



Subject: Assessment	Number: POL00113
Approved by:	Type: Policy
Managing Director	Issued: February 2021
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1. Objectives

1.1 Overall Aims

The Robert Holme Academy is a small independent special school based in Brigg, North Lincolnshire. The Robert Holme Academy caters for students that have struggled to achieve in mainstream educational institutions and require a more personalised education programme.

The Robert Holme Academy offers topic-based learning for many of the subjects studied which allows for differentiated learning to meet the needs of the students within the class with different outcomes.

Assessments are part of effective planning, student focused and central to all classroom practice. We believe that assessment should be sensitive and should be used to boost self-esteem, motivate, promote understanding of individual targets and improve educational standards.

The curriculum is designed to enhance developmental and age-related learning, while encouraging students to take ownership of their individual personal targets.

The curriculum's aim is to support and boost student's attainment within the core curriculum and enhance social, emotional and cultural development in order to encourage the student's return to mainstream education.

The Robert Holme Academy does not put a ceiling on student achievement and believes in aiming high.

2. Scope and Applicability

This policy is applicable to all management and teaching staff.

A number of assessment methods are utilised. These include:

- questioning;
- written tests;
- written class work;
- verbal discussion;
- group tasks;
- discussing work in progress with students;
- whole class discussions;
- peer assessment;
- paired assessment;
- self assessment; and
- summative assessments.



