



Policy status	Statutory
Reviewed	24 th March 2025
Next review date	March 2027

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Assessment Policy

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Version	Date	Author	Description of change
March 2025	24.03.25	WH	New Policy

Assessment Policy

1 Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment, recognising the diverse needs of our learners with Profound and Multiple Learning Difficulties (PMLD), and Severe Learning Difficulties (SLD).
- Establish a consistent and coherent approach to recording and reporting student progress, ensuring assessment is holistic and meaningful.
- Clearly set out how and when assessment practice will be monitored and evaluated.
- Ensure that assessment supports planning for learning and helps identify the next steps for students' individual development.
- Recognise and document the lateral progress of students who develop in non-linear ways due to their complex needs.
- Ensure that assessment is inclusive, taking into account students' personal contexts, abilities, and barriers to learning.

2 Legislation and guidance

This policy is informed by:

- *SEND Code of Practice: 0 to 25 Years* (DfE, 2015)
- *The Engagement Model* (DfE, 2020)
- Education (Pupil Information) (England) Regulations 2005: Schedule 1
- Best practices in assessment for learners with complex needs, including the use of *Mapping and Assessing Personal Progress (MAPP)* and *Routes for Learning*.
- *PIVATS 5* (Performance Indicators for Valued Assessment and Targeted Learning) to track small-step progress across different subject areas.

3 Principles of assessment

Assessment at Beatrice Tate School is guided by the following principles:

- **The learner is at the heart of assessment** – Each assessment is personalised to reflect students' abilities, strengths and needs.
- **Assessment provides a holistic view of the learner** – It includes communication, cognition, physical development and social-emotional skills.
- **Assessment informs teaching and learning** – The insights gained are used to shape and refine educational strategies.
- **Judgements about progress are reliable and moderated** – Staff collaborate to ensure consistency in assessment and reporting.

- **Assessment includes both linear and lateral progress** – Recognising small steps of development within different learning domains rather than focusing solely on progression to higher levels.
- **Assessment takes into account ‘spikey profiles’** – Recognising that learners may progress differently in various aspects of their development and may require personalised learning objectives (ILFs) to target specific skills.
- **Assessment reflects the importance of maintenance and consolidation** – Recognising that for some learners, sustaining existing skills over time is a significant achievement.

4 Assessment approaches

Assessment is integrated into teaching and learning and consists of formative and summative approaches, tailored to our student population.

4.1 Formative assessment

Formative assessment enables:

- Teachers to track progress and adjust learning activities accordingly.
- Students to engage in tasks aligned with their Educational Health and Care Plan (EHCP) objectives.
- Parents/carers to understand their child's development and strengths.
- The identification of emerging needs and adaptations to personalised learning plans.

We use the following formative assessment strategies:

- Observations of engagement and participation.
- Recording of student responses using photo and video evidence via the **Student Tracking, Assessment, Recording and Reporting System (STARRS)**.
- Termly reviews of Learning Objectives, incorporating input from multidisciplinary professionals (e.g., speech and language therapists, occupational therapists).
- Use of Individual Learning Focus (ILF) plans to track personalised targets based on students' EHCP outcomes.
- Engagement in peer and self-assessment, where applicable, using communication aids and sensory cues.
- Continuous teacher reflection and professional dialogue to refine assessment practices.

4.2 Summative assessment

Summative assessment helps to:

- Monitor student progress over time.
- Identify areas where interventions are required.
- Provide reports to parents and carers.
- Ensure that progress is captured across multiple developmental domains.

Our summative assessment tools include:

- **MAPP (Mapping and Assessing Personal Progress)**, assessing independence, fluency, maintenance, and generalisation.
- **PIVATS (Performance Indicators for Valued Assessment and Targeted Learning)**, which provides structured assessment for key developmental areas such as reading, writing, and mathematics.
- **Routes for Learning**, particularly for 'pre-formal' learners to track their cognitive and communicative development.
- **Reviews of Learning Objectives**, ensuring assessment is dynamic and continuously reflects students' evolving needs.
- **Moderated assessments within Phase teams** to ensure consistency and reliability of teacher judgments.

4.3 Nationally standardised summative assessment

Students at Beatrice Tate School do not sit external examinations such as GCSEs. Instead, their progress is assessed through the bespoke **STARRS platform**, capturing achievements aligned with their individual learning objectives.

5 Collecting and using data

Assessment data is collected through:

- Ongoing teacher observations, recorded in **STARRS**.
- Termly review meetings with phase teams and parents.
- Annual parent-teacher meetings, where Learning Objectives are reviewed collaboratively.
- Multi-disciplinary input to inform assessment, ensuring a broad and inclusive understanding of progress.
- Analysis of demographic data to identify patterns and ensure equity in progress tracking.

To ensure data collection is purposeful and not burdensome, assessment is embedded within everyday teaching and learning activities.

6 Reporting to parents/guardians

Beatrice Tate School values strong collaboration with families. We report progress through:

- **Annual parent-teacher meetings** to discuss Learning Objectives and progress.
- **Termly reports**, including photographic and video evidence of achievements.
- **Reports include evidence of lateral and holistic progress**, not just academic attainment.
- **Regular communication**, for example, Class Dojo and Home-School Books.
- **Celebration of achievements** in Good Work Assemblies and the Jack Petchey Achievement Award Assemblies.

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7 Inclusion

Assessment at Beatrice Tate School is fully inclusive. Our approach ensures:

- **All students are assessed against their EHCP targets**, focusing on personal progress rather than national benchmarks.
- **Multiple assessment frameworks** (e.g., *Routes for Learning*, *PIVATS*, *MAPP*) are used to capture a broad range of achievements.
- **Collaboration with therapists and other professionals** to ensure a comprehensive view of each learner's development.
- **Assessment adapts to the student's individual communication needs**, including AAC (Augmentative and Alternative Communication) systems.

8 Training

To maintain high standards in assessment, staff receive training on:

- The use of the **STARRS platform**.
- Effective assessment strategies for PMLD and SLD learners.
- Moderation procedures to ensure consistency in assessment outcomes.
- Best practices in formative and summative assessment.
- Understanding 'spikey profiles' and the importance of recognising lateral progress.
- Involving families in the assessment process to support a holistic approach.

9 Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Understanding the school's bespoke assessment systems.
- Holding school leaders accountable for ensuring robust assessment practices.

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring adherence to this policy.
- Monitoring assessment quality and ensuring consistency across the school.
- Reporting to the governing board on student progress.

9.3 Assistant Headteachers

Assistant Headteachers are responsible for:

- Overseeing the **STARRS** platform and moderating assessment data.

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- Supporting staff in using assessment frameworks effectively.

9.4 Teachers

Teachers are responsible for:

- Reading and following this policy.
- Conducting formative and summative assessments as outlined in this policy.
- Collaborating with colleagues and families to ensure meaningful assessment.
- Using assessment data to inform teaching and learning.

10 Monitoring and Review

Monitoring will take place through:

- Lesson observations.
- Moderation meetings.
- Analysis of assessment data collected via **STARRS**.
- Feedback from parents and multidisciplinary professionals.
- Reflective practice sessions with staff to ensure continued improvement.

This policy will be reviewed every two years by the Senior Leadership Team and approved the governing body.

11 Links to other policies

This policy is linked to our:

- SEND Policy
- Equality Policy