

Policy: Assessment and Attainment

Reviewed: October 2025

Next review: October 2026

Mid-year updates:

Policy Monitoring

Libra Policies are reviewed when the need arises in line with legislation updates, guidance, and useful information we receive to improve and enhance our provision. Additionally, Policies are updated annually by relevant members of staff and the Senior Leadership Team.

Equality Statement

We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any child or member of staff, and it helps to promote equality at this school.

We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Introduction

Assessment is the process by which children and teachers gain insight into learning. At Libra we have a commitment to assessing children's work regularly and thoroughly; effective assessment is a keyway in which we can achieve our aim of focusing on each individual child. We use a range of internal and external assessments to inform teaching and learning and to facilitate children's progress. Our assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the children's learning styles, attainment, progress and the next steps in their learning. Regular feedback is given to children about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further. Reporting results of achievement to parents, at parent's days and through written reports, ensures that teachers and parents are working together to promote progress.

Aims and Objectives:

- Provide a curriculum that allows children to secure knowledge within the subject, and strong foundations in communication and language through accurate assessment of where they are and next steps
- Enable our children to demonstrate what they know, understand and can do in their work.
- Ensure that all children make the expected progress or exceed the expected progress according to their ability.
- Ensure teachers use assessment to modify their short-term planning so that they effectively and accurately reflect the needs of each child, supporting the child's progress and learning.
- Involve children so that their learning is personalised.
- Help our children recognise the standards to aim for, and to understand what they need to do next to improve their work.
- Track, plot and compare progress of individual children, groups, year groups and subjects so that an accurate record of academic achievement and attainment is obtained.
- Provide regular information to each parent which enables them to support their child's learning.
- Provide information for a smooth transition between year groups and transfer to other schools.
- Provide the senior management team and directors with information that allows them to make judgements about the effectiveness of the school.
- To have in place a culture of praise and a celebration of child achievements.

Monitoring and evidence:

- Children's attainment records
- Schemes of Work
- Termly planners
- Half termly SMT data review meeting minutes with action plans and impact
- Attitude to Learning Reports
- End of Term Reports
- Progress data for children

Definition of assessment

There are various types of assessment which enable teachers to gain a picture of a child's ability, attainment and progress. These include:

Formative Assessment tracks ongoing achievements and successes. It determines targets and involves the use of assessment in the classroom to raise children's achievement. Children improve most if they understand the aim of their learning, know where they are in relation to this aim, and recognise how they can achieve this aim.

Assessment for learning is based on four principles:

- Making the learning clear by setting a learning objective and success criteria
- Peer/ self-evaluation
- Child feedback
- Effective questioning

Summative Assessment sums up what a child has achieved at the end of a period, relative to the learning aims and the relevant national standards. The period can vary as assessments may be at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. Summative assessment takes place after the teaching and learning and involves judging children's performance against national standards and their own rates of progress from start point. Test results and data can then be recorded and reported.

Diagnostic Assessment assesses what the child already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. Once strengths and weaknesses are identified, children can be supported so that improvements can be made.

Evaluative Assessment is a type of assessment whereby performance of subjects and year groups can be reviewed to improve the quality of teaching and learning

Strategies and procedures for assessment**Baseline Assessment of new children:**

The Engagement Model and the Pre-Key Stage 1 Standards are used to baseline assess children who join us who are below our Level 1.

If a child is above The Engagement Model standards, they are assessed using the Pre-Key Stage 1 Standards; if they are above these then they should be engaging with the National Curriculum and being assessed via appropriate level attainment docs. These assessments are supported by a speech and language and THRIVE assessment to identify what therapeutic needs we are working with so we can plan to meet these needs.

Children's assessment

Class teachers regularly assess children during lessons and through informal observations, questioning, dialogue and through marking written work. Teachers use this information to give feedback to children, so they know how they can progress, and to inform their planning of subsequent lessons. It is important that teachers make explicit the learning intentions and success criteria for assessing work, so that children are clear about what they need to do to be successful. For all children teacher assessment occurs informally continuously throughout the year, with half termly formal recording in children's attainment records.

