



Leigh Academy
Milestone

Assessment Policy

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Leigh Academy Milestone meets the needs of learners with a wide range of needs and abilities and our assessment processes reflect this. Accurate and ongoing assessment is crucial for us to understand how pupils learn and to enable us to support them to make even better progress. Pupil outcomes are the responsibility of all stakeholders and are overseen by the Vice Principals.

Baselining:

When a pupil first joins Leigh Academy Milestone we will baseline their attainment within their first six weeks with us. This will enable us to set challenging, yet realistic targets at the earliest opportunity. According to age and stage of development pupils will be baselined using Evidence for Learning, EYFS Framework and any other relevant assessment systems. Phase Leaders, Phase Directors and Subject Leaders will support with moderation where needed.

Formative Assessment:

Teachers, Teaching Assistants and other professionals working with pupils will assess pupils throughout the day. Assessment will be dynamic to shape teaching and learning at the time and will primarily be differentiated verbal feedback which should be accompanied by use of sign and symbol as appropriate. It will also be more formally recorded through photographs, video, marking and the use of systems such as Evidence for Learning, Engagement Model, Phonics and other relevant assessment systems. Subject Leaders will support with formative assessment as required.

Summative Assessment:

Bi-termly, three times a year, Teachers and Class Leaders will formally assess using Evidence for Learning for English, maths and personal, social and physical development. This system allows us to track progress against the Kent Association of Special Schools (KASS) guidance within PA and allows us to view progress taking into account age and starting points both within Leigh Academy Milestone and against other local special schools. Alternate terms, EHCP target outcomes are assessed and recorded using Evidence for Learning, in the areas of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory. All data will be analysed by Class Teams, Teachers, Middle and Senior Leaders to celebrate and share good progress and identify any gaps as they arise so interventions can be put into place to narrow or close them. Targets may need to be adjusted to take into account the need for less or greater challenge as appropriate, this will only be completed through robust challenge to whether this is required. At Leigh Academy Milestone we have the highest expectation that every pupil will make sustained academic and personal progress.

Reporting Summative Assessment:

Termly, six times a year outcomes of the relevant assessment are reported to Academy and Trust Senior Leaders. Analysis of outcomes will focus on celebrations and needs and looks at the data in many different ways to track the progress of all groups including those who are vulnerable. Any patterns in outcomes for vulnerable groups are identified and actions planned to close gaps for these groups. In this way good practice can be shared and support given for any interventions required to raise progress for any groups or individuals who are not on track to reach or exceed their targets.

Sharing progress with Stakeholders:

Outcomes are shared with pupils in a style which is suitable for their age and stage of development. Where possible pupils are encouraged to self-reflect and recognise when they have done their best and when they could do a little more. Progress is shared with parents and carers

on an informal basis through teacher to parent communication, through Evidence for Learning or Google classroom where appropriate. Three times a year progress is shared more formally with parents and carers: in the Autumn term at parents/carers consultations, at the Annual Review and in the summer term at another parents/carers consultation and via the end of term report. Pupil outcomes are shared with the Academy Director and Governors six times a year or as required.

Assessment Cycle

Ongoing formative assessment



Evidence for Learning updated 3 times a year for each EHCP targets and core subjects



Pupil outcomes are shared with Phase Leaders/Directors at Pupil Progress Meetings



Good practice is shared



Any gaps are identified and interventions agreed with support from Subject Leaders/Therapists and others as required



Shared with class teams and others



Outcomes reported to Stakeholders via presentations and Trust Module Review Document (MRD)



Targets may need to be adjusted to allow for less or greater challenge according to individual pupil need



Ongoing formative assessment

Appendix 1

Pupil Outcomes Tracking Cycle - Leigh Academy Milestone
<p>Start of Module 1 Teachers confirm Pupil Asset Baselines Data manager sets end of year targets using KASS algorithm for good progress</p> <p>End of Module 1 Assess EHCP outcomes and Update Provision Plans</p>
<p>Start of Module 2 EHCP outcomes Pupil Progress Meetings Analyse EHCP outcomes for M1 Modular Review Parents/Carers Consultations</p> <p>End of Term 2 Personal, Social and Physical Progress - formative and summative judgements English and Maths - formative and summative judgements</p>
<p>Start of Module 3 Pupil progress Meetings Analyse outcomes for M2 Modular Review</p> <p>End of Module 3 Assess EHCP outcomes and Update Provision Plans</p>
<p>Start of Module 4 EHCP outcomes Pupil progress Meetings Analyse EHCP outcomes for M3 Modular Review</p> <p>End of Module 4 Personal, Social and Physical Progress - formative and summative judgements English and Maths - formative and summative judgements</p>
<p>Start of Module 5 Pupil Progress Meetings Analyse outcomes for M4 Modular Review</p> <p>End of Module 5 Assess EHCP outcomes and Update Provision Plans including new Key Stage target where applicable</p>
<p>Start of Module 6 EHCP outcomes Pupil progress Meetings Analyse EHCP outcomes for M5 Modular Review Annual Reports Parents/Carers Consultations</p> <p>End of Module 6 Personal, Social and Physical Progress - formative and summative judgements English and Maths - formative and summative judgements Summative judgements for agreed foundation subjects</p>