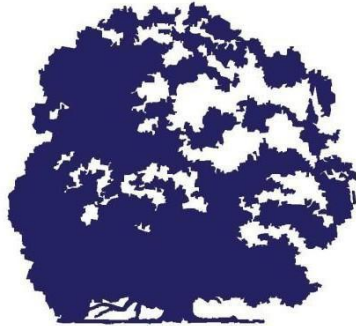




MUNTHAM HOUSE SCHOOL

ASSESSMENT POLICY

Assessment Policy

This policy was created collaboratively by the whole education staff team. In broad terms, assessment serves two main purposes at Muntham House School. First, feedback should be provided to teachers and learners to signpost next steps in learning (Formative). Secondly, the other major purpose is to provide information which summarises a particular phase of learning or education (Summative).

We believe assessment is a major factor in establishing and maintaining high standards of teaching and learning. We view it as a way to help teachers modify their teaching to improve pupils' performance and progress. Accurate, regular assessment will give pupils a clearer understanding of where they are in each subject area and how to improve. Pupils will be involved in the assessment process in every subject area across the school.

At Muntham House School, Assessment is at the heart of teaching and learning. Our shared principles of assessment are:

- Assessment is fair
- Assessment is consistent
- Assessment should inform the next steps on the learning journey

Aims

- To assess all pupils regularly.
- To involve all stakeholders in the process of assessment.
- To encourage children to understand how they can improve.
- To use the results of assessment to adjust teaching.
- To involve children in their learning and to provide feedback to them

Assessments used at MHS

At Muntham House, we use many types of assessment to inform practice. They can provide a baseline, show progress, or support diagnostic purposes. Below is a summary of the assessments we use.

Wide Range Achievement Test (WRAT 5)

The WRAT 5 provides an accurate and easy-to-administer way to assess and monitor pupils' reading, spelling, and math skills. It also helps to identify possible learning difficulties. As a nationally standardised assessment, the WRAT 5 gives a clear picture of a pupil's ability compared with pupils of the same age.

Pupils are tested once a year on the WRAT 5, which gives the school a good indication of progress in literacy and maths. This data is used in the annual EHCP review. During the admissions process, they complete a WRAT 5 test. The scores from this assessment support the baselining and target-setting process for pupils' progress data.

Accelerated Reader (Star reading) / Accelerated Maths (Star maths)

Star Reading and star maths are computer-adaptive tests that measure achievement in reading and maths skills, respectively. As a student takes the assessment, the software

selects the next item based on the student's responses. If the student answers correctly, the difficulty increases; if they answer incorrectly, it decreases. As a result, the assessment can accurately measure what a pupil can and cannot do. The information from these assessments gives staff in the literacy and numeracy department clear next steps in learning and can identify gaps in pupils' learning. These learning gaps are often targeted in 1-1 interventions or, if appropriate, in class. Star reading assessments happen termly.

Target Setting and Progress Data

All pupils receive aspirational targets for educational performance:

- In Primary, pupils are working towards the target of being secondary-ready.
- In secondary school, pupils are provided with aspirational KS4 targets. These are set from all available data, including teacher assessment at primary, WRAT tests and 1st term assessments in Year 7

Once a term subject, teachers use a three-point system (On target, Above Target, or Below target) to comment on pupil performance in relation to the flight path end of the key stage target. Teachers use in-class assessments and teacher judgments to inform this decision. Teachers can use this performance against targets to stretch pupils and to offer support and interventions where needed.

Teachers input progress data into the scholar pack system, where senior managers can use it to investigate school trends. This enables senior managers to provide support where needed, such as interventions and training.

We acknowledge at Muntham that progress is not linear. If a pupil outperforms their target for a prolonged period (one year), we will increase the target to ensure it remains aspirational and does not limit achievement.

Progress data is collated termly and included in the end-of-year reports for each pupil in each subject, which are shared formally with parents.

Teacher assessments and teacher-assessed grades.

