



Assessment Policy

Richmond Hill School

We aim to in all we do to - 'Empower, Embrace, Encourage'

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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

2. Legislation and guidance

Since the removal of SEN P-Levels (Sept 2020) and National Curriculum Levels in 2014 schools have been free to develop their own approaches to assessment.

Richmond Hill School's Statutory Assessment follows the DfE for:

- Pre-Key Stage Standards & Engagement Model
- Reception Baseline Assessment – All Year R pupils are assessed within their first 6 weeks of September intake.
- EYFS Profile Return
- Phonics Screening Check
- Multiplication Check

The pupils who are entered for Phonics & Multiplication, are subject to whether they are currently working at a level to access the check. This is reviewed every year before the checks commence.

Education Health and Care Plan (EHCP)

All pupils at Richmond Hill School have an EHCP. An EHCP outlines the special educational needs that the child has, and the provision the local authority and school must put in place to support them. The EHCP is broken down into four areas of need and these are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory and/or Physical needs. The EHCP is reviewed annually in a meeting with parents, targets for the following year are reviewed and/or set, which are personalised to the pupil's needs. These targets are transferred to a personalised learning plan (PLP). Teachers review and evaluate the targets within the PLP on a termly basis and parents are informed on the outcomes.

See Appendix 1 for Statutory Guidance

3. Principles of assessment

We see assessment as an essential cog in our teaching and learning, that is linked to and works in partnership with our phase curriculums, pupil's individualised EHCP/PLP targets and the school's vision for the pupils.

We use three broad overarching forms of assessment:

- Formative assessment - Relevant daily observations captured and recorded
- Summative assessment - Evidence for Learning Frameworks (EfL), PLP Monitoring & Moderation
- Nationally standardised summative assessment

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Teachers identify and record relevant information that contributes to a developing picture of each pupil's progress, learning needs and will influence teachers' future planning. *Our pupils' progress is not always linear and skills are rarely generalised spontaneously.* Teachers need to use their professional judgement in analysing the outcomes of any assessment, particularly one that depends on a published tool or on an observation made on only one occasion.

By assessing pupils accurately, consistently and recording key information we:

- build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning
- identify each pupil's strengths and the priority areas for their future learning
- identify an appropriate curriculum for each pupil
- identify "next steps" for each pupil and express these as clear learning objectives
- identify the progress made in a single session or a series of learning sessions
- evaluate the progress that each pupil is making over time
- evaluate and improve the teaching strategies used with each pupil
- support pupils, where appropriate, to monitor their own learning
- identify, celebrate and share achievement

4. Assessment approaches

At Richmond Hill we use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Formative assessment (Day to day assessment)

Teachers identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future sessions. Teachers capture evidence and progress on EfL in a variety of ways. Examples of this could be pictures/video clips, observations, verbal and/or written feedback from the class team, physical pieces of work produced by the pupil and pupil self-reflection.

In school summative assessment (Periodic assessment)

This involves a broader view of progress across the school for individuals, key groups (e.g. PPG) and phases. The reflection of assessment information takes place on a half term and termly basis as part of the school's assessment and moderation cycle. The data from this is used to identify whether individual pupils are on track, require extension or further support/interventions to achieve EHCP/PLP targets. EfL Frameworks track areas of learning and progress covered in relation to the phase curriculums which informs next steps and areas for development.

Assessment data will not only inform individual pupil progress but will also be systematically analysed using EfL Insights to identify curriculum strengths and gaps, informing curriculum planning and resource allocation to ensure it remains ambitious and relevant for all phases.

Appendix 2 - Example Assessment & Moderation Cycle

National Standard Assessments

Richmond Hill carries out the following Statutory Assessment:

- Pre-Key Stage Standards & Engagement Model
- Reception Baseline Assessment – All Year R pupils are assessed within their first 6 weeks of September intake.
- EYFS Profile Return
- Phonics Screening Check
- Multiplication Check

The pupils who are entered for Phonics & Multiplication, are subject to whether they are currently working at a level to access the check. This is reviewed every year before the checks commence.

All statutory assessment is carried out and data returned to the relevant agencies/local authority following the guidance and set deadline dates.

Teacher Workload

In-house data collection points are spread out across the year and guidance/training for statutory assessments are given in advance to allow teachers time to understand the materials and processes required for administration.

Teachers are allocated PPA time in which to complete some aspects of assessment. Additional time and assessment/moderation meetings are built into the staff meeting calendar.

Guidance for the amount of each evidence collected for PLP & EfL framework assessment is given to ensure essential and quality data collection occurs and balances with a teacher's workload.

The EfL platform allows for efficient evidence capture and observations that can be linked to a pupils PLP, Curriculum Frameworks and Engagement Model (if relevant). Allowing a single evidence capture to be used in multiple ways.

5. Collecting and using data

At Richmond Hill we collect and use data to monitor pupil progress in the following ways:

PLP's

Pupil PLP's are updated and evaluated on a termly basis inhouse and formally a full evaluation before EHCP reviews. These are based on individual start dates. .

Moderation of Curriculum areas in phases take place in the first half of each term. Groups of teachers meet to moderate a sample of their EfL frameworks and evidence sheets, focusing on objective and examples of evidence gathered. Moderation allows for the sharing of good practice and professional discussions surrounding pupils. This includes quality of evidence and next steps for the focus pupil.

Pupil Progress Meetings with MLT/SLT (second half of each term). Teachers RAG their pupils progress against their current PLP targets. They identify pupils who are on track to meet their targets and those who require additional support/interventions to achieve them. The RAG outcomes and Insight Data are discussed with MLT//SLT and interventions put in place for red/amber pupils.

