

Our Vision
Achievement for all
Our Mission

To fulfil this through developing every child's personality abilities and talents to the full, to be the best that they can be.

This school is a Rights Respecting school and we support children's entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

Right 2: Non discrimination

Right 3: The best interests of the child must be a top priority.

Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Right 16: Every child has the right to privacy.

Equality Impact-

This policy has been written to ensure that all of our children, parents and staff have access to relevant information about how an individual is performing. Every young person will be operating at a different level and our system of assessing in a number of different ways ensures that all milestones reached are recognised and celebrated.

RATIONALE

The Assessment Policy details all elements of assessment within Sandgate School and the rationale behind it. Assessment lies at the heart of the process of promoting children's learning. Assessment is incorporated systematically into teaching strategies in order to diagnose any problems and to chart progress. It helps the school to strengthen learning for every child and helps teachers enhance their skills and judgements. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Rigorous assessment and careful management of the results are key to developing good working practices in terms of target setting and progression.

AIM

This document clarifies how and why we assess students and gives guidance to staff to ensure their understanding of and involvement in the assessment process.

PRINCIPLES

Sandgate School aims to-

- Monitor progress and support learning
- Recognise the achievements of students and celebrate their success
- Inform parents and the wider community of student achievement

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- Provide information for professionals at the time of transition to new classes or educational establishments
- Comply with statutory requirements
- Guide future planning, teaching, and curriculum development

We use a variety of assessment tools, some summative, some diagnostic and some formative.

ACRONYMS

In this document, the following acronyms will be used-

EHCP	Education Health Care plan
IEP	Individual Education Plan
ASDAN	Award Scheme Development and Accreditation Network (awarding body)
NOCN	National Open College Network
EfL	Evidence for Learning
DSRLI	Down Syndrome Reading and Language Intervention

TYPES OF ASSESSMENT-

Formative- This is the on-going assessment carried out by school staff formally and informally during the term. Results and observations are kept in teacher's records or with the children's own work. Discussions about children's progress happen at class meetings. Examples- Observations, questioning of children, photographing and marking.

Summative- These assessments happen at pre-determined times during the academic year. They include Entry level and functional skills qualifications, ASDAN and Phonics Screening.

Diagnostic- Specific tests can be done to establish particular difficulties. Individual Specialist teachers and therapists may use diagnostic tests to clarify need- for example, dyslexia screening tests or miscue analysis.

SANDGATE SCHOOL'S ASSESSMENT METHODS

Education health Care Plan Review (EHCP)

The EHCP review is the statutory process of assessing whether a child's needs are being met with their current EHCP. The review involves a meeting with parents, students, teaching staff and other related agencies including- social workers, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. The meeting is a chance to share progress and issues and to ensure that the students' needs are still being adequately met. At the end of the review, the chair of the meeting (a member of the school leadership team) will ask all whether the EHCP remains appropriate and whether any further advice needs to be sought. EHCP paperwork must be circulated to parents and all parties involved with the student no later than two weeks before the EHCP meeting. On completion of the review, the review documentation is completed and submitted to the local authority. Students in years 9 and above also have a Transition Plan incorporated which details future plans for them.

IEP

Every child with an EHCP has an Individual Education Plan (IEP). The IEP consists of up to five or six specific targets linked to the students EHCP and the current areas in which they need to improve. This plan is set and reviewed termly. Annual IEP's are set during the EHCP reviews and shared with students

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whenever possible so they are aware of their targets. They will then be uploaded to Solar (Schools online tracking tool) and reviewed termly.

Audit of student needs and support

On entry to Sandgate School, student's communication, social emotional, independent learner and independent living skills needs are identified via the EHCP and conversations with those who know them well. This information is used to baseline students against Sandgate's Progression Pathway document and clear targets for future progress in these areas are set. The Progression Pathway document is followed throughout the student's time at Sandgate and is used to help inform future EHCP and IEP targets. Students are also assessed according to the appropriate academic assessment tool (Engagement Model, Sandgate pre steps-adapted Birth to 5 matters), Sandgate Steps, Entry level assessments or Asdan programme performance indicators).

