
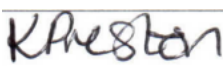





Policy/Procedure Name:	<b>ASSESSMENT POLICY</b>		
Last Update:	<b>August 2024</b>	Next Update Due:	<b>April 2026</b>

Author	<b>Alex Smythe</b>
Signature of Authorised Individual	
Signature of the Director	



**WILLOW PARK  
SCHOOL**  
RUGBY

exceed  
dream  
excellence

believe  
limitless  
empowerment

stimulating  
nurturing

independence

understanding  
inclusive

confidence  
potential

## VISION

Willow Park School, based in Rugby, is an Independent SEND (Special Educational Needs and Disability) school for primary aged children aged 5-11. Our children are referred to us from the Local Authority.

We specialise in supporting children with SEND including those with **Autism and Speech, Language and Communication needs.**

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Through our curriculum, teaching and learning opportunities, we intend to create an **inclusive, nurturing, and stimulating** educational environment where every child is empowered to unlock their **limitless** potential. We are dedicated to fostering **independence, confidence, and a love for learning**, ensuring that each child is equipped with the skills needed to thrive both academically and socially, thus enabling them to **Dream, Believe and Exceed** what otherwise might not be expected of them.

## Purpose of the Policy

The purpose of this policy is to provide a comprehensive document to share with staff, directors, other professionals, families and other interested stakeholders.

We deliver an adapted curriculum, with specialised approaches required for teaching the pupils at Willow Park. It is a broad and balanced approach that identifies and meets the variety of needs of our pupils. The curriculum (alongside specialist teaching approaches) provides consistency throughout the school whilst recognising developmental and age-related aspects to learning. Therefore, we have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils.

The policy underpins the fundamental need for adapted assessment methods to meet the needs of the pupils at Willow Park. It describes the different forms of assessment that we use at different age milestones and for different subjects.



## Rationale

“The commission encourages schools to make the most of the freedom to develop their own approaches to assessment and explore new methods of recording assessment information” (*Final report of the commission on assessment without levels*)

In October 2017, The Rochford Review of statutory assessment for pupils working below national standardised testing set about listing a number of different recommendations. These recommendations were to ensure that pupils working below these levels can demonstrate attainment and progression within schools. In September 2017, the Government responded to the Rochford Review, the main change being the removal of P-levels by 2018-2019 academic year.

The government further announced the **engagement model** which replaced P levels 1-4 as a method of assessment. At Willow Park, this applies to all of our learners and this policy will give details as to how this model is incorporated into our assessment of pupils' development.

## Introduction

We are committed to excellence in all we do. Through ongoing evaluation and a commitment to innovation, we strive to continuously improve our curriculum and teaching practices to better serve our pupils and their families.

This Assessment policy considers the diverse learning needs and cultural diversity of each of our pupils and builds on the strengths, aspirations and individuality which they bring to our school community.

The assessment policy is closely aligned with the school's Curriculum policy in which we define our curriculum approach in the graphic to the right:



## Aims of Assessment

- Provide a baseline against which to measure attainment and progress in all areas, including the life skills and creative aspects of our curriculum;
- Identify the learning needs of an individual pupil or group of pupils;
- Inform planning, target setting and interventions;
- Assist with the development of quality teaching strategies which motivate pupils;
- Be accurate, reliable and consistent, using a range of evidence and strategies;



