RUSSET HOUSE SCHOOL

ASSESSMENT POLICY

Context

All pupils attending Russet House School have a diagnosis of autism and their own learning profile, outlined in their Education Health and Care Plan (EHCP). Their profile comprises their unique set of attributes, strengths and differences.

Our assessment systems are designed to identify and celebrate all pupils' progress, including linear and lateral progress. Furthermore, they identify if a pupil's foundational knowledge, skills and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary. It is important that our pupils have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in how our pupils learn.

Our school's assessment systems have been established following Government advice to develop our own in-school assessment, making informed choices about what works best to meet the needs of our pupils. This policy should be read in conjunction with the Curriculum and Teaching and Learning Policies.

Intent: The purpose and aims of our assessment systems

Assessment is an essential and integral part of effective teaching, learning and pupil progress.
It reflects how well our curriculum (which includes a greater emphasis on learning for life, embedded within subject learning) supports our pupils to make progress and provides information to improve teaching and learning.

Our assessment systems facilitate both formative and summative processes to meet the purpose for:

Pupils	Staff	Parents	School Leaders
Helps our pupils to see what progress they have made against learning objectives and to identify how to improve (where able).	Allows our staff to understand pupil progress on a continuing basis. It enables teachers to identify when pupils are finding concepts challenging, when they have consolidated learning and when they are ready to move on. It enables teachers to evaluate their own teaching of particular topics and to plan future lessons accordingly.	Provides our parents with a clear picture of where their child's strengths and areas for development lie and what help they can provide to support their learning.	With effective assessment SLT/MLT can be assured that gaps in attainment will be identified at the individual level and that every pupil will be appropriately supported to make progress.

The school's assessment aims to:

- support the learning needs of pupils who are working at engagement through to functional knowledge and skills
- promote a personalised learning pathway for each pupil in relation to subject knowledge and life-skills application
- assess what each pupil knows (in terms of knowledge, skills and understanding) and thereby identify gaps and misconceptions to inform next steps of learning

- build up an accurate picture of pupil progress to ascertain what strategies, learning styles/patterns pupils are using in their learning over time and what use they make of adult help or direction
- provide evidence of pupil responses and achievements
- provide opportunities for pupil feedback (where able) to enhance pupils' learning
- provide parents with evidence to see and understand how well their child is progressing and to celebrate their individual achievements
- share information and evidence that enables regular discussion between staff, parents and other professionals to enable decisions to be made about a pupil's needs
- use across the whole school to support effective transition between classes
- gather evidence for reporting pupil progress against EHCP outcomes, as part of the annual review process
- provide information to a range of multi-agency professionals (such as Speech and Language Therapists and medical personnel, including Occupational Therapist and School Nurse) to inform their assessments and recommendations
- enable data to be provided to the DfE to meet statutory reporting requirements

Implementation: What our assessment systems are and how they are used

All our pupils have individual needs, and they learn in different ways and at different rates. We promote an individualised approach to assessment and therefore there is no standard measure of expected progress. Assessment is carried out mainly through detailed observations with evidence recorded. This is then analysed to provide information on pupils' communication development, social skills and cognitive development, in relation to the framework of either the Early Years Foundation Stage or the National Curriculum.