Moderation

Moderation of student's work ensures that there is consistency between all teaching staff over the standard required to achieve a performance indicator from the schools chosen assessment scheme (such as Sandgate Steps/Functional skills etc). Subject focussed moderation meetings are held in the Spring term each year with subject leaders collecting samples of work across a range of levels. These are then shared in a staff meeting where teachers collectively agree the level/quality of the evidence.

Marking

Every piece of work should be looked at, marked and initialled by the teacher or staff supporting. All exemplar pieces of work to be added to Solar/EfL or key pieces of work (for example work that illustrates students have clearly progressed in their understanding of a concept) should be marked, initialled and annotated with comments from school staff indicating level of support given in completing the task and a brief comment about the work completed. Marking should include how the student can improve on their work and therefore increase their rate of progress in that subject. It should also use the following annotations to ascertain how much help was given to the student-

IND- Independent work

HoH- Hand over hand

VP- Verbal Prompt

PP- Physical Help

Class staff should be aware that two pieces of work need levelling against the appropriate assessment tool and uploading to Solar/EfL once a level has been achieved or at the end of an academic year for each core area of learning.

Progress File

Every students' progress is tracked using Solar or EfL. When a student completes a sub level of the appropriate assessment tool or completes the academic year, teachers must provide two pieces of marked and annotated evidence via Solar/EfL. Solar/EfL evidence acts as a progress file and follows a student through school. Solar contains all of the assessment schemes used throughout school. EfL contains Pre Sandgate steps for our Early years learners and Engagement Model for our learners with the most complex profiles.

Solar and Evidence for Learning

Solar and Evidence for Learning are electronic assessment and students tracking systems. Solar and EfL software allow schools to monitor and analyse whole school performance and set targets for student progress whatever assessment scheme teachers are using. It allows teachers to use the students' previous achievements to plan lessons effectively. The software also produces various reports for

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individual students which can be used as part of the EHCP process or as part of the school report, making it easier to show what has been achieved by the student. The software provides standardisation across English, Maths, Science and various other curriculum areas within the school.

Reading

Teaching at Sandgate aims to continually develop the literacy skills of every student. Ensuring students have access to a phonics programme aids literacy development. Sandgate uses the **Twinkle Phonics system of teaching phonics** and the assessment tools within it. Class teachers are responsible for assessing the student's level on a termly basis. The results will be conveyed to the English Subject Leader and recorded on the Whole School Reading Log.

Through discussion with the English Subject Leader, staff may feel that a student has progressed to a level where following the Letters and Sounds programme may be of limited benefit. At this point, it may be more appropriate for the student to carry out work on Sight Vocabulary to enable them to access the literate world they live in on a more practical level. At Sandgate, we use a strengths based, visual approach to developing sight vocabulary and follow the **Down Syndrome Reading and Language Intervention (DSRLI)** programme to support this. This enables students to develop a functional vocabulary to enable them to access the world around them.

Assessment for Learning (AfL)

Assessment for learning is a method of teaching and assessing where all students are aware of what they are aiming to achieve within each lesson. Students are encouraged to give and receive feedback on their own and others work. It enables learners to know where they are in their learning and what they have to do in order to reach their next target. The key characteristics of AfL are-

- Sharing learning objectives with students
- Helping students know what they are aiming for
- Use peer and self-assessment
- Provide feedback so students know their next steps, eg. Plenaries and mini plenaries
- Promote confidence and self-esteem in order for them to achieve
- Involve teacher and student in reviewing assessment information

Key Stage 4 and 5

Externally Accredited Programmes and Awards

LAKES Pathway -

Students are entered for Entry Level Functional Skills in English, Maths and ICT at Key Stage 4 and 5 (and for some in KS3). Students are entered for Entry Level Certificate (ELC) awards at ELC 1-3 and Level 1- 2 depending on ability. In addition, students are also entered for OCR Science (R483) at entry level. In Key stage 5 students also access ASDAN Life Skills Challenges and BTEC Pre Vocational Study skills.

