



Old Park School



Assessment Policy September 2025

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Old Park School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

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This policy should be followed in conjunction with the Marking and Feedback and the Presentation Policy.

Introduction

Old Park School caters for a diverse community of learners with complex needs, severe learning difficulties, including autism, and profound and multiple learning difficulties. We understand that effective assessment is crucial to support quality teaching, learning, achievement and progress of all our pupils.

All our pupils have an Education, Health and Care Plan and have unique learning styles and individual starting points within their learning journeys. Our pupils are set personalised, learning targets that recognise their specific knowledge and skill level as well as learning pathway. They are built upon EHCP outcomes set at annual reviews, academic targets, learning for life and Preparation for Adulthood in key stages 4 and 5. This means that our assessment is pupil centred and progress towards EHCP outcomes is measured and monitored. Every child has their own personalised learning targets which are used to monitor pupil's progress as well as being an integral part of teaching and learning, informing planning and target setting.



Assessment approaches have been carefully linked to learning pathways so that they are appropriate to pupil's development levels and learning styles.

Assessment at Old Park is a balance of well-grounded quantitative assessment alongside a chronology of observational narrative, pupil's work and pupil voice which supports assessment judgements.

It is very difficult for us to compare outcomes for the whole school cohort, as learning and target setting is personalised to each pupil.

Pathway 1 and 2

Pupils who follow the non-subject specific pathways at Old Park are working below the pre-key stage standards of the National Curriculum and are not engaged in subject-specific study. These pupils are assessed using the Engagement Model. This assessment allows teachers to assess:

- How well pupils are being engaged in developing new skills, knowledge and understanding.
- How effective the special educational provision is in empowering pupils to progress against the agreed outcomes of their education, health, and care (EHC) plans and Pupil Progress Plans (PPPs).
- Pupils' achievements and progress across the 4 areas of need of the Special Educational Needs and Disability (SEND) Code of Practice.

The 5 areas of engagement

The model breaks engagement into 5 areas, which are interrelated. They're not hierarchical and there's no expectation that pupils need to demonstrate progress in all 5 areas.

| | |
|--------------|---|
| Exploration | Whether a pupil can build on their initial reaction to a new stimulus or activity (e.g. they display more than an involuntary or startled reaction, and may notice it or reach out to it) |
| Realisation | How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones (e.g. they display behaviours that show they want more control) |
| Anticipation | How a pupil predicts, expects or associates a stimulus or activity with an event (e.g. they anticipate a familiar activity is about to start or finish by interpreting cues or prompts) |
| Persistence | Whether a pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it |



| | |
|------------|--|
| Initiation | How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction |
|------------|--|

These areas allow teachers to assess pupil's engagement in developing new skills, knowledge and concepts by demonstrating how they are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

Curriculum evidence (including engagement model and PPPs) for learners working within Pathway 1 and 2 across school is recorded and gathered using the Evidence for Learning platform. Staff are expected to capture a minimum of 4 observations over a two week period, some staff may evidence more but this is not expected. These observations should cover the 4 curriculum areas.

Pathway 3,4 and 5.

For pupils following the pathway 3,4 and 5, their progress is assessed using the Old Park Scales.

Learners working within this cohort, use a combination of evidence books and Evidence for Learning. **Consideration should be given to the appropriate format of the book used for English and Maths. This should reflect the way in which each pupil will access/record their learning.** A copy of the marking guide should be stuck in the top left-hand corner of the underside of the front cover. All paper-based evidence should be recorded using the standardised Subject Specific evidence sheet.

Key Stage 4 and 5 Pathway 3, 4, and 5

Learners working in the 14-19 phase, use evidence folders. These are outlined below. Dividers should be used to separate each of the sub-strands. All paper-based evidence should be recorded using the standardised Subject Specific evidence sheet.

Summative assessment

Summative assessment offers a snapshot of pupil performance at a specific time. It assesses whether pupils know more, understand more, and can do more than they could previously. At Old Park, we use a range of summative assessment in order gather information about pupil's progress towards agreed outcomes and targets. This assessment also supports teachers to plan next steps by analysing misconceptions and gaps in skills and knowledge highlighted in the assessment.

Summative assessment is used to inform EHCP reviews, parents and other stakeholders about achievements and outcomes. Analysis of summative assessment takes place during pupil



progress meetings and is used to identify changes to provision and any interventions that may be required.

Due to their development levels, pupils at Old Park School do not take part in Nationally Standardised Assessment however pupils in year 13 and 14 work towards OCR and Asdan accreditation.