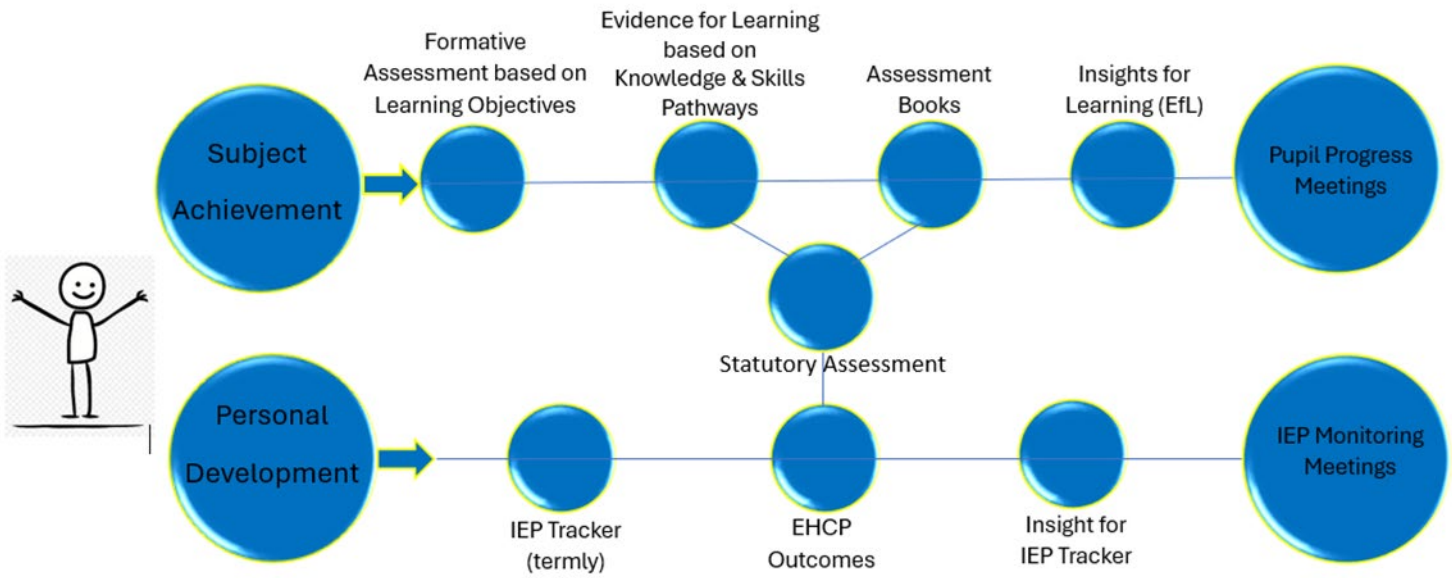
Class teams follow their Year Group Yearly Planner to ensure they meet all the expectations and deadlines related to assessment (see Appendix 1)

System/ Document	**Description/How Collected**	**Impact**
Knowledge and Skills Pathways	Each pathway involves a series of statements for each subject of the curriculum (e.g. English/reading, Maths/number, science) and also the different aspects of our life skills curriculum. The Knowledge and Skills Pathways were developed by our highly experienced staff and written with an understanding of how autistic pupils learn, to ensure the criteria is relevant, meaningful and progressive. They are organised into 3 progressive bands: Band 1: 1:1-1:5 Pupils are pre-subject specific learning (Based on the Engagement Model) 1:6-1:12 Pupil are at early subject specific learning (transition stage). Band 2: Pupils are working at subject specific learning (Pre Key Stage standards and working below the standard of national curriculum assessments). Band 3: Age related expectations (Years 1 & 2) working at the standard of national curriculum assessments. For any pupil working higher than band 3, the standard of national curriculum assessment is used.	The statements help staff to assess what knowledge, skills and understanding have been learnt by the pupils and supports staff to build on previous learning in their curriculum and planning decisions. The pathways allow for pupils' spikey profiles so that pupils' strengths can be planned for i.e. pupils can be learning knowledge and skills in higher bands related to their strengths and working in lower bands in areas they find trickier.

