



HERITAGE HOUSE SCHOOL

ASSESSMENT POLICY

Approved by: [Headteacher]

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Adapted from The Key

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1. Aims

This policy aims to:

- › Provide clear guidelines on our approach to formative and summative assessment
- › Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- › Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- › The recommendations in the [final report of the Commission on Assessment without Levels](#)
- › Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- › [2024 assessment and reporting arrangements \(phonics screening check\)](#)
- › [2024 key stage 2 assessment and reporting arrangements](#)

3. Principles of assessment

At Heritage House School we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our learners. Assessment is at the heart of effective teaching and learning. We use assessment to monitor progress and inform planning (formative assessment) as well as to report on progress and attainment (summative assessment).

At Heritage House School our key principles for assessment are:

- **An individual approach.** All learners at Heritage House School have special educational needs and have an Education Health and Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all require a personalised curriculum with individual learning foci to develop their knowledge and skills. Our assessment framework is flexible to meet the need in recording a learners' individual strengths and the next steps needed to progress.
- **A Holistic assessment** which considers all aspects of development including academic, communication, social, emotion emotional and life skills.
- **Continuous and Formative Assessment** which tracks individual learner progress and informs planning and teaching.
- **Multi-Disciplinary Collaboration** which involves a team approach of teachers, therapists, parents/carers and any other professionals involved with the child/ young person's development
- **Strength Based and Positive Assessment** which celebrates achievements, building confidence and success.
- **Accessibility and Inclusivity** ensuing assessment methods are accessible with a range of assessment methods being used as appropriate to the individual
- **Functional and Real-Life Relevance** whereby assessments relate to life skills and developing independence and autonomy.

4. Assessment approaches

At Heritage House School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment where relevant for learners.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how learners are performing on a daily, continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan next steps for future lessons
- › **Learners** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve with the use of verbal and written feedback as appropriate as well as peer marking/ commenting.
- › **Parents/carers** to gain a broad picture of where their child's strengths and needs lie, and what they need to do to further develop their skills

At Heritage House School, the assessment cycle for our learners starts with a collaboration with parents/carers at a preadmission meeting, empowering them to share and showing respect for parent's knowledge of their own child. Teachers invest time in establishing relationships with parents and carers, building trust to allow families to tell their own stories. Parents are seen as an important source of information and continue to be actively encouraged to be involved in the teaching and learning of their child by sharing observations and successes occurring outside of school.

When a learner joins Heritage House School there is a period of observation and assessment over a six-week period, whereby it is determined which pathway is most suitable for the learner and their needs. We also identify strengths and areas for development in line with their EHCP to ensure the learner accesses the appropriate learning opportunities.

Heritage House School has three curriculum pathways: Exploratory Pathway, Semi-formal Pathway and Formal Pathway. We have our own 14 stage Heritage House Curriculum Framework which includes a Heritage House Sensory Curriculum for learners on our Exploratory Pathway.

A personalised learning plan is created for each learner to support progress based on the assessment period outcomes, starting them on the appropriate stages of curriculum. Personalised learning foci are selected from our school's Curriculum Framework, with a learning focus for each curriculum area related to their EHCP outcomes.

Learning is broken down in to small steps and the support learners receive is reduced as learners develop new knowledge and skills in order to become independent.

Over a term, a range of methods are used to record and evidence a learner's individual achievements towards their personalised plans. These include but are not limited to:

- Written observations by staff (including class team, coaches, therapy team)
- Photographs
- Film clips
- Learner recorded work
- Observations from visiting professionals
- Observations from parents/ carers

Formative assessment is ongoing within each interaction with the learners, as teaching usually occurs 1:1 or in small groups as appropriate for the individual learners. Observations are recorded on Evidence for Learning for each learner across the curriculum areas which provide evidence from which the teacher and class teams discuss next steps. There is a weekly focus for observations, enabling gaps in knowledge and misconceptions to be addressed and corrected.

Being mindful of the challenges our learners face, we revisit and recap learning to ensure it becomes part of the long-term memory. As our curriculum is layered the learning is retained by it becoming part of an ongoing layer process to the learners' learning. Learners are encouraged to recall prior learning, tailored to their individual strengths and needs. This may be through pausing to allow the learner opportunity to demonstrate what they already know, subtle questioning interwoven into their play, discussion, quizzes etc.