Diagnostic assessment

Diagnostic assessment occurs at the beginning of a sequence of teaching and provides opportunities to reflect on pupil's thinking, strengths and weaknesses. These assessments provide insights into pupil learning and support teachers to gain a deeper understanding of next steps for planning and provision.

These next steps may include:

- Adjusting the level of challenge of activities.
- Reteaching specific concepts or topics.
- Adjusting curriculum content in medium term or long term.
- Providing pupils with feedback through which they can address their own areas of improvement with support.
- Deciding which pupils need additional, targeted support.

For pupils whose severe, complex or profound needs may have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory, diagnostic assessment is crucial to identify starting points and where there may be gaps in understanding and foundations for learning.

Formative assessment

Formative assessment is integral to teaching and learning and takes place throughout the teaching sequence. It enables all teaching staff to continuously reflect on pupil progress to identify where pupils have misconceptions or gaps in learning and where they are ready to progress. This helps teachers to plan next steps, adjust planning and add more support as necessary.

Feedback may be given as:

- Modelling and repeating with hand over hand support.
- Verbal feedback – through a detailed conversation or a quick verbal comment.



- Written feedback– through comments, written marks or a combination of both.

Teaching staff use a range of instant feedback techniques to celebrate progress seen. This way we can try and help the learner to understand what he or she is doing. In identified lessons and at the end of the school day pupils are encouraged to reflect on their attitudes to the learning through their identified developmental communication level supporting their developing metacognition. Please see our Pupil Voice Policy for more information.

Next Steps for Learning

When acquiring new subject-based knowledge or working towards an individual target, pupils often need this process broken down into smaller steps. Achievement towards each next step helps to build evidence of a pupils understanding and skill level.

Next steps may also address barriers to characteristics of effective learning such as focus and concentration or extend knowledge by applying mastered skills in different situations or contexts.

Next steps may be short term or focused on over a more prolonged time span. Please see the Marking and Feedback Policy for more information.

Pupil's involvement in assessment

At Old Park we believe that pupils should be involved in the assessment of their work as much as possible to support their understanding of the progress they are making and the next steps they need to achieve.

At the beginning of each term, pupils working on the subject specific pathway 3,4 and 5 above set their own targets in reading, writing and maths. This encourages these pupils to think about their next steps in the learning process and begin to measure their own strengths and weaknesses. These targets are reviewed with pupils, at the beginning of each term, before setting new ones.

Teachers and HLTAs clearly define the objective for the lesson through learning questions and steps to success through clearly defined success criteria. These are printed onto personalised learning grids and shared with all staff and the pupils they are working with. The overarching learning objective for the lesson is displayed in the classroom during the lesson.



At the end of each teaching activity, pupils reflect on what they have been doing. This may be through adult feedback or the pupil communicating to the adult what they have learnt. Where pupil's learning is on paper, marking and annotation of verbal feedback is used to raise achievement, set targets and help pupils to improve. This supports pupil to understand what specifically they have done well and the next steps to take. This also provides an opportunity to assess whether PPP targets have been achieved. Please see marking policy.

Learning pathways

At Old Park pupils follow one of pathways.

Evidence collected to analyse progress towards pupil's targets and outcomes includes but is not restricted to:

- Videos- showing evidence of learning and achievement.
- A short annotation from the adult working with the pupil on how the pupil achieved the target.
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session) or work completed by the pupil.
- Pupils work in books.
- Observations from visiting professionals. e.g. Physiotherapist
- Evidence collected through learning walks and staff reflections.
- Reports from other professionals

Assessment strategies are carefully tailored to each pathway to support accurate analysis for pupils learning.

| Pathway 1 | Pathway 2 | Pathway 3,4 and 5 |
|--|---|---|
| Engagement model Willow Dene 1 | Engagement model and Willow dene 2. | Old Park Scales |
| Observations – photographs and videos, written commentary, with analysis on Evidence for Learning. | Observations – photographs and videos, written commentary, with analysis on Evidence for Learning. Pupils in books/paper and folders/ floor books | Pupils work in books/paper and folders/ floor books with photographs and annotations. |



EHCPs and PPPs

Progress towards PPPs and targets identified on EHCPs are also part of our curriculum and provision planning and are integral to our assessment process. Assessments carried out for EHCP annual reviews inform individual educational programmes and directly influence planning and coverage in the classroom.

Assessments carried out by other professionals working with our pupils for example physiotherapists, speech and language therapists, occupational therapists also provide invaluable information which is included in provision and curriculum planning to ensure that we give our pupils the best opportunities to meet their endpoints.

