ensure accurate evaluation.

In addition to the tests, we gather valuable insights through observations, direct communication with parents, carers, key stakeholders, and where possible, feedback from previous schools or tutors.

We then use the information gathered through baseline assessments and admissions data to place each student onto a tailored curriculum pathway that meets their specific needs.

To monitor and assess Social, Emotional, and Mental Health (SEMH) development, we utilize our bespoke assessment tracker PIES (Physical, Intellectual, Emotional, Social tracking), alongside Thrive Action Plans. These tools are designed to baseline and track progress in key areas such as emotional literacy, self-regulation, social skills, and preparation for adulthood. PIES incorporates EHCP (Education, health and Care Plan) outcomes, along with academic tracking. It has been developed with a combination of the Strengths and Difficulties Questionnaire (SDQ), Boxall Profile, and life skills development, all aimed at fostering personal growth through a small steps-based approach. This holistic assessment enables us to closely monitor students' progress in both academic and social-emotional domains.

4. ASSESSMENT AND MONITORING FRAMEWORK

The Amberley Court School's Assessment and Monitoring Framework is designed to track student progress, inform next steps, report on outcomes, and actively engage parents/carers, pupils, and young people in their learning journey. Through continuous evaluation, we assess the effectiveness of our educational approach, making ongoing adjustments to ensure that both pupils and families benefit from enhanced, meaningful outcomes.

4.1 High-Quality Education

- The Amberley Court School curriculum serves as both a 'pathway and progression' and a 'thematic-based' learning tool.
- Curriculum is designed to cycle, linking back to previously taught knowledge, concepts, vocabulary, and ideas to ensure learning consolidation.
- Flexible approach allows educators to adapt the curriculum to meet the needs of students (by term, week, or across different year groups).

4.2 Identifying Needs and Barriers

- A holistic approach to identifying and assessing pupils' academic, social, emotional, and mental health needs, ensuring a well-rounded understanding of each student's strengths, challenges, and overall well-being.
- Creating a safe, holistic environment.

4.3 EHCP Requirements

- Amberley Court School adopts a tailored, holistic approach to teaching and learning. This includes providing quality first teaching that is adapted to accommodate and meet individual learning needs.
- Utilize strategies such as, chunked learning, allowing of processing time, multi-sensory approaches and small steps to help students engage with the curriculum at their own level of understanding.
- Use of manipulatives, visual aids, real-life contextualised learning to support diverse learning styles and ensure all students can access the curriculum.
- Coaches further support students, using adaptive teaching, scaffolding, and encouraging independence. Having a flexible approach is designed to ensure that students can fully engage with their learning while progressing towards their outcomes outlined in their EHCP.
- An enrichment/learn outside of the classroom curriculum that focuses on developing life skills and social-emotional development. Ensuing that we are meeting the holistic needs of students, not just their academic outcomes.
- Students may require more focused support, this will be identified through their EHCP and school assessment. These students will be involved with small group or 1:1 interventions with school coaches or by a specialist therapy team to ensure that we meet the all areas of the EHCP.
- EHCP outcomes will be monitored and assessed termly in school through PIES, school reports and parent/carer meetings, and annually with local authority through the annual review process. At all stages, pupil voice will be collated.
- Post-school monitoring will be carried out to make sure transitions have been effective.
- The ability of the individual's parents or home to ensure their health and care needs can be met safely will be examined by the school and action taken where necessary.
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered will be discussed with parents / carers and action taken where necessary.
- The risk to the individual if some or all elements of their EHC plan can't be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting will be discussed with parent/carer/SENAT team/Multi-agency and facilitation put in place to allow the pupil to learn remotely.

4.4 Monitoring

- Monitoring is conducted through both formal and informal methods, engaging pupils and teachers.
- Teachers receive ongoing support from senior leaders throughout the term, ensuring they are consistently delivering high-quality teaching through a developmental and supportive approach.

- Formal monitoring occurs termly, led by the Head Teacher and the senior leadership team, in collaboration, to assess progress and maintain the highest standards of education.
- The Amberley Court School uses a variety of tools to identify student's gaining their outcomes, these include
 - Learning content recorded by students in books/devices/photographs/learning journals or any alternative way that learning is captured.
 - Students sharing what they are learning, sharing an understanding of concepts taught.
 - Lesson observations, book scrutiny, and learning walks will take place at regular times throughout the academic year. Feedback given to all key stake-holders to allow for any potential changes or adaptations to the individual learning experience.
 - The Headteacher, Deputy Headteacher/SENCo and the KS3/4 teacher, will monitor pupil progress through curriculum assessment, pupil records, visits to vocational training courses and work experience placements.
 - Students will have 'formal' assessments termly which will incorporate both the academic aspects of their learning and the social emotional developments, against EHCP targets, they have been supported with during the term.
 - The Senior teacher will ensure that Functional Skills Awards are appropriate, effective and in line with student needs and choice. If required, subject specific teachers/tutors will be employed to offer GCSE/Btec pathways for those that are able.
 - Teacher planning meetings will take place each week to ensure progression and continuity, as well as the incorporation of SMSC elements and EHCP targets, within the curriculum planning stages.

4.5 Pupils undergoing EHC needs assessment:

The guidance from WSCC enables settings and local authority to have discretion to undertake a risk assessment for a pupil currently undergoing assessment. If you require assistance with this, please contact your Special Needs Officer or the relevant specialist teacher from the Autism Social Communication or Learning and Behaviour team.

