Assessment Policy
Conquest School

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Date:	May 2025
Ratified by Chair of Proprietors:	May 2025
Review Date:	September 2026

Contents

Safeguarding at Conquest School

At Conquest School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Conquest School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Conquest School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Conquest School

At Conquest School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Conquest School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

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
- 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
- Part 1 of The Education (Independent School Standards) Regulations 2014 which requires proprietors to have a written risk assessment policy.

3. Definition

For the purposes of our school, Conquest defines assessment as: 'the process of measuring the amount of progress a student makes from their individual starting point to a future point in time'.

4. School Context

Conquest School provides specialist education for children with a range of complex needs. Conquest School understands the journey our children have been on during their school life, and in this context, the role of assessment. Conquest School strikes the right balance between formative and summative assessment, traditional assessment methods of knowledge and capturing learning through other means, all of which results in a holistic approach to assessment and one that incorporates all aspects of the child.

At Conquest School, a child's emotional and social progress is as important as their academic achievement. Individual Education Plans work alongside academic progress tracking to ensure the child is making progress towards the outcomes identified in their Education, Health and Care plans to ensure the focus is on always on 'whole child progress', rather than just specific aspects.

4.1 Our approach to assessment

At Conquest School, assessment is an integral part of teaching and learning.

We use assessment to:

- Understand what pupils know, can do and understand
- Identify gaps in learning and barriers to progress
- Inform next steps in teaching and learning
- Celebrate progress and achievement
- Track progress towards EHCP outcomes
- Provide information to parents/carers, external agencies and receiving schools

4.2 Our assessment principles

Assessment at our school is:

1. **Individualised**: Leaders identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draws on any specialist advice when necessary. All assessment is

2. **Holistic**: We assess progress across all areas of development including:
    a. Academic progress

Conquest School

   b. Communication and interaction

   c. Personal, social and emotional development

   d. Progress towards EHCP outcomes

3. **Purposeful**: Assessment information is used to inform teaching, intervention and support.

4. **Manageable**: We balance the need for robust assessment data with staff workload considerations

5. **Meaningful**: Assessment methods are appropriate to pupils' needs and abilities, using a range of approaches including observation, practical tasks, and where appropriate, formal assessments

5. Types of assessment

5.1 Formative assessment (assessment for learning)

This is ongoing assessment that happens during lessons and activities. Teachers use:

- Observation of pupils during tasks
- Questioning and discussion
- Analysis of work produced
- Photographic and video evidence where appropriate

This information is used immediately to adapt teaching and provide feedback to pupils.

5.2 Summative assessment (assessment of learning)

This happens at key points to evaluate what pupils have learned. This includes:

- End of unit assessments
- Regular progress reviews
- Annual reviews of EHCPs
- Baseline and end-of-year assessments
- Standardised assessments where appropriate to pupil needs

5.3 Assessment tools

We use a range of assessment tools appropriate to our pupils' needs, which may include:

- Thrive – SEMH assessment
- Reading age / phonics assessments
- Subject-specific assessments
- Sensory profiles
- Behaviour monitoring
- Photographic and video evidence

6. Recording assessment information

6.1 What we record

Evidence informs the school's approach to assessment; for example, assessment is used to help pupils embed and use knowledge fluently, to check understanding and inform teaching, or to understand different starting points and gaps.

We record:

1. **Baseline assessments**: When pupils join the school and as required

2. **Ongoing progress**: Regular updates on progress towards individual targets and EHCP outcomes

3. **Summative assessment outcomes**: Results from formal assessments

4. **Qualitative information**: Observations, examples of work, photographs, videos that demonstrate progress

5. **Contextual information**: Factors affecting progress (e.g., medical appointments, changes in circumstances, attendance)

6.2 How we record

Assessment information is recorded:

- In individual pupil files
- In annual review documentation
- Through photographic/video evidence stored securely
- In subject-specific records where appropriate

6.3 Frequency of recording

- Formative assessment: Ongoing, as part of daily teaching
- Progress towards targets: termly
- EHCP outcomes: Reviewed annually as a minimum, with interim reviews as needed

7. Reporting to parents/carers

We believe in regular, meaningful communication with families about their child's progress.