Daily formative assessment records	The whole school follows a universal colour scale system to assess progress against learning objects set for each lesson: 	Each class records the colour achieved using a variety of methods best matched to their class profile. The staff team are able to track from lesson to lesson how each pupil is progressing and adapt next steps of learning accordingly.
Evidence for Learning (EfL)	Staff use the EfL app on school devices to gather photos, videos and work evidence to "tell the story" of each pupils' progress that can be seen building over time. Work books and pupil feedback also provide clear evidence. Staff link pupil achievements to one or more of the statements from the pathways.	English, maths and life skills areas are evidenced every ½ term. Other subjects (science, humanities, physical education, music, art/design & technology, computing) are evidenced 3 times a year. Evidence is used to assess, track, review and plan for pupils' next steps of learning and is moderated throughout the year to ensure pupils are reaching their full potential. The evidence shows how pupils know more, remember more and can do more.
Assessment Books - summative assessment	Staff use assessment books on EfL in English reading, English writing, maths number and the 6 life skills areas to determine pupils' lateral progress against each knowledge or skill statement on the pathways. Teachers make a lateral progress judgement against the scale: beginning (Beg), developing (Dev), succeeding (Suc), mastered (Mas), generalised (Gen).	Assessment books are completed twice yearly (February/mid-way point and July/end of year) to determine rate of progress between given points linked to Insights for Learning (see box below).
Insights for Learning	A toolkit that works with Evidence for Learning to provide data analysis and insights from the data collected related to whole school, class and individual progress. Data is analysed using the following steps of progress: <u>For mid-way points:</u> <u>(Oct- March and March – July)</u> **No Progress** – Red = 0 steps **Working towards** – Orange = 1 – 5 steps **Expected** – Green = 6 – 9 steps **Exceeding** – Blue = 10 + steps <u>For a whole year:</u> **No Progress** – Red = 0 steps **Working towards** – Orange = 1 - 11 steps **Expected** – Green = 12 - 20 steps **Exceeding** – Blue = 21 + steps	Insights for Learning is used by SLT and Subject Leaders to analyse progress, find trends and gaps in learning and identify areas for development. It provides clear information to Governors to show pupil progress.
Pupil Progress Meetings	The school holds termly Pupil Progress Meetings as a core component of our achievement monitoring. These meetings provide a structured opportunity for teachers to: ➢ Review individual pupil progress using current assessment data (including the items listed in the table above). ➢ Identify strengths and areas for development, ensuring that	These meetings are scheduled termly between the Senior and Middle Leadership teams, holding individual teachers to account. Clear, measurable next steps are then set to improve pupil progress, which are tracked and revisited in subsequent meetings.

	interventions and support strategies are targeted	
IEP tracker	The Autism Education Trust (AET) Progression Framework is used to form our pupils' EHCP/IEP targets. These are then inputted into the IEP Tracker computer system to track progress over time. In addition, MLT complete a summary of IEP targets on an annual basis.	An initial baseline is recorded when a target is agreed between home and school and tracked termly against a scale (Not developed, Developing, Mastered, Generalised). This enables staff and parents to see the pupil's progress, and to determine if adjustments are needed to help the pupil make better progress.
Statutory Assessments	The school completes all statutory assessments, including: • Reception Baseline and Early Years Foundation Stage Profile • Year 1 Phonics check • Year 4 Multiplication tables check • KS2 assessment: At the end of key stage 2 each pupil is assessed against: The Engagement Model for pupils working below the standard of national curriculum assessments not engaged in subject specific study or The Pre-Key Stage Standards for pupils working below the standard of national curriculum assessments engaged in subject-specific study or SATS and the standards set out in the Teacher Assessment Frameworks (TAF) for those pupils working at the expected standard of national curriculum assessments	The information is reported to the Local Authority at the end of each academic year, through which the DfE holds schools accountable for their performance. The Phonics and Multiplication tables checks shows how well pupils can use the phonics and multiplication skills they've learned and to identify any pupils who need extra help. These checks are only completed with pupils who are demonstrating phonetical and multiplication awareness.

This diagram shows the assessment systems used to record and monitor pupil progress in both subject learning and personal development.



Informing Parents

Collaborating with parents in documenting and reflecting on their child's learning is encouraged at all times as it provides teachers with richer and more accurate information. These open discussions also help parents understand the role assessment can play in their child's learning and how they can help to support their child's learning at home.

Progress is shared in the following ways:

- Evidence for Learning is shown to parents during Annual Review meetings and at Parents' Evenings.
- Progress towards EHCP outcomes/IEP targets are reported in the 'Evaluation and Review of Progress towards Targets' document at Annual Reviews.
- Statutory assessments are reported in Annual Reports.
- Learning Journeys showcase achievements at part of the Annual Reports process.

Impact: Measuring the effectiveness of assessment

Our assessment systems monitor the impact on pupil progress and evaluate the impact of specific evidence-based strategies.