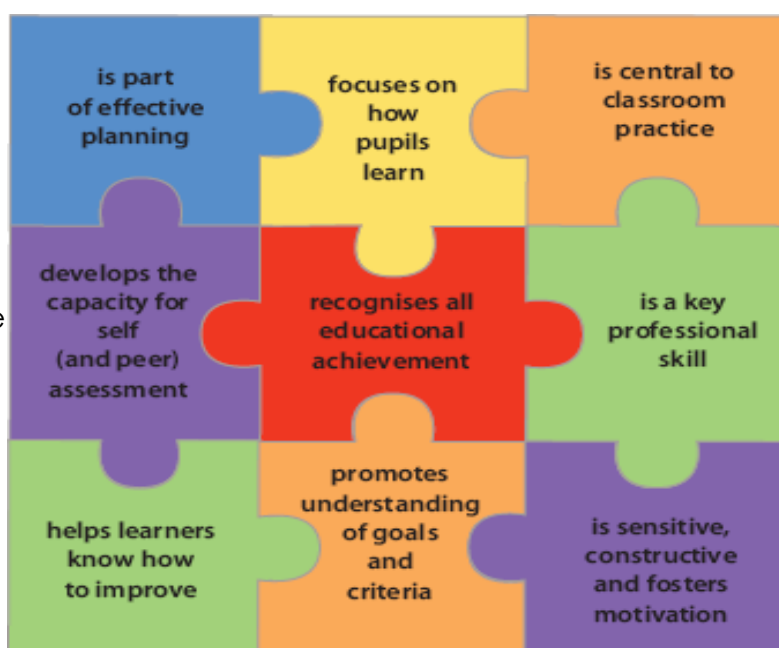
- Gather and capture additional information necessary to provide a tailored education of high quality to all pupils;
- Inform parents and carers of their child's experiences and achievements;
- Support the identification of barriers to learning and the development of strategies to overcome these.

## **IMPACT of the curriculum at Willow Park**

By adhering to the Intent and Implementation, we aim to develop confident, communicative, and independent individuals who are prepared for the next stage of their education and life. Our pupils will leave our school with a strong sense of self-worth, the ability to form meaningful relationships, and the skills necessary to navigate and contribute to the world around them.

### **Assessment for Learning**

Assessment becomes formative when the assessment information is used to adapt teaching and learning to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, or offering more opportunities for practice. These activities can lead to improved pupil progress.