7.1 Formal reporting

Parents/carers receive formal reports on their child's progress:

1. **Annual reviews**: EHC plan reviews must happen at least once a year. All parents/carers are invited to attend their child's annual review where we discuss:
   a. Progress towards EHCP outcomes
   b. Academic and developmental progress
   c. Social and emotional wellbeing
   d. Next steps and any changes to provision

2. **Written reports**: Twice yearly written reports that include:

   a. Progress in key areas of learning
   b. Progress towards individual targets
   c. Attendance information
   d. Celebration of achievements
   e. Next steps

7.2 Ongoing communication

In addition to formal reporting, we maintain regular contact with families through:

- Home-school communication books/diaries
- Phone calls and emails
- Informal conversations at drop-off/pick-up
- Parent meetings
- Celebration assemblies and events
- Newsletter

7.3 Supporting families to understand progress

We recognise that many of our pupils' achievements may not be immediately obvious or may be in small steps. We:

- Celebrate all progress, however small
- Provide context to help families understand the significance of achievements
- Use accessible language and avoid jargon
- Provide examples and evidence (photos, videos, work samples)
- Explain how progress links to EHCP outcomes and long-term goals

8. Reporting to external agencies

We work collaboratively with external professionals to support our pupils.

Assessment information is shared with external agencies as appropriate, including:

- Local authority SEND teams (for annual reviews and reassessments)
- Health professionals (therapists, nurses, doctors)
- Social care teams
- Educational psychologists
- Receiving schools at transition points

All sharing of information complies with GDPR and our data protection policies. Parents/carers are informed when information is shared, except in exceptional circumstances where this might put the child at risk.

9. Using assessment to improve outcomes

Assessment information is used to:

1. **Inform teaching**: Teachers present information clearly, promote appropriate discussion, check pupils' understanding systematically, identify misunderstandings and adapt teaching as necessary to correct these

2. **Identify needs**: Leaders identify pupils' emerging or changing needs quickly and accurately, make sure support is effective and draw on any specialist advice when necessary

3. **Plan interventions**: Where pupils are not making expected progress, additional support or interventions are put in place

4. **Review provision**: Assessment data is analysed to evaluate the effectiveness of our provision and inform school improvement priorities

5. **Track cohorts and groups**: We analyse data for different groups (e.g., looked after children, pupils with specific needs) to ensure equity of outcomes

6. **Celebrate achievement**: We recognise and celebrate all forms of progress and achievement

10. Moderation and quality assurance

To ensure consistency and accuracy in our assessment judgements, we:

- Conduct regular moderation meetings within school
- Participate in moderation activities with other schools where possible
- Review assessment evidence as part of lesson observations and work scrutiny
- Involve external professionals in validating judgements
- Review our assessment processes annually

11. Special considerations

11.1 For looked after children

Each looked-after child has a personal education plan and receives high-quality support to improve their learning and/or well-being.

Assessment information for looked after children is shared with:

- The designated teacher for looked after children
- Virtual school headteachers
- Social workers
- Personal education plan (PEP) meetings

11.2 For pupils with significant medical needs

We recognise that medical needs and appointments may impact on assessment opportunities and progress. We:

- Record contextual information about medical factors
- Adjust expectations appropriately during periods of illness
- Work with health professionals to understand the impact of medical conditions on learning
- Ensure assessment is fair and takes account of individual circumstances

11.3 Proprietorial Body

Proprietors 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

11.4 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to the proprietor on all key aspects of pupil 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

12. Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Reporting and recording all assessments as required

12.1 Monitoring and review

This assessment, recording and reporting policy will be:

- Reviewed annually by the senior leadership team
- Monitored through lesson observations, work scrutiny and data analysis
- Evaluated for impact on pupil outcomes
- Adjusted in response to changes in pupil needs, statutory requirements or best practice