Subject	EYFS/KS1	KS2	KS3	KS4
English	PIES Engagement Model and Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Formal progress testing Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Mocks Entry Level Qualification Marking and Feedback
Reading/ Phonics	PIES Engagement Model and Arbor Assessment Teacher Assessment Phonics Assessment (Read, Write Inc) Annual Reading Level Assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment Phonics Assessment (Read, Write Inc) Annual Reading Level Assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment Phonics Assessment (Read, Write Inc) Annual Reading Level Assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment Phonics Assessment (Read, Write Inc) Annual Reading Level Assessment Marking and Feedback
Mathematics	PIES Engagement Model and Arbor Assessment Teacher Assessment, End of unit assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment, End of unit assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment, End of unit assessment Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Mocks Entry Level Qualification Marking and Feedback
Science	PIES Engagement Model and Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, ASDAN Marking and Feedback
Humanities	PIES Engagement Model and Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, ASDAN Marking and Feedback
Creative Arts	PIES Engagement Model and Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, Marking and Feedback	PIES Arbor Assessment Teacher Assessment, ASDAN Marking and Feedback
PSHE/RSE/SEMH	PIES – THRIVE Behaviour Observations -Individual Risk Assessments – Positive Behaviour Support Plans – Arbor Assessment			
Therapy	Individualised specialist reports – SDQ (strengths and difficulties questionnaire) – Thrive Action Plans – Boxall Assessment			
EHCP Outcomes	PIES – Attendance – Pupil Voice – Behaviour Logs – Boxall Assessment			

5. ASSESSMENT

5.1 Assessment, Recording and Reporting

At Amberley Court School, we adopt a collaborative approach to teaching, working closely with trusted adults, therapists, and other professionals to monitor each student's progress through a personalised assessment plan (PIES). When new students join, baseline assessments are conducted, supported by any available prior assessment data, to establish a clear and accurate starting point for their educational journey.

5.2 Baseline Assessment

Conducted upon entry to Amberley Court School, these assessments provide an accurate starting point for each student's academic, social, and emotional development. Baseline assessments cover key areas, such as reading, maths, and SEMH (Social, Emotional, and Mental Health).

5.3 Formative Assessment

Ongoing assessments are integrated into everyday teaching practices. These include observations, questioning, class discussions, quizzes, feedback and pupil voice. Formative assessments help us monitor progress in real-time and adjust teaching to meet students' evolving needs.

5.4 Summative Assessment

Formal assessments occur at scheduled points throughout the academic year, (termly). These assessments provide a comprehensive picture of overall progress and help inform long-term planning. Reading is assessed using 'Read, Write Inc – Fresh Start'. Students in KS4 are formally assessed by Pearson Entry Level Exams and ASDAN vocational courses.

5.5 Teacher Assessment

Teacher judgements at Amberley Court School are informed by both formative and summative assessments. These assessments provide valuable insights into student understanding and progress, enabling teachers to adapt their teaching strategies to meet individual needs and guide short-term learning goals. Teachers record their assessments on Arbor, with each student assessed against adjusted National Curriculum descriptors, this allows for all progress to be captured.

5.6 PIES

Each young person has an individually tailored PIES Assessment Framework, this ensures that assessment is holistic, allowing for students to be appropriately challenged and experience success. This ensures they are challenged appropriately and experience success frequently. Targets are set in the core academic areas, SEMH areas to enhance executive functioning, social skills and emotional literacy. All EHCP outcomes are entered and specific, measurable, achievable, realistic and time bonded (SMART) targets are identified for each of the sections of the EHCP:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

These are reviewed termly and all staff are involved in the assessment and evaluation of targets, teachers then use the data to update the plans for the next term. These targets are shared with staff, pupils, other professionals and parent/carers and staff regularly check in with the targets over the term.

5.7 Recording

Records of progress kept for each pupil are updated continually using Arbor, PIES and THRIVE Online. Records inform the basis of written reports to parents at the end of each term and during annual reviews. Records are retained throughout the pupil's time at the school and appropriate records passed on to other provisions when pupil's leave or transition into Post 16 Education.

5.8 Reporting

Written reports are provided for parents/carers at the end of each term. Parents/carers are invited to attend their pupil's annual review as part of their EHCP once a year, as well as termly parent/carer meeting with the class teacher. As classes are small, teachers are in regular contact with parents, each parent will receive a weekly update call from the class team.

6. MARKING AND FEEDBACK

Feedback is a vital element of the learning process at Amberley Court School, playing a key role in both academic development and the development of self-reflection skills. At the start of each lesson, students are clearly informed of the learning objectives, ensuring they understand the goals they are working toward. Throughout the lesson, feedback is delivered in a positive, celebratory manner that highlights the progress students have made and reinforces their new learning. At the conclusion of the lesson, further feedback is provided to solidify these achievements and guide the next steps.

In addition to academic feedback, students are encouraged to reflect on their experiences during social activities/learning outside of the classroom, fostering the development of crucial social and emotional skills. Our overarching goal is to empower students to feel confident both in their academic abilities and in their social interactions, preparing them to engage successfully with mainstream society. Through this holistic approach to feedback, we aim to build self-esteem, encourage independence, and help students thrive in all areas of their lives.

7. FURTHER ASSESSMENT AREAS

At Amberley Court School, we recognise and celebrate the progress students make across all areas of their lives, not just those directly related to the curriculum. While some achievements may not follow traditional academic pathways, we have established methods to track and measure this progress, ensuring that all outcomes, including those from interventions, are captured effectively. These include:

Attendance

- Increased attendance levels
- Attendance policy

Behaviour

- Reduced behaviour logs
- Reduction in severity of behaviours
- Reduction in physical interventions
- Progression with THRIVE development strands
- Behaviour Policy

Pastoral Interventions

- Attendance and engagement
- Pupil case studies
- Intervention case studies
- Attainment of target set

Specialist Therapy

- Attendance and Engagement
- Attainment of specialist targets

POSITION	Headteacher	NAME		SIGNATURE		DATE	
POSITION	Governor	NAME		SIGNATURE		DATE	