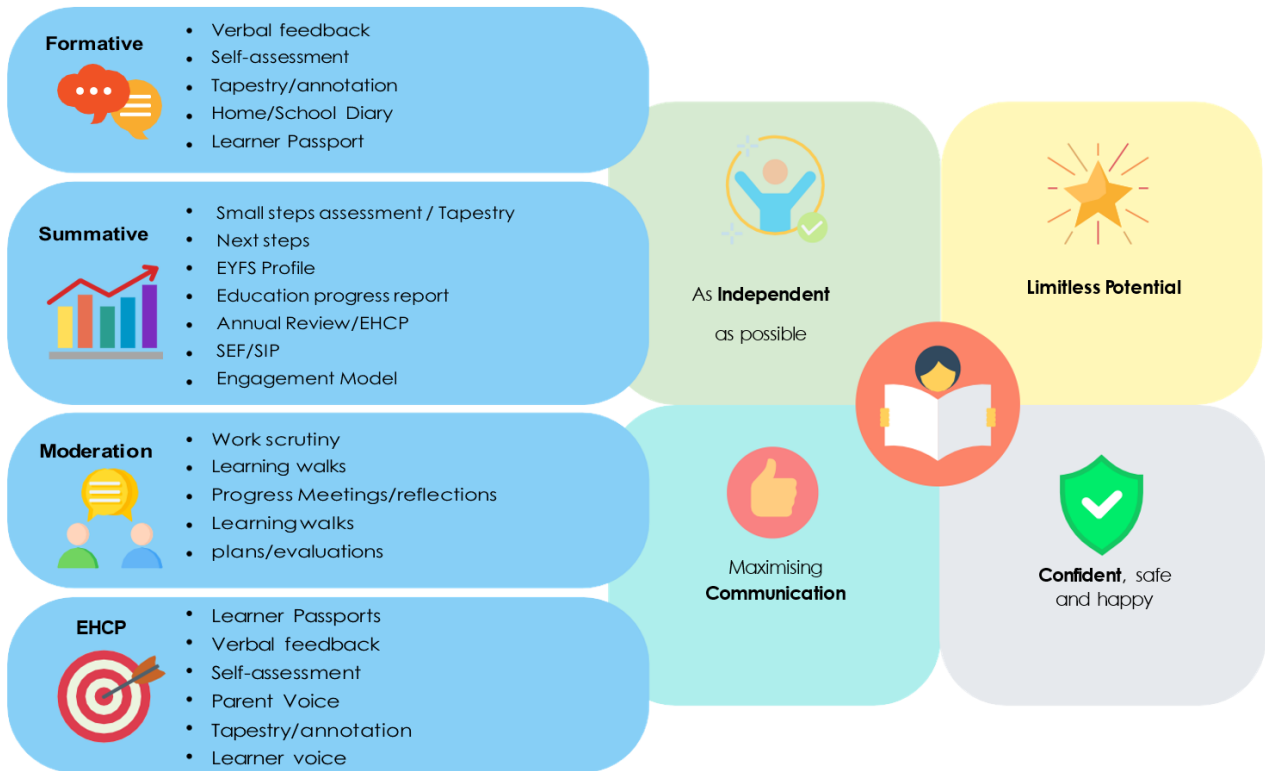


### **Assessment of Learning**

Summative assessment is a picture of where a pupil is at a particular moment in time and is carried out periodically, e.g. end of term or key stage. Attainment will be measured through the pupil's journey through the 'stages', which have replaced the P scales on Onwards and Upwards.



## Summary of Assessment Processes



Assessment at Willow Park requires a multifaceted approach using small step targets which are defined in pupils' Individual Learning Plans (ILPs). These incorporate:

1. **EHCP** targets

### ILPs and Pupil Passports

2. **The Leuven Scale** - Readiness to learn, and to acquire skills and knowledge

*For those pupils in at or below EYFS assessment levels:*

3. **engagement model** levels and:
4. Small steps defined from **Cherry Garden Branch Maps**.

*For those pupils at EYFS assessment levels*

5. EYFS **Early Learning Goals**

*For those pupils at beyond EYFS*

6. **Pre Key Stage** One or Two Descriptors

This multifaceted approach is essential as a single type may not give a full picture of a pupil's needs. This approach creates highly personalised data to give a comprehensive picture of pupils'



attainment and progress. Willow Park assessment is comprised of formative, summative, moderation and tracking processes using the school assessment processes.

Pupils are reassessed at regular intervals and the numerical data collected at three summative points. This enables the senior leaders to assess progress. This data enables us to set targets for pupils each year and for data to be numerical tracked as required. Photo and video evidence of learning is collected via photos/videos or observation statements and these are recorded on **Tapestry**, our parent sharing app. This evidence is internally moderated, alongside evidence from pupils' Learning Journals and workbooks.

New pupils are baselined on arrival using any previous attainment information on Tapestry and assessment against the four areas identified at the start of this section of the policy.

**Data is analysed** to provide information about pupils' performance and make recommendations for interventions or support.

Pupils have Individual Learning Plans generated at the beginning of the academic year which are sent home as a reminder to parents/carers at the beginning of each term. We provide a breakdown for how we plan to meet each pupil's EHCP targets throughout the year. These targets are reviewed formally mid-year and at the end of year before reporting takes place.

## 1. Education, Health and Care Plan (EHCP) & Learner Passports

EHCPs and Learner Passports/One Page Profiles are married together to create the foundation of personalised learning. These reflect the learning pathway a pupil is following and include SMART targets and structured implementation plans. Targets are drawn from Section B 'Areas of Need' and Section E 'Outcomes' outlined in each child's Education, Health and Care Plan in agreement with all stake holders.

Targets are tracked weekly and progress towards these is summarised each term. These form part of the holistic picture of the impact on pupil progress and achievement. Pupil voice is a fundamental part of the EHCP and is captured through a variety of means to reflect each individual learner's wants, needs, interests and aspirations.