Preparation for adulthood (Year 10 onwards)

Preparation for adulthood is taught to the pupils through work related learning and life skills. These subjects are assessed by tracking key personal, social and emotional skills as well as the key knowledge and skills identified for the area of focus.

External Assessment

Pupils in KS 5 complete O.C.R. Life and Living Skills or Asdan Transition Challenge accreditation.

Assessment Analysis

Data is submitted twice a year, pupil progress meetings are held between the deputy head teacher, class teachers and HLTAs. These meetings focus on progress for individual pupils and are opportunities to analyse progress and look at next steps including focused teaching and interventions.

Baseline

At the beginning of the school year, staff are expected to re-assess pupils and baseline pupils accordingly. This is important as, due to the pupil's complex needs, the summer break may have impacted on retention of knowledge in the long-term memory.

Pupil progress meetings



Pupil progress meetings take place in February and June. These meetings give staff an opportunity to analyse individual pupil's progress and plan any interventions, reteaching, or changes to their curriculum planning. They ensure that personalised targets are set with a suitable level of challenge for the pupils and the achievements that they have made to date are appropriately recorded. If progress is not being made, then intervention is planned to try to enable the student to continue to make progress.

Baseline on entry to Old Park

At Old Park we have pupils who transfer into school at different points within their school journey as well as those who start in the Reception. Pupils will enter school at different ages and stages, and it is important that we build a picture of their development levels to ensure they are given the best opportunities to make progress through accurate understanding of their starting points and most effective learning pathway.

All pupils starting Old Park, regardless of their age and stage, will have participated in our rigorous transition process and their baseline will be formed from information from parents, previous schools where appropriate, multi-agency professionals, EHCPs and attached reports as well as observations from school staff.

For pupils who start Old Park in the Reception see above for baseline expectations. These assessments will be completed within the first 6 weeks of them starting school.

For pupils who join school after the Reception, the information received during transition is analysed to best match the pupil to the baseline expectations above for the appropriate pathway. This should be completed, wherever possible, within the first two weeks from when the pupil is settled in school.

Data

Whilst assessment is an ongoing process, summative assessment data is collected in February and June. This data alongside other information about the pupil including from parents, other professionals, and other indicators informs;

- Pupil progress meetings
- Student reports
- EHCP reviews and PPPs
- School Self Evaluation
- Reports to governors
- School Improvement Plan
- Staff Performance Management



Moderation

Moderation of pupil's work provides an opportunity for professional dialogue to support staff in making judgements. Moderation exercises are carried out with the following aims:

- To ensure the leadership team have regular opportunities to review standards across school.
- To monitor standard of evidence being collected by staff. This includes all accredited work
- To moderate whole school curriculum delivery and content.
- To identify progression at pupil, subject and pathway levels.
- To triangulate classroom practice, evidence gathered and pupil data.
- To inform CPD priorities.

Moderation at Old Park is overseen by the Deputy Head teacher. Termly internal moderation involves all teaching staff and focuses on judgements and evidence for personalised targets for pupils working within all pathways. This ensures that the evidence provided is sufficient to meet the outcome. See appendix for moderation sheet. Effective moderation at Old Park takes place at four levels:

- In class teams and teaching groups within school
- Across the whole school including all support staff
- Between clusters of schools
- External Moderation OCR/Asdan moderators

Reporting

We statutorily report annually to the Local Authority/ Department for Education (DfE), for EYFS, key stage one and two. Because our pupils are not working at age-expected levels for the statutory tests we disapply our pupils from the KS1 and KS2 SATs.

Reporting to parents

Reports to parents are given verbally at parent's evenings twice a year in the Autumn and Spring term. This is a chance for the parents to discuss their young person's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated. A written report focusing is on curriculum coverage and learning is provided for each child at the end of the summer term.



Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work which is shared on Evidence for Learning and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

Impact

Moderation at Old Park has had the following impact –

- Increased curriculum coverage and improved lesson content.
- Quality of evidence improved by identifying good practice and areas for development.
- Increased consistency of expectation following formalised marking and annotation guidelines.
- Improved staff confidence in recognising and evidencing achievement.
- Increased professional discussion around systems and processes leading to informed professional development and development of assessment strategies for all pathways and the engagement model.

Monitoring & Evaluation

The effectiveness and usefulness of the assessment policy will be monitored and evaluated by the Senior Leadership Team.

