



ASSESSMENT POLICY

This policy which applies to the whole school, including the Reception class within the Early Years Foundation Stage (EYFS), is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Document Details:

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register. This policy applies to all provision delivered by Imperial Oak School, including any alternative provision or off-site settings operating under the school's oversight.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Headteacher. The Proprietor and Advisory Board will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements, and it will be made available to them in writing or electronically.

Signed:

Reviewed: April 2026
Next Review: April 2027

Mrs. Chizzy Chukwukere
Headteacher
Proprietor who is the Chair of the Advisory Board

Aims and Objectives

At The Imperial Oak School, we educate and nurture the whole pupil, providing opportunities for each pupil to discover and develop their talents and abilities. We create a culture of achievement within a stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations.

Our vision is for our school pupils to stand on their own as lifelong learners, growing in confidence and independence, prepared to develop independence, confidence, and life skills appropriate to their individual needs. Assessment is personalised and reflects each pupil's individual developmental pathway, communication needs and learning profile.

Other Related Documents Include:

- Curriculum Policy
- Special Educational Needs and Disability Policy (SEND)
- Appropriate schemes of work.

The Imperial Oak School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Assessment

Pupils at Imperial Oak School are ipsatively assessed termly, based on a range of factors unique to them. Evidence for this assessment is varied and heavily moderated.

Sources include developmental assessment frameworks, engagement profiles, understanding of engagement motivators, recorded observations (video, photographs, written), deep dive pupil progress meetings and professional opinion. The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the overarching aims of the curriculum pathway that they are currently accessing.

Progress and attainment is judged to be making

- Little Progress: requiring Case Study & Intervention;
- Good Progress and/ or
- Excellent Progress.

These are recorded as Red, Amber and Green respectively for each area of development on each pupil's Individual pupil review. Individual pupil reviews are undertaken termly in October, February and May and are led by the Headteacher.

In order for progress with a specific outcome or area to be defined as 'Excellent Progress' the pupil's engagement motivators must be well understood and defined. It must be evident that these have been utilised in the classroom environment to secure intrinsic engagement with learning: there must be evidence that the pupil is engaged in meaningful learning. The outcome(s) being judged must be relevant to the pupil's longer term aspirations and/or development. There is an expectation that the pupil will have made developmental progress, even if that is laterally. Quantitative progress against outcomes or identified assessment frameworks is considered in making the judgement for the individual pupil but its influence on the judgement is subjective based on the individual circumstances, disability and the general learning characteristics of the individual.

For a pupil to be considered to be making 'Good Progress' they will usually be making developmental progress, at least laterally, but the other cross-referenced and heavily moderated sources of evidence may suggest that this could be better. Usually this will occur where a child's engagement motivators are not well understood or classroom staff feel that they do not fully understand an aspect of the child's development such as their expressive communication or self-regulation.

Where a child is making no demonstrable progress or their presentation of engagement and engagement motivators are not well understood they would be considered to be making 'Little Progress'. In these cases, prolonged discussion and observation of the pupil will take place in the identified area(s) of development and classroom staff will be supported by middle and senior leaders (as well as identified multi-professionals) to better understand how to engage the pupil in learning and support their progress.

The developmental assessments that form part of this process are also matched to the needs of the individual pupil and the curriculum pathway on which they are currently working and will be 'Pathway Specific Assessments.'

Imperial Oak School's Assessment approach is underpinned by our use of the 'Engagement Model' for all pupils. Qualitative recordings of pupil's engagement in the areas of Initiation, Persistence, Anticipation, Exploration and Realisation are made regularly and used to build up a picture of how developed each of these are for each pupil. Alongside this, we also record pupil's motivators in terms of Activities, Resources, Environments, Levels of Support and Times of the Day in order to create overall teaching environments and approaches that create the maximum potential for learning for individual pupils.

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Mapping and Assessing Personal Progress

Mapping and Assessing Personal Progress (MAPP) is used with collected evidence to indicate next steps for learning. MAPP is used to laterally assess progress against a pupil's personalised learning plans. Teachers use it to evidence, assess and track progress. Linking evidence to support progress towards targets. This supports an assessment for learning cycle to ensure personalisation of planning and delivery of activities.