Parents receive copies of the Learner Passport/one page profile to support consistency between school and home and reinforce learning in both settings. It is used as a key tool to develop a strong partnership between children, teachers and parents.

As well as targets from the EHCPs, the learner passports include next steps for learning in Numeracy and Literacy to provide clear information on what the learner is working towards next in their academic journey.

## 2. The Leuven Scale - Readiness to learn, and to acquire skills and knowledge

Our teachers' understanding of the levels of involvement and well-being is a vital tool in helping our pupils make progress. The Leuven Scale tool was developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. The tool focuses on two central indicators when planning any educational setting: 'Wellbeing' and 'Involvement'.



- **Wellbeing** refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Wellbeing is linked to self-confidence, a good degree of self-esteem and resilience.
- **Involvement** refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

### *Assessment of Wellbeing and Involvement*

Laevers created a 5 point scale to measure both wellbeing and involvement. If there is a lack of wellbeing and or involvement, it is likely a child's development will be threatened. The higher the levels of wellbeing and involvement we can achieve for the child, the more we can add to the child's development. When there are high levels of wellbeing and involvement, we know that deep level learning is taking place.

The evaluation starts with assessing the levels of wellbeing and involvement using the tables numbered points below.

The procedure is simple and can be compared to 'scanning': Our staff would observe the children for about two minutes to ascertain the general levels of wellbeing and involvement using the five-point scale. The observation can focus on groups of children or, more likely whilst our school is very small, can be used to focus on a particular individual. **Unless a child is operating at 1 or 5, learning will be limited.** However, children cannot peak at levels 4 or 5 all the time and levels will fluctuate throughout the day.

### Leuven Scale of Wellbeing

- Extremely Low** - The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn.
- Low** - The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
- Moderate** - The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
- High** - The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
- Extremely High** - The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He / she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

### Leuven Scale of Involvement

Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University. ISBN: 978-90-77343-76-8)



## Involvement Signals:

- i. **Extremely Low** - Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
- ii. **Low** - Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
- iii. **Moderate** - Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
- iv. **High** - Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
- v. **Extremely High** - The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

### 3. The Engagement Model

As children move beyond EYFS in terms of age but are not yet meeting the ELGs or ready for the National Curriculum, they will spend time on a Non-Subject-Specific (NSS) pathway and will work on early developmental skills, with qualitative statements explaining how they are learning in each of the 5 lenses of engagement of the Engagement Model.

- exploration
- realisation
- anticipation
- persistence
- initiation

'The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study.

The engagement model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011. The engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.'

(The Engagement Model Guidance, July 2020, DfE, p.2)

'The engagement model should be used in conjunction with a school's existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject-specific study. It also helps schools ensure that they have high quality teaching, pedagogy and appropriate special educational needs provision in place for their pupils.'

(The Engagement Model Guidance, July 2020, DfE, p.8)



Therefore, at Willow Park, we use the engagement model alongside Cherry Garden Branch Maps as detailed in the next paragraph.

## 4. Cherry Garden Branch Maps.

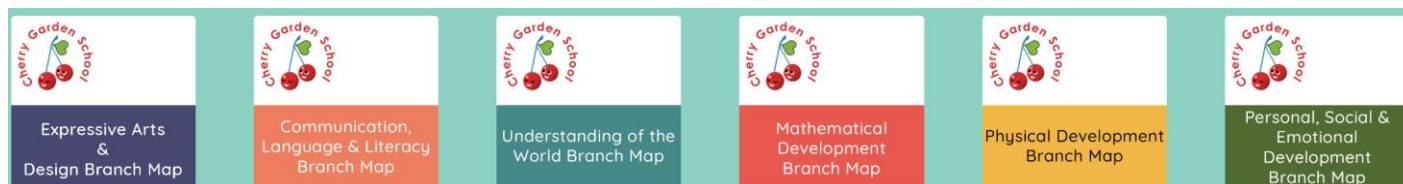
We also use the Cherry Garden Branch Maps to assess and set targets for children who are working below Year 1 expectations. Cherry Garden School, an outstanding specialist school for pupils from 2-11 years old in the London Borough of Southwark, have developed a bespoke assessment package for children with SEN and complex needs.

