ABBEY VIEW SCHOOL

Policy: Assessment

Date approved: Sept 2026

Approved by: Trustees

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated
- To provide a system of assessment that is clear to staff, students, parents and carers and commissioning schools
- To ensure that assessment and marking leads to all students making progress
- To provide meaningful feedback to students to offer advice on how to improve and raise attainment

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Student Information) (England) Regulations 2005: schedule 1

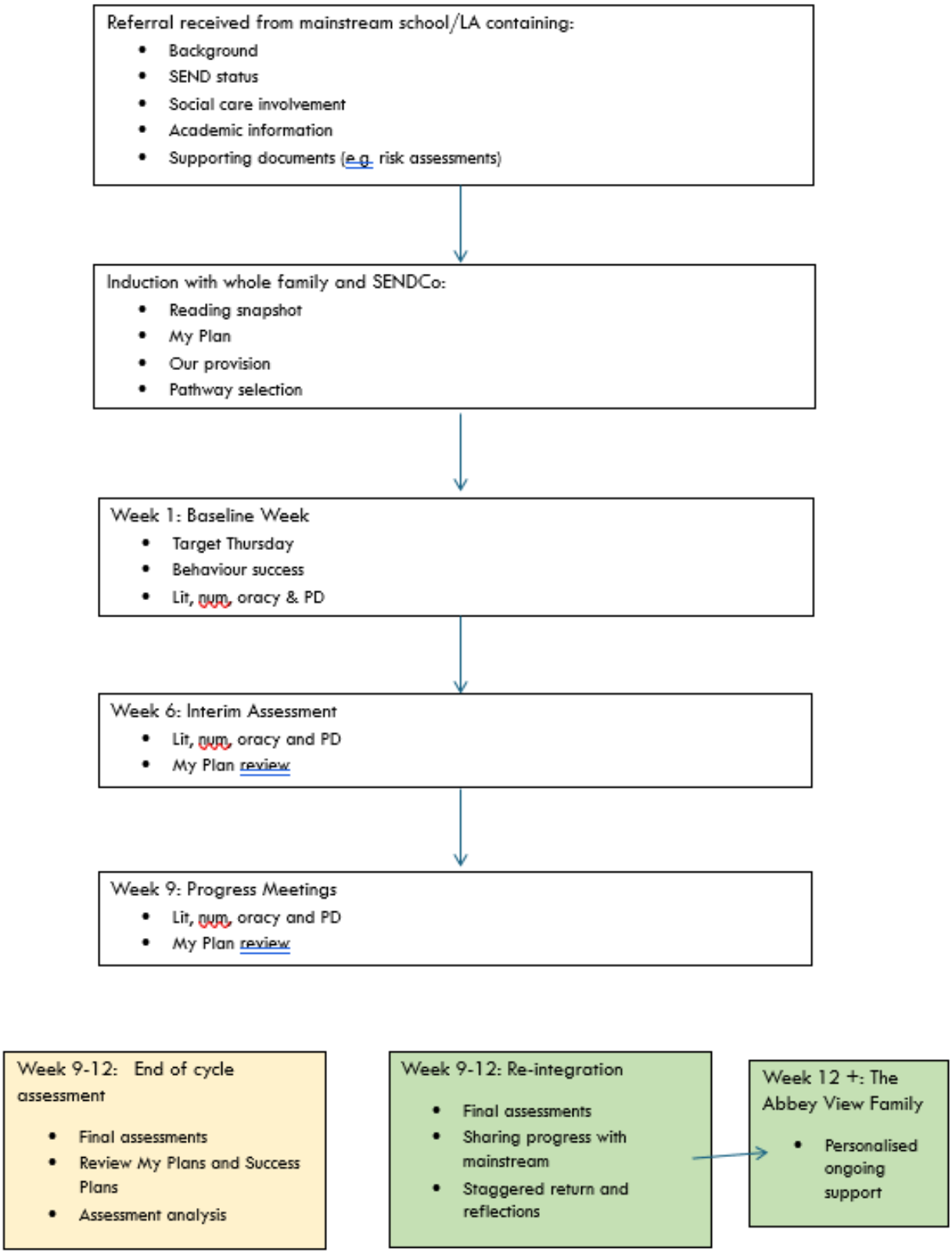
This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Within Abbey View, assessment looks different to what you might see in a mainstream environment. This is due to several reasons, firstly we are a trauma informed environment and understand that many of our young people have educational trauma, and therefore assessment must be completed in a way which does not re-traumatise. Secondly, our curriculum focuses on four broad areas: personal development, literacy, oracy and numeracy so our assessment policy must reflect this. Finally, baselining students is at the heart of what we do. Our students come from a very wide range of educational backgrounds so we need to ensure that our curriculum meets them where they are.