Appendices

Internal Moderation

Internal Moderation discussion sheet

Date _____

| | | | |
|--------------------------|-------------------------------------|---------|--|
| Name of Pupil | Pathway/ Class/ Area for Moderation | Teacher | Framework of Assessment: e.g. Willow Dean/ OP Scale |
| Evidence for Moderation: | | | |
| Teacher Judgement: | | | |
| Key Discussion Point: | | | |

| | | |
|-----------------------------------|----------------------|-------------------------------------|
| | | |
| Feedback: | | |
| | | |
| We agree with Teachers Judgements | | We disagree with Teacher Judgements |
| Moderators Names | We think the work is | Because |
| | | |

External Moderation

External moderation of pre- subject specific learning. Primary meeting held on : ; Secondary meeting held on:

| | | | |
|----------------|------------|----------|------------------|
| Name of pupil: | Yr. Group: | Pathway: | EHCP focus Area: |
|----------------|------------|----------|------------------|

1. **Basket of indicators**
2. **EHCP**
3. **End of Key Stage EHCP outcome:**
- 4.
5. **Current short-term EHCP outcome /PPP (Personal Provision Plan):**
6. **Strengths as per EHCP**
7. **SEND needs as per EHCP**
8. **All about me**
9. **Engagement Profile**
10. ***High Engagement***
11. ***Low Engagement***
12. **Health Management Plan**
13. **ABSP**
14. **Calm and regulated:**
15. **Anxiety or trigger:**
16. **Escalation:**
17. **Crises:**
18. **Recovery:**



Name of pupil: _____

Evidence brought for moderation:

1. Low Engagement 1 video clip (1 min) and accompanying annotation* EfL video date:

2. High Engagement 3 video clips (3 x 1 min) and accompanying annotations* EfL video dates:

*Annotations should be linked to the language used in the descriptors of the Engagement Model: **Anticipation, Initiation, Realisation, Persistence, Exploration.**

Class teacher's judgement on this evidence brought for moderation. Comparison made with the basket of indicators which show the range of engagement observed and this student's IPSATIV "personal best". Please tick.

- ☐ **Above** expected engagement
- ☐ **Expected** engagement
- ☐ **Below** expected engagement

Moderators' judgement for the student, based on this evidence and in light of the basket of indicators. Please tick.

- ☐ **Above** expected engagement
- ☐ **Expected** engagement
- ☐ **Below** expected engagement

Moderators' comments on the evidence submitted, the degree of student engagement and the quality of annotations. What went well, even better if ...

Name of Moderator: _____ Signature: _____ Date: _____

Name of Moderator: _____ Signature: _____ Date: _____

Name of Moderator: _____ Signature: _____ Date: _____

Name of Moderator: _____ Signature: _____ Date: _____

Subject Specific External Moderation



Old Park School Moderation EYFS-Key Stage 3

External moderation of subject specific learning. Meeting held on:

| | | | |
|----------------|------------|----------|---------------|
| Name of pupil: | Yr. Group: | Pathway: | Core Subject: |
|----------------|------------|----------|---------------|

Types of evidence brought for moderation. Please tick and complete. A minimum of 3 pieces of evidence to be provided.

Pupil's own work. Date/s

Evidence for Learning. Date/s:

Staff annotations/post its. Date/s:

A copy of the highlighted OPS Scale sheet showing student's current attainment. OPS Scale* Currently completed all of scale 9 – now working toward scale 10.

*Best practice in moderation is to consider the skills and knowledge which come before and after. Therefore, please bring OPS Scale sheets (before & after the current one).

Class teacher's judgement for this student, based on a comparison of the evidence with OPS Scales & Pre-Key Stage Standards. Please complete:

Pupil is currently working within OPS Scale ____ Pupil is therefore currently working within Pre-Key Stage Standard ____

Moderators' judgement for this student, based on a comparison of the evidence with OPS Scales & Pre-Key Stage Standards. Please complete.