Assessment frameworks are an important part of tracking progress. But traditional assessment systems based on linear progress analysis aren't always the best way to show it, particularly to the pupils and their parents and this is especially important for a specialist school such as Willow Park

The Cherry Garden Branch Maps allow pupil achievement to be assessed in a broader, more holistic way in order to truly celebrate the breadth of their experience and the range of their skills.

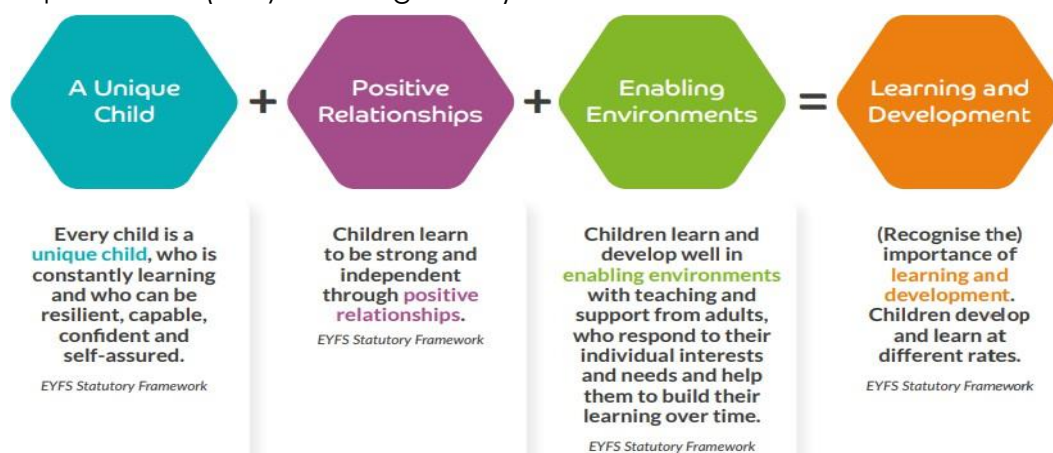
We use this assessment package online through the Tapestry Online Learning Journal. Through the Tapestry app, teaching staff and parents and carers share photo and video observations of learning and a unique visualisation of each child's growing knowledge through the growth of petals on a flower or leaves on a tree.

The 6 Branch Maps, covering the 6 areas of our curriculum are:



## 5. EYFS Early Learning Goals

Once Pupils are ready, they are assessed against the Early Years Foundation Stage (EYFS) expectations (Early Learning Goals).







Each pupil in the Early Years has an Education and Health Care Plan (EHCP). This sets out targets for them which are long term (lasting around 3 years). The EHCP targets are broken down into yearly targets, which are then broken down into termly targets in the following areas:

Prime Areas:

- Personal, Emotional and Social Development (PSED);
- Communication and Language (CL);
- Physical Development (PD).

Specific Areas:

- Mathematics;
- Literacy.

These targets are all monitored through Tapestry.

Throughout the EYFS we plan activities to give pupils learning experiences and opportunities to work towards the Early Learning Goals in all areas (in addition to the subjects above this is; Understanding the World and Expressive Arts and Design). Evidence to support all subjects is gathered and monitored through the child's learning journey on Tapestry and this keeps families up to date with their child's learning and keeps them actively involved.

Although the majority of our pupils at Briarwood Infants do not reach the Early Learning Goals at the end of their Reception year, we believe that it is an appropriate developmental approach for our pupils who have moved beyond Cherry Garden Branch Maps. Detailed meetings and sharing of assessment ensure a smooth transition into the Primary phase of their learning journey.