Summative assessments occur twice annually, one in January (SATs across all years) with the other in June (GL Assessments across all years). Any Year 10 and 11 young people on a GCSE programme will usually sit mock exams in January of both years in preparation for final exams.

For those children working on the Engagement Model and Pre-Key Stage 1 standards at the Engagement Model level and who are following the Equals Informal Curriculum, their progress towards their attainment is tracked weekly, with a numerical score recorded against his learning intentions in areas of independence, fluency maintenance (maintaining competency over time) and generalisation (achieving mastery in different settings/contexts, with different stimuli/staff). These are reviewed at the end of each half term, and learning intentions are adjusted, amended or continue according to how well they have progressed.

Every child has an attainment record which is a digital visually pleasing child friendly document that records:

- The child's EHCP goals and targets. This includes child and staff feedback on how the child is progressing towards these goals and targets.
- Subject national curriculum levels and the national curriculum outcomes that are colour coded as Green – have fully achieved the target, Amber – have partially achieved the target, Red – have not achieved/understood the target, Uncoloured – have not yet covered the target. The exception to this is in PSHE where the coding indicates the topics has been covered and the level at which the child has engaged with it.
- Tutor information on progress of the child after a joint regular discussion.

Attainment records are updated half termly. Due to the changing needs of the current cohort at Libra where more children present with different learning difficulties, we track attainment and progress each half term in English (Reading, Writing, Speaking), Maths and Science. Progress identified by the children's teachers is assessed by the Head Teacher to be working towards not likely to achieve, on track to achieve or likely to exceed predicted progress in one academic year. Predicted outcomes are determined by reviewing the child's historic % progress across the levels each year and adding an inspirational 25% progress on top.

Each half term the analysis of progress data identifies strengths and weaknesses across the school in these subjects and formulates actions so we can respond quickly and appropriately to any concerns for children under or over-achieving. Actions are reviewed for impact in the subsequent term's data analysis and are used to develop future planning to strengthen our provision further. Consequently, we will continue to have very accurate progress and attainment data to support accurate target setting in core subjects for every individual child that will challenge them at their own level of learning and aim to narrow the gap as much as possible.

Recognising Attainment

It is essential to recognise that for children with special educational needs, attainment must be recognised in many ways, especially for children with complex learning needs and those new to Libra. Over time as our children settle into the learning environment we see:

- Changes to perception of experiences and the increasing involvement in the learning process develop into areas of knowledge, skill and understanding.
- The development of internal learning processes demonstrated by degrees of attention, discrimination and participation in experiences and activities
- Attainment, though measurable, will almost always fall below age-related expectations of the National Curriculum.

Therefore, for some children, whose behaviour is significantly impacting their ability to learn and limiting teachers options to assess attainment through the national curriculum, progress will be shown in other ways:

- Encounter: children are present during an experience or activity without any obvious learning outcomes, although, for some children, their willingness to tolerate a shared activity may, in itself, be significant.
- Awareness: children appear to show awareness and begin to focus on, or attend to an object, event or person.
- Attention and Response: children attend and begin to respond, often not consistently, to what is happening, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.

- Engagement: children show more consistent attention to and can tell the difference between specific events in their surroundings.
- Participation: children engage in sharing, taking turns and the anticipation of familiar sequences of events, although these responses may be supported by staff or other children
- Involvement: children actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other children.
- Gaining Skills and Understanding: children gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum.

Marking

The school's Marking Policy details the expectation in terms of feedback and marking in children's books. This is regularly monitored by the Headteacher with the staff team to ensure consistency within a subject but also across all subjects.

Feedback to children

Feedback to children in addition to marking also happens in the following ways:

In the lesson:

- constant questioning allows constant verbal feedback. Teachers/LSAs stop, reframe and adapt lessons as they are teaching based on the live feedback that they are receiving.
- Children are actively involved in evaluating their own learning in each lesson using systems that they understand and can be consistent using.
- In-between lessons- after lessons, teachers/LSAs reflect on inconsistencies, misconceptions and sticking points. This evaluation informs planning in the next lesson(s) to recap these areas (interleaving).