Monitoring pupil progress helps the school to understand whether pupils are making progress in their learning. Staff monitor progress in relation to the daily learning objects set for each lesson, the half termly learning aims set and the evidence collected on EfL is used to ensure accurate adaptation of the curriculum for every pupil. Whole school moderation is carried out termly to check an accurate picture of pupil attainment and progress has been generated. This data is analysed and acted upon through school improvement processes and adjustments are made to assessment systems when needed.

Our assessment systems are devised in accordance with our Curriculum Policy, to promote maximum impact. Staff collect evidence of how pupils engage with a range of evidence-based teaching strategies (including from TEACCH, Pyramid Education, Attention Autism) to determine which strategies are having the most positive impact on a pupil's learning.

Governance, Management and Evaluation of Assessment

The following procedures are in place:

- The Deputy Headteacher for Quality of Education is responsible for ensuring the Assessment Policy is maintained and reviewed; and for monitoring the effectiveness of assessment practices in the school.
- The SLT and MLT teams hold termly Pupils Progress Meetings that case sample pupils' assessment records to ensure that all assessment systems are being followed.
- The school holds termly moderation meetings with staff to ensure consistency and accuracy of assessment judgements across the school.
- Staff/teachers' meetings are held to keep everyone up to date with developments in assessment practice and are used as opportunities to deliver high quality assessment training to develop and improve practice.
- The Deputy Headteacher for Quality of Education collaborates with other special schools and assessment networking groups to engage in continuing professional development and to moderate practice against other educational settings.
- The Deputy Headteacher for Quality of Education provides a termly update on assessment to the Governing Body and an Annual Assessment Report.

Agreed at Governing Body meeting October 2021
Amended and Agreed at Governing Body meeting October 2022
Amended and Agreed at Governing Body meeting 2nd November 2023
Amended and agreed at Governing Body meeting 14th November 2024
Amended and agreed at Governing Body meeting 13th November 2025

Signature:

V S Manning

Appendix 1 **Assessment Yearly Planner: Early Years**

What	When	How	Who
Autumn Term			
Reception Baseline Assessment (RBA)	Statutory assessment to be administered within 6 weeks of starting Reception	Log in – iPad RB box of resources	Phase Leader to complete Headteacher to disapply any pupils on portal
Baseline assessment for any new pupil to RHS	By end of Autumn term 1	Assessment books (EfL) Best fit band to be added to excel document	CT to complete
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Autumn term 1 By end of Autumn term 2	Follow data collection plan	All team members to complete
IEP targets monitoring	By end of Autumn term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Autumn term 1 By end of Autumn term 2	Assessment books (EfL): Life skills x2 areas	CT to complete
Pupil Progress Meetings	Autum 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Spring Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Spring term 1 By end of Spring term 2	Follow data collection plan	All team members to complete
Summative assessment – Midyear point	By end of Spring 1	Assessment books (EfL): English/reading English/writing Maths/number Life skills - Spring 1 area	CT to complete
IEP targets monitoring	By end of Spring term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Spring term 2	Assessment books (EfL): Life skills - Spring 2 area	CT to complete
Pupil Progress Meetings	Spring 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Summer Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
Summative assessment – life skills	By end of Summer term 1	Assessment books (EfL): Life skills - Summer 1 area	CT to complete
EfL subjects	By end of Summer term 1 By end of Summer term 2	Follow data collection plan	All team members to complete
Annual Report – end of Rec year, submit results of EYFS profile	June	Follow correct Yr group template	CT to complete
Summative assessment – end year point	By end of 1st week July	Assessment books (EfL): English/reading English/writing Maths/number Life skills - Summer 2 area	CT to complete
Band progress	Last week of term	Final band to be added to excel document	CT to complete
IEP targets monitoring	By end of Summer term 2	RHS target tracking system	CT to complete as part of team meetings
Pupil Progress Meetings	Summer 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
EYs profile results submit to LA	July	Using spreadsheet from LA	DHT for Quality of Education to complete in consultation with CT

Assessment Yearly Planner: KS1 (Years 1 and 2)