As well as considering what opportunities we are providing for the pupils, we observe the skills and qualities that pupils need to support them to become successful learners throughout life (including ongoing Leuven Scale Assessments of their readiness to learn in terms of well-being and involvement).

We use the Characteristics of Effective Learning to examine the overall development of the pupils.

## 6. **Pre Key Stage** One or Two Descriptors

The government has published:

- Pre-Key Stage One Standards (for pupils at the end of KS1 but below the expected standard) - [Pre-key stage 1 standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pre-key-stage-1-standards)
- Pre-Key Stage One Standards (for pupils at the end of KS2 but below the expected standard) - [Pre-key stage 2 standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pre-key-stage-2-standards)

We will use the above to measure pupils' progress in Key Stages 1 and 2 as appropriate.



## Assessment in other areas

At Willow Park, we value the progress made by pupils in all areas of their lives. These may not be directly linked to the curriculum or seen as traditional in nature. However, we have mechanisms to capture this progress and measure the outcomes of any intervention. Some of these include:

Area	Assessment / progress	Further information
Behaviour	<ul style="list-style-type: none"> <li>➤ Reduction in behaviour frequency.</li> <li>➤ Reduction in severity of behaviour.</li> <li>➤ Reduction in physical interventions.</li> <li>➤ Change in type of behaviour interventions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Behaviour policy</li> <li>➤ Reports to parents</li> <li>➤ Principal's analysis of Behaviour</li> <li>➤ ABC analysis</li> <li>➤ Annual Reviews</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>➤ Increase in attendance.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance policy</li> <li>➤ Reports to parents</li> <li>➤ Annual Reviews</li> </ul>
Specific interventions	<ul style="list-style-type: none"> <li>➤ Measured using Cherry Garden statements</li> <li>➤ Support to achieve other targets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interventions profile</li> <li>➤ Individual pupil records and case studies.</li> </ul>
Speech and Language therapy	<ul style="list-style-type: none"> <li>➤ Measured using Cherry Garden statements</li> <li>➤ SALT reports and assessments</li> </ul>	<ul style="list-style-type: none"> <li>➤ EHCP targets</li> <li>➤ Reports to parents</li> </ul>

## Moderation

Learner progress is assessed using the bespoke small steps baselines. These provide a forum for structured professional reflection around progress and achievement in Maths, English, Communication and SEMH.

Moderation is conducted through peer review, learning walks and work scrutiny in a collaborative, open to learn and evidence informed approach. The long-term intention is for moderation to also be carried out with local special schools.

## Work Scrutiny

Work Scrutiny takes place three times per year and is moderated by Principal. It provides the opportunity to triangulate summative data against our assessment for learning and check sessions are fulfilling our curriculum intent. Feedback is shared with teachers and support staff.



## Feedback

Feedback is an essential part of the learning process for pupils including teaching self-evaluation skills. When pupils are ready, developmentally, they are made aware of the expected learning objectives in each lesson. Feedback during the lesson and at the end takes a celebratory form that focuses on the new learning i.e. stars or stickers.

For a small minority of pupils, discussion about next steps is appropriate. It is essential that all staff, whether teachers or learning support staff, feed back to each other about the progress made by the pupils. This supports the development of next steps and assessment of skills.

## Marking

'Ofsted recognises that marking and feedback to pupils, both written and oral are important aspects of assessment. However Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in prompting learning'

**For the vast majority of pupils at Willow Park, who are non-readers, written feedback from an adult is inappropriate and tokenistic.** However, work needs to be regularly annotated as part of the assessment process to inform next steps and show level of support given. Most annotation takes the form of evidence uploaded onto Tapestry in which all key learning objectives are already inputted. In pupils' books, staff refer to specific learning objectives and targets as appropriate.

## Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.



## **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation (e.g. see Leuven Scale) so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.