Teachers will use a range of assessments in class to determine pupil performance and the next steps in learning. These can include end-of-topic assessments, online quizzes, verbal and written questioning, and end-of-term assessments. Each type of assessment should have a clear purpose and positively impact learning.

In KS4, teachers will have assessments and evidence to support teacher-assessed grades (TAGS). In the spring term, Y11 pupils will also have a mock examination series that will provide evidence for pupils' TAG grades. TAGS will be recorded in the teacher's mark book and can be used when required. For example, due to the cancellation of exams because of COVID-19, pupils used TAGS as their grades.

Diagnostic Assessments

At MHS, we offer many additional diagnostic assessments to identify specific learning difficulties or therapeutic needs.

All pupils, as part of the admissions process, also have a speech and language assessment facilitated by our therapy department. This assessment identifies strengths and weaknesses in communication. We then use this information to target specific 1-1 speech and language interventions to address areas of weakness.

We can complete dyslexia screening on-site through a referral process. If a pupil is diagnosed as dyslexic, the teaching staff can implement an appropriate support plan.

As part of the admissions process, our clinical lead conducts a well-being assessment to determine whether a student needs therapy to address any concerns in the EHCP.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- Appointed a member of staff to be responsible for Assessment
- Delegated powers and responsibilities to the Head of Education to ensure all school personnel and visitors to the school are aware of and comply with this policy
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice-related incidents or incidents which are a breach of this policy
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents

Role of the Head of Education

The Head of Education will:

- Ensure all school personnel, pupils and parents are aware of this policy
- Work closely with the link governor
- Provide guidance, support and training to all staff
- Monitor the effectiveness of this policy
- Take appropriate action against any staff who do not follow this assessment policy
- Annually report to the Governing Body on the success of this policy

Role of Teaching Staff

Teaching staff will:

- Assess pupils regularly and set targets for them to achieve
- Input pupil assessment data in teacher mark books and use this to inform progress charts. This will occur once per term
- Plan assessments to support pupils' learning journeys, working from required skills and knowledge at accreditation
- Plan the next stage of learning, short, medium and long
- Report assessments to pupils, parents and school personnel
- Keep up to date with new assessment initiatives

Teachers' **planning** will show:

- Clear learning objectives and outcomes
- Links to literacy and numeracy targets
- Differentiation
- Key questions
- References to previous learning
- Objectives and success criteria
- Lesson evaluation and plans for the subsequent lesson

Teachers will give **written or verbal feedback** to pupils, which will:

- Be constructive
- Be centred on the qualities of the work
- Be linked to the learning objectives and learning outcomes
- Identify strengths and weaknesses
- Identify what the pupil needs to do to improve

Role of the Senior Leadership Team

The Senior Leadership Team will:

- Ensure assessment is a priority of the school's development plan
- Provide resources to support this policy
- Monitor the performance of pupils by analysing data and by discussion with teachers
- Monitor the progress and development of this policy
- Assess the impact of this policy
- Conduct regular marking scrutiny

Role of Pupils

Pupils will:

- Participate in discussions concerning progress and attainment
- Be made aware of learning objectives
- Discuss what they have already experienced, know and understand
- Discuss and identify what they need to do to improve
- Liaise with the school council

Role of Parents

Parents/carers will:

- Be made aware of this policy
- Be aware of their child's targets
- Encourage effort and achievement

Raising Awareness of this Policy

We will raise awareness of this policy via:

Assessment Policy

- The school website
- The Staff Handbook
- Meetings with school personnel
- Communications with home, such as newsletters at the end of half term
- Head of Education's reports to the Governing Body

Monitoring the Effectiveness of the Policy

The Head of Education and the nominated governor will review the practical application of this policy every two years, or sooner if needed. The Head of Education and the nominated governor will present a statement on the policy's effectiveness and future recommendations to the Governing Body for further discussion.

Last reviewed: September 2026

Next review due: September 2028