Learner achievements are celebrated in the moment, in order to support the learner in understanding their achievements. Staff use a range of instant feedback techniques to celebrate progress, typically visual/ verbal feedback with specific praise relating to what the learner has done well as well as any next steps. Where appropriate, questioning and discussion is used to ascertain the understanding of new concepts and to extend learning. Where learners record their own work, this is annotated with the feedback given in accordance with our Marking Policy (see appendix 1).

The use of peer and self-assessment where appropriate is an empowering tool. Learner and peer comments sought and shared as well as being annotated on the learner's work. Where appropriate learner responses to marking are also encouraged.

Where learners achieve their learning outcomes, extensions or new outcomes are set to stretch the learners. Through the use of the 'I do, we do, you do' approach we are able to assess skills knowledge and understanding of each learner and provide more support and scaffolding as required.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **School leaders** to monitor the performance of individual learners and learner cohorts, identify where interventions may be required, and work with teachers to ensure learners are supported to achieve sufficient progress and attainment
- › **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- › **Learners** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on their next steps for further development

› **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At the end of each term a summative assessment is made by collating the observations, video and photographic evidence, written work and in collaboration with class staff and the multidisciplinary team to decide if the learner has met their individual learning outcomes. This information is collated in the form of a learning journal at the end of the autumn and spring terms and an end of year report is created in the summer term based on learning over the course of the year.

At Heritage House School, Evidence for Learning is the assessment platform used for monitoring learner's achievements and progress. This software allows us to record individual learner progress in relation to our Curriculum Framework. Learners on our Exploratory Pathway are assessed using our 6 stage Heritage House sensory curriculum. Learners on our Semi-Formal and Formal Pathways are assessed using our 14 stage Heritage House curriculum framework. There is crossover between Stages 1-6 of the curriculum pathways to allow for the possible movement of learners between the different pathways.

Data drops occur three times a year, at the end of each term, whereby learners are assessed as either developing, occasionally met, frequently met, consistently met or generalises, in relation to each learning statement for each subject areas of our curriculum.

A review of this data allows us to identify next steps for learning, which includes addressing any gaps in learning. When a learner has achieved at least 80% of a stage, they are assessed as achieving that stage.

Learner's personalised plans are updated each term, with new learning foci identified in the autumn and spring terms. The summer term personalised planning is a consolidation of previous learning.

As learner's personalised plans relate to their EHCP outcomes, there is also a summative assessment of learner's progress towards their long term EHCP outcomes as part of their annual review process.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **School leaders** to monitor the performance of learner cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- › **Teachers** to understand national expectations and assess their own performance in the broader national context
- › **Learners and parents/carers** to understand how learners are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- › Early Years Foundation Stage (EYFS) profile at the end of reception
- › Phonics screening check in year 1 (*Retaken in Year 2 if not met standard*)
- › National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)
- › GCSEs and vocational qualifications at the end of Key Stage (KS) 4
- › AS levels, A-levels and other post-16 qualifications in KS5.

Typically, learners at Heritage House School are not working at the level required for nationally standardised summative assessments. Learners are usually disapplied from undertaking such assessments and school reports on teacher assessment data which may include:

- The Engagement Model
- Pre Key Stage Standards
- AQA's

5. Collecting and using data

Data is collected for the purpose of tracking individual learner progress. Data is recorded on Evidence for Learning and progress is reviewed each term.

Deep Dives into learner progress happen formally three times a year in which the senior leadership team review data on learners including assessment data, records of concerns, family support. Senior leaders quality assure evidence, discuss future aspirations and next steps, as well as support in identifying any barriers to learning and what if any intervention may be required.

KS2 teacher assessment data is collected in the summer term of year 6 and submitted to the governments National Curriculum Assessment portal.

AQA's are evidenced through observations, video and photographic evidence, written work, and in collaboration with class staff and the multidisciplinary team. Evidence is submitted for Accreditation to AQA board.

6. Reporting to parents/carers

At the beginning of each term a detailed personalised planning document is written for each learner outlining the focus area and stage within each of the areas of learning on the Heritage House Curriculum, this is in line with the outcomes detailed on the learner's EHCP. This provides the foundation of the learning for the term. Parents are encouraged to share any observations of learning at home and updates from school are shared in the learner's communication books.