Pupil is currently working within OPS Scale ____ Pupil is therefore currently working within Pre-Key Stage Standard ____

Moderators' comments on the evidence submitted and the quality of annotations. What went well, even better if ...

| | | |
|--------------------------|------------------|-------------|
| Name of Moderator: _____ | Signature: _____ | Date: _____ |
| Name of Moderator: _____ | Signature: _____ | Date: _____ |
| Name of Moderator: _____ | Signature: _____ | Date: _____ |
| Name of Moderator: _____ | Signature: _____ | Date: _____ |

Formative Assessment EYFS – Key Stage 3

| EYFS-Key Stage 3 | Sept 2024 baseline | Autumn 2024 | Spring 2025 | Summer 2025 |
|---|--|--|--|--|
| Old Park Pathways 1 & 2 | Data input on Evidence for Learning | Data input on Evidence for Learning | Data input on Evidence for Learning | Data input on Evidence for Learning |
| Pupils not engaged in subject-specific learning | Willow Dene 1 & 2 statements No. of secure statements are highlighted. | | | |
| | Evidence for Learning "tags" are attached to pupil evidence. Annotations are written using the language from the Engagement Model descriptors. | | | |
| | Termly PPP EHCP short-term outcomes are measured against MAPP Scales 1-10 | | | |
| EYFS-Key Stage 3 | Sept 2024 baseline | Autumn 2024 | Spring 2025 | Summer 2025 |
| Old Park Pathways 3, 4, 5 | Data input on Evidence for Learning & OPS Scales 5-15 sheets for English & Maths. SDP 2024-25 Project 1.3 is to introduce Science, PSHE, PE Scales | Data input on Evidence for Learning & OPS Scales 5-15 sheets for English & Maths. SDP 2024-25 Project 1.3 is to introduce Science, PSHE, PE Scales | Data input on Evidence for Learning & OPS Scales 5-15 sheets for English & Maths. SDP 2024-25 Project 1.3 is to introduce Science, PSHE, PE Scales | Data input on Evidence for Learning & OPS Scales 5-15 sheets for English & Maths. SDP 2024-25 Project 1.3 is to introduce Science, PSHE, PE Scales |
| Pupils engaged in subject-specific learning | Old Park Scales 5-15. No. of mastered statements are highlighted. | | | |
| | Pre-Key Stage Standards and Expected Standard at end of KS1 form part of the Old Park Scales for English and Maths. | | | |
| | Old Park Marking guide shows degree of adult support and pupil engagement. | | | |
| | Termly PPP EHCP short-term outcomes measured against MAPP Scales 1-10 | | | |

13/12/2024

OFFICIAL - SENSITIVE

Summative Assessment EYFS – Key Stage 3

- RBA
- EYFS Profile
- Phonics Check
- Multiplications Check
- End of Key Stage 1 & 2 data returns: Engagement Model & Pre-Key Stage Standards

Internal Moderation

EYFS – Key Stage 3

| EYFS-KS 3 | Autumn 2024 | Spring 2025 | Summer 2025 | Autumn 2025 |
|---|--|--|------------------------------|-------------------------------------|
| Old Park Pathways 1 & 2 | SEMH EHCP Area 3 | Physical and/or Sensory EHCP Area 4 | Communication EHCP Area 1 | Cognition & Learning EHCP Area 2 |
| Pupils not engaged in subject-specific learning | Case-study of one pupil per class each term. Several pieces of video evidence and written annotations. Reference to individual Engagement Profiles which show High and Low engagement video clips. IPSATIV judgement made by moderators against a basket of indicators. Written feedback along coaching and mentoring lines: what went well, even better if | | | |

| EYFS-KS 3 | Autumn 2024 | Spring 2025 | Summer 2025 | Autumn 2025 |
|---|--|--------------------|--------------------|-------------------|
| Old Park Pathways 3,4,5 | Maths Number | English Writing | English Reading | Maths Geometry |
| Pupils engaged in subject-specific learning | Case-study of one pupil per class each term. Several pieces of evidence. Reference to Old Park Scales 5-15 which include <u>all</u> of the statements from the Pre-Key Stage Standards plus the Expected Standard at end of KS1 for OPS Scale 14. Marking guide shows graduated <u>7 point</u> scale of adult support and pupil engagement. | | | |

External Moderation

EYFS – Key Stage 3

| EYFS-Key Stage 3 | Autumn 2024 | Spring 2025 | Summer 2025 | Autumn 2025 |
|---|--|---------------------------------------|---------------------|-------------------------------------|
| Old Park Pathways 1 & 2 | Communication EHCP Area 1 | Cognition and learning EHCP Area 2 | SEMH EHCP Area 3 | Physical and sensory EHCP Area 1 |
| Pupils not engaged in subject-specific learning | Case-study of one pupil per class each term. Several pieces of video or photographic evidence and written annotations. Reference to individual Engagement Profiles which show High and Low engagement video clips. IPSATIV judgement made by moderators against a basket of indicators. Written feedback along coaching and mentoring lines: what went well, even better if | | | |

Old Park has contacted Dudley LA School Improvement Officer to request links to mainstream moderation meetings involving the Pre-Key Stage Standards.