A significant attribute for all learners is the ability to recognise their own achievements. Without this, learning will always be dependent upon another person's view. Independent learners can judge their own learning needs and set targets for themselves. We aim to promote these self-assessment skills through encouraging children to review their own work and the work of their peers. This may be through discussion, using talk partners, questionnaire type assessment sheets or children editing and marking their own work against agreed success criteria.

Children are also assessed on the skills and knowledge they build at both the farm and forest school, earning badges where appropriate linked to their knowledge and understanding of outdoor skills; animal welfare, including how to look after them and keep them healthy; and the natural world such as plant identification, water systems to name a few.

There is an effective organic process of performance management managed by the Headteacher which supports teachers to continually self-reflect and evaluate their own performance in terms of assessment and feedback, which encourages them to think out of the box and be inventive with their teaching.

Praise and Celebration of achievements

We work hard to maintain a system of praise, reward, and the celebration of children's achievements, their progress, contributions to the school and to the local community, their behaviour and attendance. It is essential that this is consistently applied throughout the school and is firmly embedded into the school ethos.

We believe this system not only encourages children to become confident, independent learners, but it also improves their behaviour and attendance and overall raises school standards. Our praise, reward, and celebration focus is designed to be used throughout the year.

We want children to value this approach and be keen to gain school recognition for their contributions to our motto of: 'Dream, Drive, Duty and Dazzle'. Good behavior's, consideration of others, an outstanding piece of classwork or homework, or showing exceptional effort in lessons or demonstrating good progress across academic and social and emotional areas; are all areas deserving of praise and celebration.

We encourage a sensible amount of healthy competition amongst children as we feel that this helps to motivate and inspire them to become successful learners but only if we feel this is a useful motivational tool for the child. We

measure children's success and progress against their previous performance rather than solely by comparison with other children in the class.

We ensure success is celebrated in the following ways

- verbal praise in class
- the use of reward stickers where appropriate
- written praise in marked work
- displays of work in class and around the school
- a public celebration during assemblies, annual presentation of awards, in newsletters and on the website
- maintain a database in order to monitor the achievements of each individual child;
- organise celebration assemblies;
- ensure parents are, through their children's daily reports aware of their child's efforts and achievements;
- organise the annual presentation of awards;
- invite parents and Directors to celebratory events;
- ensure good practice is shared throughout the school;

Reporting to parents

Informal reporting:

We adopt an open-door policy for parents and carers to contact the school with any questions they have about both the emotional and educational progress their child is making and any concerns that they may have. School adults make themselves available on the telephone, by emails or if necessary, to come into school to have a conversation.

Every day children bring home a daily report which provides written feedback on how their day has been, what has gone well as well as what we need to work on, and any other information the child's staff and tutor feel is relevant.

We also offer 2 formal opportunities per year, one in the Autumn term and one in the summer term where parents and carers are invited to make appointments to come in and talk face to face with teaching staff about the child's attainment and progress. If parents and carers cannot make this visit face-to-face (the preferred option), we can schedule a teams meeting online.

Formal reporting:

At the end of every term (3 times per year) parents and carers will receive a detailed end of term report that reflects upon the child's attitude to their learning under the headings of collaboration with peers, concentration within a lesson, respect towards peers and respect towards adults. In addition, this report will provide detailed information by subject teachers and reflects the progress your child has made over the last whole term, strengths and difficulties, and next steps to develop learning further. This is accompanied by a progress report which charts your child's numerical progress as a decimalised score charting it from when they started at Libra, the start of the current academic year, the actual assessed level they are currently working at, and the predicted target for the end of the academic year. Both these reports support information shared for Local Authority meetings such as EHCP reviews and PEPs.

Aspirational Attainment Challenge

It is a fundamental principal of the Libra School that high expectations and challenge should be an integral part of our ethos and that children should be provided with opportunities to achieve that are commensurate with their ability.