What	When	How	Who
Autumn Term			
Baseline assessment for any new pupil to RHS	By end of Autumn term 1	Assessment books (EfL) Best fit band to be added to excel document	CT to complete
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Autumn term 1 By end of Autumn term 2	Follow data collection plan	All team members to complete
IEP targets monitoring	By end of Autumn term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Autumn term 1 By end of Autumn term 2	Assessment books (EfL): Life skills x 2 areas	CT to complete
Pupil Progress Meetings	Autum 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Spring Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Spring term 1 By end of Spring term 2	Follow data collection plan	All team members to complete
Summative – Midyear point	By end of Spring 1	Assessment books (EfL): English/reading English/writing Maths/number Life skills - Spring 1 area	CT to complete
IEP targets monitoring	By end of Spring term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Spring term 2	Assessment books (EfL): Life skills – Spring 2 area	CT to complete
Pupil Progress Meetings	Spring 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Summer Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
Summative assessment – life skills	By end of Summer term 1	Assessment books (EfL): Life skills – Summer 1 area	CT to complete
EfL subjects	By end of Summer term 1 By end of Summer term 2	Follow data collection plan	All team members to complete
Phonics Screening Check Y1 (or Yr 2 if did not meet standard in Yr 1)	2nd week in June	Follow Government guidance Use PSC materials sent	CT to complete with pupils identified to DHT
Annual Report	June	Follow correct Yr group template	CT to complete
Summative assessment – end year point	By end of 1st week July	Assessment books (EfL): English/reading English/writing Maths/number Life skills – Summer 2 area	CT to complete
Band progress	Last week of term	Final band to be added to excel document	CT to complete
IEP targets monitoring	By end of Summer term 2	RHS target tracking system	CT to complete as part of team meetings
Pupil Progress Meetings	Summer 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Phonics results submit to LA	July	Using spreadsheet from LA	DHT for Quality of Education to complete in consultation with CT HT declaration

Assessment Yearly Planner: KS2 (Years 3 – 6)

What	When	How	Who
Autumn Term			
Baseline assessment for any new pupil to RHS	By end of Autumn term 1	Assessment books (EfL) Overall band to be added to excel document	CT to complete
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Autumn term 1 By end of Autumn term 2	Follow data collection plan	All team members to complete
IEP targets monitoring	By end of Autumn term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Autumn term 1 By end of Autumn term 2	Assessment books (EfL): Life skills x 2 areas	CT to complete
Pupil Progress Meetings	Autum 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Spring Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
EfL subjects	By end of Spring term 1 By end of Spring term 2	Follow data collection plan	All team members to complete
Summative assessment – Midyear point	By end of Spring 1	Assessment books (EfL): English/reading English/writing Maths/number Life skills – Spring 1 area	CT to complete
IEP targets monitoring	By end of Spring term 2	RHS target tracking system	CT to complete as part of team meetings
Summative assessment – life skills	By end of Spring term 2	Assessment books (EfL): Life skills – Spring 2 area	CT to complete
Pupil Progress Meetings	Spring 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
Summer Term			
Formative assessment	Daily	Class system (using universal colours scale)	All team members to complete
Summative assessment – life skills	By end of summer term 1	Assessment books (EfL): Life skills – Summer 1 area	CT to complete
EfL subjects	By end of summer term 1 By end of summer term 2	Follow data collection plan	All team members to complete
Summative assessment – end year point	By end of 1st week July	Assessment books (EfL): English/reading English/writing Maths/number Life skills - Summer 2 area	CT to complete
Multiplication Timetable Check MTC Y4	1st week of June	Follow Government guidance Materials MTC platform	CT to complete with pupils identified to DHT
KS2 SATS	June	Complete with registered pupils	HT declaration
Annual Report	June	Follow correct Yr group template	CT to complete
MTC and KS2 results submit to LA	July	Using spreadsheet from LA	DHT to complete in consultation with CT + HT declaration
Band progress	Last week of term	Final band to be added to excel document	CT to complete
Pupil Progress Meetings	Summer 2	Pupil Progress Meeting Record	CT with a member of SLT or MLT
IEP targets monitoring	By end of summer term 2	RHS target tracking system	CT to complete as part of team meetings