Students with the aptitude are integrated into and supported within Queen Katherine School (mainstream) lessons. Students have the opportunity to be entered for GCSEs in whichever subject they have the capability for.

SEAS Pathway

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Students are entered for ASDAN Transition Challenge at Key stage 4 and ASDAN Life Skills Challenges at key stage 5. Students with the capacity for greater academic performance are assessed and tracked on SOLAR/EFL within school as to their progress through the Entry Level Functional Skills, English and maths at ELC 1 if a student was likely to achieve the award.

Target Setting

All class teachers meet with the Deputy Head teacher at the beginning of the academic year to discuss individual students' progress in the core areas of English, maths and Science over the previous year. LAKES pathway teachers set targets for the coming year. During this process, careful consideration is given to the individual's strengths, specific needs and current rate of progress when setting a challenging, yet realistic target for the coming year. The annual targets are set using the Solar. Solar progress is broken down into the 3 terms: Autumn, Spring and Summer.

The class teacher and Deputy meet to reflect on progress at the end of each term and action plans are set for any students who are either not meeting their targets or overachieving. The teacher has responsibility for ensuring the action plan is then implemented and positive change is affected.

Areas of Responsibility

Head Teacher	Has an overview of the current progress within the school.
Deputy Head teacher	Responsible for overseeing and managing the assessment and moderation procedures within the school. Timetabling of moderation meetings. Chairing/attending the meeting of more complex students EHCP Review meetings. Reporting on progress to governors Responsible for organising and managing termly progress meetings with teachers
Teachers	Using prior learning of students to inform curriculum planning. Inputting current levels achieved on the Solar/EfL system. Construction and reviewing of IEP's every term via Solar. Writing the EHCP Review and being present at the meeting. Uploading of two pieces of evidence to Solar/EfL once a level has been achieved or at the end of an academic year. Engaging in progress meetings with the deputy and completing progress meeting actions.
Subject Leaders	Carry out Subject Leaders Monitoring and moderation of their subject area annually.
EHCP Lead	Construction of the EHCP timetable and informing all relevant agencies/parents.

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PARENT INVOLVEMENT

The School actively encourages parents to be involved in assessment. Feedback is given to them during Parents evenings and through school reports. Additionally, through EHCP meetings and at Child in Need, Early Help and Team Around the Child Meetings. Parents are given a Solar/EfL Academic Progress Report as part of the EHCP paperwork.

YEAR PLANNER

September	Base-lining of all new students. all data on new students added onto Solar/EfL Progress Meetings with teachers to review previous years' progress and set new targets
October	EHCP Reviews begin Feedback to Governors on current standards and progress
November	/
December	All students Solar/EfL profiles to be completed/ IEP to be reviewed
January	Progress Meetings with teachers
February	Subject Leader Moderation of Evidence on Solar/EfL
March	All students Solar/EfL profiles to be completed/ / IEP to be reviewed
April	Progress Meetings with teachers
May	/
June	/
July	All students Solar/EfL profiles to be completed// IEP to be reviewed

Subjects are monitored by subject leaders annually. The timetable of moderation is fixed and shown on the school year planner, drawn up in September

Marking Checklist	Does the work.....?	
Have a date and student name on		
Have the staff members initial on		
Have a comment about the progress/effort made		
Have a next step comment		
Indicate level of support using IND, HoH, VP, PP		
Use a different colour to indicate it's a staff comment		

Not all Sandgate students record what they know through written work. Equally, it is not always appropriate to feedback to students through written comments. Where verbal feedback is given, Sandgate staff have agreed to provide instant verbal feedback for good work and the use of new skills and promote repeated actions/skill/behaviour.

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