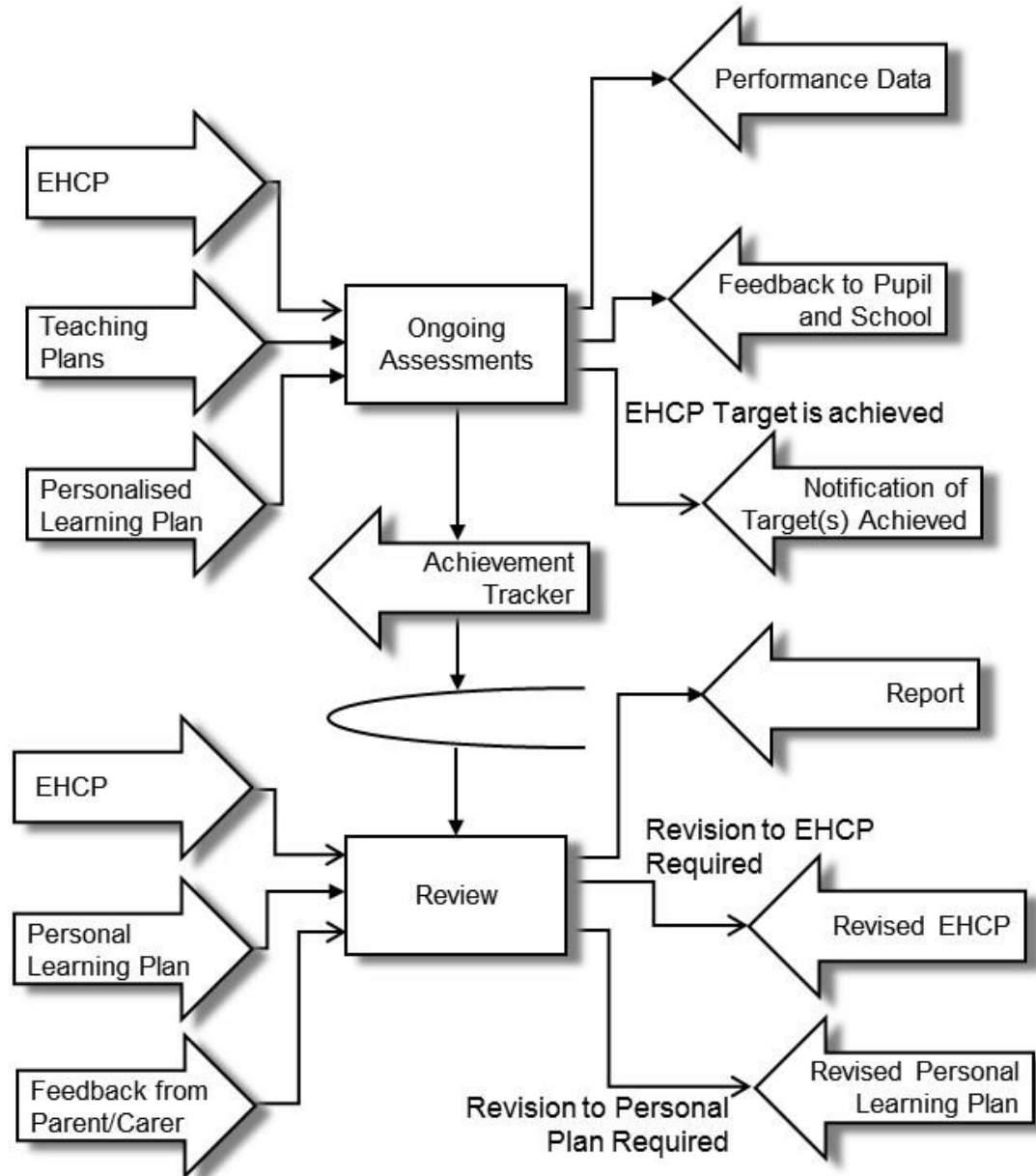
3. Procedure

3.1 Responsibilities

Teaching staff are responsible for monitoring and recording the progress of students

The Managing Director and Headteacher is responsible for reviewing performance data and identify opportunities for improvement.

3.2 Process





3.3 Initial Reviews

Current assessment data is requested during the admissions process (see curriculum policy). This includes both academic assessment and those of professionals such as speech and language therapists and educational psychologists.

All students complete baseline assessments on entry to the Robert Holme Academy to assess and determine the best class they are to be assigned to, based upon their current working level. These assessments also identify areas for development and prior knowledge, as well as learning styles and emotional intelligence. This data, along with the information provided on admissions, is used to inform lesson and intervention planning. The data is also shared with other professionals as required and can be shared with parents on request.

3.4 Ongoing Assessment for Learning

Assessment is embedded within the curriculum allowing the progress of students to be closely monitored. Academic and non-academic targets are set for students and are logged and tracked.

Staff work together to offer a consistent approach to assessment. Achievement of all targets are formally logged, along with supporting evidence.

Achievements are also noted on the student’s work so students are made aware, and take ownership, of targets and are encouraged by their progress.

The targets are used to inform and continually improve lesson planning.

Schools and Parents are also informed when a student meets a target from their Education, Health & Care Plan.

All targets are reviewed in order to ensure that students are working at an appropriate level for them. At Robert Holme Academy we do not put a ceiling on student achievement, but praise, rewards and encourage developments.

The progress of every student is continuously monitored and logged. Weekly updates are provided to the school.

3.5 Half Termly Reviews

At the end of every learning unit, the work will be formally marked. This is fed back to the student. This feedback should refer to the student’s achievements of key targets in the national curriculum, any achievement of Educational Health and Care Plan targets, areas of strength and areas for development.

Written feedback is shared with the school and parents if requested. However, the main purpose is to allow students to take ownership of their targets.

3.5 EHCP Reviews

Education reviews can happen at any time during the academic year. These focus on individual targets based on each student’s area of need.

Parents/carers are sent a copy of the student’s plan before a review and are encouraged to provide feedback on changes and possible improvements that can be made to the plan, along with their opinions regarding targets and achievements made by the student.

Parents, the local authority, and any other professionals involved in supporting the student are invited to attend. During the review individual targets will be reviewed and new targets set as required.

Once the changes have been approved, we make a copy available to staff. The targets set in these reviews will be used to update bespoke learning plans and work towards achieving these in the timescales given. Individual targets can be embedded into lessons, covered in one-to-one sessions, personal development lessons or covered in ‘circle time’ depending on which is the most appropriate setting for progression.



3.6 *Annual Report*

Each student receives an Annual Report detailing academic progress made over the year. The Annual Report includes progress against key performance indicators aligned to the national curriculum. Targets based on Educational Health and Care Plans are also reported on an annual basis, as well as soft targets that are set.

Targets are revised to focus on new areas of development, such as the acquisition of new life skills. Reports not only focus on the achievement of academics, but also development of the students as young people. This facilitates a well-rounded strategy for progress.

Formal progress reviews are held throughout the year, allowing parents and other professionals to discuss issues or concerns and update the bespoke learning plans and targets to meet the pupil's ongoing needs.

4 **References**

Further information can be found in:

1. The Department for Education Independent School Standards, available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf
2. The National Curriculum in England: primary curriculum, available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
3. The Department for Education, Send Code of Practice 0 to 25 years, available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>