At the end of the autumn term and spring term, Learning Journals are shared with parents/carers, which provide clear and detailed evidence to demonstrate the learner's progression towards their personalised outcomes which were set at the beginning of the term. These personalised plans are also shared with parents/carers so learners have the opportunity to work on their personalised learning foci at home and at school.

At the end of the school year a journal is written to celebrate the learner's progress and successes throughout the year and across the broad and balanced offer provided by Heritage House.

Parents/carers are invited to give feedback and comment on the reports via a comments/reflections form. Parents are also encouraged to openly communicate and feedback to the school team throughout the year as we recognise that education is a partnership between school and home.

Within these journals the following details are included:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the learner's teacher
- The learner attendance record, except where the learner is in:
 - The reception year; or
 - Year 12 or 13 and is no longer of compulsory school age

Where attendance should be reported, it includes:

- The total number of possible attendances for that learner, and
 - The total number of unauthorised absences for that learner, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
 - Details of any vocational qualifications or credits towards any such qualifications gained

› At the end of KS2:

- Outcomes of statutory National Curriculum teacher assessments
- The results of any National Curriculum tests taken, including the learner's scaled score, and whether or not they met the 'expected standard' or a statement to explain why an National Curriculum tests have not been taken.
- Comparative information about the attainment of learners of the same age in the school and, in the core subjects, learners of the same age nationally

In addition to this, a comprehensive multidisciplinary presentation with written, photographic and video evidence provided each year for the EHCP annual review meeting, and this is where existing outcomes are evaluations and new or amendments to outcomes are agreed.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

8. Inclusion

All pupils at Heritage House School have SEND and the principles of this assessment policy apply to all.

Assessment will be used diagnostically to contribute to the early and accurate identification of learners' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

9. Training

All new staff are given training on our assessment systems and are mentored through by another colleague to ensure consistency of tracking.

The senior leadership team ensures that staff have access to continuing professional development opportunities on assessment to ensure that staff continue to have a good understanding of assessment and assessment practice. Time is devoted to this as part of our CPD schedule.

10. Roles and responsibilities

10.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

10.2 Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing learner progress including individual learners and specific groups
- Prioritising key actions to support learner progress to ensure an appropriate high level of challenge is maintained
- Reporting to governors on all key aspects of learner progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

10.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Being familiar with Heritage House School's curriculum pathways, curriculums and assessments
- Having an overview and understanding of how their learners are progressing and be able to justify judgement made and provide evidence to show reasoning behind decisions for moderation and tracking purposes.
- Reviewing progress as part of learners EHCP annual review meetings, suggesting appropriate new outcomes if required in line with their next steps and future aspirations.
- Keeping up to date with developments in assessment practice

11. Monitoring

This policy will be reviewed annually by the senior leadership team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Learning Walks
- Lesson/ Learning observations
- Book scrutinies
- Review of observations, learning journals, progress reports
- Deep Dive meetings/ pupil progress meetings

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking and Feedback policy
- Early Years Foundation Stage policy and procedures
- SEND policy

Appendix 1: Heritage House Marking & Feedback Policy

All learner work should be dated and initialed.

Any foci, literacy and numeracy-based work should be marked using the codes in the below table:

Marking code	Please add a circle around the code
VF	Verbal feedback given (you may wish expand this to say what the feedback was)
I	Independent work
P	Peer marking
S	Support given
LV	Learner voice 'quote the learners comment about their work'
PF	Peer feedback 'quote the peer's thoughts on the work'

Learner Voice (added to work once a week where appropriate)

To add the learner voice to their work, please annotate/ comment on work **where appropriate** quoting the learner's thoughts on their work e.g. **LV** 'I found it tricky but I did my best', or 'X smiled and clapped when I praised their work'.

Peer Feedback (added to work once a week where appropriate)

In line with current DfE thoughts we would like to begin to introduce peer feedback where appropriate.

Perhaps when sharing learner work in small groups or during circle time, learners could be invited to comment on their peer's work.

e.g. **PF** 'They are good at adding but sometimes they rush and make mistakes' 'I like the colours'.

If you wish to you can also write a comment

If you are unsure, please check with your Phase lead.