

**Willow Park Assessment**

Date Written: January 2020

By: Kimberley Preston

Review date: June 24

The review date for this policy will be as and when required

Staff at Willow Park will follow a basic system for assessing children within our care. It will include 3 stages of assessment:

Diagnostic

Formative

Summative

This will ensure when children arrive, staff will be able to plan effective and purposefully for the child’s current level of academic ability. They will have a clear process for recording the childrens work and skill progression in order to keep assessment as up to date as possible, and staff will be able to use the assessments to further inform their planning for the student.

Diagnostic

Students will be base-lined when they arrive at Willow park in English reading and English writing along with Maths and their EHCP targets will be reviewed. This will be done through observations and the students work. As well as an initial conversation with the student, parents/carers, and any other professional involved with the child.

Formative

This will be embedded into the schemes within Willow Park and enable staff to plan for progression for every student. Staff will look at the assessment focus and break this down into manageable objectives for the child and will plan activities around this for the children to achieve. Staff will be looking at student work, observation of tasks, and discussions to assess formatively.

Summative

Staff will use summative assessments in order to identify student progression against learning outcomes. In order to successfully complete an assessment focus staff should expect to see at least 2 successful pieces to demonstrate a secure aspect of that learning. Staff will monitor childrens progress regularly in order to inform their future planning.

Day to Day

Areas of learning will have an assessment tracker for teachers to asses childrens learning on a regular basis for every child to include English and Maths. This will enable teachers to identify areas of concern and gaps within their learning and can therefore put appropriate interventions in place to support their progress. We also have tracking systems for the early learning goals, The Engagement Model and we will use the Autism Education Trust SCERTS model.

Parents/Carers

There will be opportunities for parents/carers to discuss student progress on a regular basis. All children will be given a home school diary in which staff and parents/carers can communicate. Parents/carers will have opportunities to meet staff and discuss progress throughout the academic year, and will be sent up dates on their child’s progress in regards to their EHCP, english reading and reading as well as maths.

Review of Policy

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| Date | Any changes? Add details | Actioned by who? |
| Jan 2021 | None | K Preston |
| June 2022 | None | K Preston |
| March 2023 | Day to Day | K Preston |