Libra believes that qualifications and certificates, and assessments matched to their specified requirements may help children value their own achievements and measure their progress towards specific targets. Children may therefore be offered courses leading to the following qualifications, both formal and informal:

- GCSE
- GCSE(short course)
- AQA Unit Awards
- Entry level qualifications
- ASDAN qualifications
- NCFE qualifications

- Any other qualification that helps children' celebration of achievement such as in house courses and certificates of achievement.
- Life and Independent Skills assessments

Liaison with and reporting to placing authorities

Libra is committed to ensuring that local authorities are provided with detailed information regarding attainment and progress so that EHCPs can be as accurate and detailed as possible. This is achieved through:

- EHCP review meetings with detailed supporting information
- PEP meetings
- Half Termly Attitude to Learning Reports
- End of Term reports
- Attendance data

Responsibilities

The senior management team will:

- work in conjunction with the Directors to ensure all school staff, children and parents are aware of and comply with this policy.
- provide an environment that is safe, fun, stimulating and challenging to all children.
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- encourage parents to take an active role in policy development where appropriate.
- ensure all relevant risk assessments are in place to ensure a safe school environment.
- provide leadership and vision in respect of equality.
- provide guidance, support and training to all staff.
- consider providing remote learning to children in circumstances when in-person attendance is either not possible or contrary to government guidance in accordance with school risk assessments and safeguarding guidance. This might include occasions when:
- we decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government.
- individual children, for a short period, are unable to physically attend school but are able to continue learning.
- monitor and evidence the effectiveness of this policy through learning walks, children's workbooks, internal termly moderation of assessed portfolios, display board, discussions with children and targeted book monitoring.

Teaching and learning support staff will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions.
- report any concerns they have about any aspect of the school community.
- receive relevant training, periodically and ongoing as required, according to their role.
- have equal chances of training, career development and promotion.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.
- Teacher's teaching will show:
 - clear learning objectives and outcomes
 - key learning skills
 - differentiation
 - key questions
 - opportunities for peer and self-assessment
 - curricular targets
 - references to previous learning
 - objectives and success criteria
 - lesson evaluation and plans for subsequent lessons
 - follow Libra's marking policy

- be constructive
- written in a way so that children are able to understand the comments made
- be centred on children producing high quality work
- be linked to the learning objectives and learning outcomes
- identify strengths and weaknesses
- identify what the pupil needs to do to improve

Children will:

- be aware of and contribute to all appropriate policies through the school council.
- work with and support the school council on all agenda items.
- strive to take pride in their work and work to the highest standard that they are capable of.
- listen carefully to all instructions given by the teacher, ask for further help if they do not understand and participate fully in all lessons.
- participate in discussions concerning progress and attainment.
- treat others, their work and equipment with respect.
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- talk to others without shouting and or using physical aggression and will use language which is neither abusive nor offensive.
- hand in homework properly completed and on time.
- wear correct uniform.

Parents and Carers will be encouraged to:

- be aware of and comply with all school policies including this one.
- be encouraged to become involved in policy development by taking part in parent engagement opportunities and by maximising learning opportunities between home and school.
- Keep informed via termly newsletters of the children's curriculum.
- be encouraged to take an active role in the life of the school by attending parent-teacher consultations / Parent Open Days / fundraising and social events.
- ensure regular and punctual attendance of their child.
- notify school on the first day of child absence.
- have holidays out of term time and authorised by school.
- encourage effort and achievement.
- encourage completion of homework and return it to school on time.
- provide the right conditions for homework to take place.
- ensure correct school uniform is worn.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.
- speak with children and staff respectfully and expect the same in return.

Linked Policies and documents:

Curriculum / Marking and Feedback / Classroom Observations / Staffing, Quality and Appropriateness of teaching

Policy Location

This policy can be found:

- on SharePoint within the staff and master's folder
- on the school website www.libraschool.co.uk
- available upon request from the office: admin@libraschool.co.uk / 01598 740044