4. Assessment approaches

At Abbey View, assessment follows a 12-week cycle. For some of our students, they will only remain with us for a 12-week block. For others they will complete several of these 12-week blocks, likely ending in a transition to a post-16 provision or to a specialist school.


Referral received from mainstream school/LA containing:
Background
SEND status
Social care involvement
Academic information
Supporting documents (e.g. risk assessments)
Induction with whole family and SENDCo:
Reading snapshot
My Plan
Our provision
Pathway selection
Week 1: Baseline Week
Target Thursday
Behaviour success
Lit, num, oracy & PD
Week 6: Interim Assessment
Lit, num, oracy and PD
My Plan review
Week 9: Progress Meetings
Lit, num, oracy and PD
My Plan review
Week 9-12: End of cycle assessment
Final assessments
Review My Plans and Success Plans
Assessment analysis
Week 9-12: Re-integration
Final assessments
Sharing progress with mainstream
Staggered return and reflections
Week 12 +: The Abbey View Family
Personalised ongoing support

4.1 Classroom practice

Many of our students, find typical methods of assessment very challenging therefore staff must rely on a wide-range of different techniques in order to effectively assess students. This is particularly true in baseline week, as relationships have yet to develop. At Abbey View, we believe our teachers are best placed to understand where they students currently are, therefore room is given for teacher judgement as part of our assessment model.

Assessment can include, but is not limited to:

- Class discussions and student contributions
- Work completed on a mini-white board
- Low stakes quizzes
- Written work
- Doyles
- Oracy assessed through conversations
- Peer and self-assessment
- Formative tests (e.g. SATS papers, Entry Level, Level 1 or GCSE).
- Scribed work

4.2 Marking and assessment

The school firmly believes that the best form of assessment is the instant verbal feedback given to students during the lessons. This allows misconceptions to be addressed quickly and support high levels of student engagement.

Our students can find teacher comments in books challenging, so to ensure inclusivity staff will have a marking log to record comments. Some students, may thrive with written feedback and so this policy does not remove this option but rather removes the demand for excessive teacher comments on students work.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessments take the form of Entry Level, Level 1 and/or GCSEs.

All long-term Year 9 students, in our Pre-GCSE group, will complete Entry Level qualifications in:

- English
- Maths
- Food Preparation

All Preparing for the Future students at Abbey View School have the opportunity to sit Entry Level qualifications in:

- English
- Maths
- PE

In addition to:

- Art (GCSE)
- Catering and Hospitality (Level 1)

5. Reporting to parents/carers

- Weekly personal development updates from their Key Worker
- A Progress Meeting, every 9 weeks with the commissioning school

6. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in, as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to student starting points, and take this into account alongside the nature of students' learning difficulties.

7. Roles and responsibilities

7.1 Trustees

Trustees are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

7.2 Principal/Leadership Team

The principal is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
    - Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
    - Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

7.3 Teachers

Teachers are responsible for:

- Setting and communicating appropriate, differentiated learning objectives for each lesson and each unit of work.
- Communicating assessment criteria.
- Providing opportunities for students to engage in peer and self-assessment opportunities.
- Marking and assessing work regularly, including live marking
- Giving feedback that supports all students to make progress.
- Recording all appropriate data and information in a range of ways.
- Providing data and information for new teachers for student transfer.
- Keeping up to date with pedagogical research and good practice related to assessment strategies.
- Providing statutory data as required.
- Liaising with the SENDCo to ensure data is shared and students' needs are being met.

8. Monitoring

This policy will be reviewed every two years by the principal. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The monitoring of assessment is set out in the schools yearly assessment, reporting and recording schedule.

9. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Examination contingency plan