Evidence for Learning Platform (EfL) - Curriculum Frameworks

Frameworks are linked to curriculum areas and pupils are assessed against frameworks relevant to their phase and individual working level.

- Early Cognition & Learning
- English (Reading & Writing)
- Maths (Number, Measure, Using, Applying & Statistics)
- Communication & Interaction – all pupils
- Curriculum – Functional Life Skills, PSHE, Learning to Learn, The World Around Me, Exploring & Experimenting, Physical Education, Expressive Arts & Design and Sensory.
- PE
- PSHE
- Phonics

The frameworks are used to track curriculum coverage, with Cognition & Learning, English, Maths & Communication feeding back into EHCP reports. Reviewing data collected against EfL supports teachers in

identifying next steps and areas for development for individual pupils. SLT/MLT/subject leaders use data from the frameworks to identify subject area development and training needs across the sites/phases.

6. Artificial intelligence (AI)

While currently our pupils do not engage in standardised exams or set homework that could be impacted by AI-generated work, Richmond Hill will continue to monitor developments in AI technology to ensure academic integrity and to explore potential positive uses of AI to support learning. Staff will receive guidance on responsible and ethical use of AI tools as appropriate.

7. Reporting to parents/carers

Parents are updated on their child's progress across the year through:

- Annual Review of EHCP - meeting with parents to review EHCP and update areas of strength and development. Review targets and current provision and set new ones as required.
- Termly PLP Evaluations - teachers collate evidence linked to each target and share these with parents. Parents now have access to PLP's & evidence of progress via the EFL Family App.
- Parents Evening - These are a time to share progress against PLP's and areas of the curriculum. Discuss progress and next steps for each pupil.
- Outcome of Statutory Assessments – Individual Parent feedback from the class teacher for those pupils who are working at a level to access statutory checks.
- If needed on an individual basis, reports can be translated or include visual, sensory, or alternative communication methods to ensure parents/carers receive meaningful and accessible information about their child's progress.

8. Inclusion

The principles of this assessment policy applies to all pupils at Richmond Hill School. We have the same high expectations of all pupils and our curriculum is tailored to meet the individual needs of each child.

The pupils within the setting have a range of SEND needs and all pupils have an EHCP. Pupils with diagnosed conditions, medical needs and those in the earliest stages of development all have evidence captured to show progress towards their individual EHCP outcomes.

Assessment methods will be adapted to meet the diverse communication, sensory and behavioural needs of pupils. Alternative assessment formats and additional support will be provided where necessary to ensure all pupils can demonstrate their learning effectively.

9. Training

Richmond Hill has a staff training schedule, which includes assessment and moderation.

Evidence for Learning (EFL) - Training is given on creating PLP's, capturing and logging assessment on Evidence for Learning for all teachers, HLTA's, TA3's, TA1s and parents. A member of the assessment team trains new teachers as part of a broad induction package. Ad hoc training sessions occur following updates on new aspects of the platform and how staff utilise them in their own practice.

Moderation – Teachers meet to moderate a sample of their pupil's curriculum evidence. Moderation allows for the sharing of good practice and professional discussions surrounding pupils.

Statutory Assessment – Prior to the delivery of statutory assessments, guidance & training in relation to materials and administration is delivered to teachers. Relevant assessment updates from the DfE/Standards Testing Agency or local authority are cascaded to the appropriate staff.

Inreach & Outreach – Richmond Hill supports local schools & SENCOs with aspects of EHCP provision and curriculum for pupils with SEND in their settings.

10. Roles and responsibilities

Governors 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 pupils.
- Holding school leaders to account for improving pupil and staff performance by reviewing assessment procedures and data.

Headteacher/ SLT / MLT are responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards of PLP's & framework assessed subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Assessing pupils within all timeframes
- Writing to and reporting to parents at key points across the year regarding their child's targets and progress.

HLTAs/TA3's are responsible for:

- Following the assessment procedures outlined in this policy
- Gathering and uploading pupil evidence.

11. Monitoring

This policy will be reviewed annually by the Quality of Education SLT Leads. At every review, the policy will be shared with the full governing board.

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

Quality of Education SLT Leads are responsible for ensuring that the policy is followed.

Assessment data and monitoring outcomes will directly inform the school improvement plan, focusing on raising standards, addressing underachievement, and refining teaching and learning strategies across all phases.

The next review date is **December 2026**. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Head Teacher Hannah Cameron and the Deputy Headteacher responsible for assessment.

12. Links with other policies

Appendix 1. List of statutory policies and procedures for Assessment

Statutory policy or procedure for Assessment	Where it can be found
Reception Baseline Assessment	https://www.gov.uk/guidance/reception-baseline-assessment
EYFS Profile Return	https://www.gov.uk/government/publications/early-years-foundation-stage-profile-return
Pre-Key Stage Standards (KS1 - optional & KS2)	https://www.gov.uk/government/publications/pre-key-stage-1-standards https://www.gov.uk/government/publications/pre-key-stage-2-standards
The Engagement Model	https://www.gov.uk/government/publications/the-engagement-model
Phonics Screening Check	https://www.gov.uk/government/collections/phonics-screening-check-administration
Multiplication Check	https://www.gov.uk/government/collections/multiplication-tables-check
Evidence for Learning (EFL) Website	https://www.evidenceforlearning.net/

Curriculum Information	https://www.richmondhill.luton.sch.uk/curriculum/ https://www.richmondhill.luton.sch.uk/policies/
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Appendix 2

Each assessment activity detailed in the cycle will include specific deadlines and designate responsible staff to ensure timely completion and accountability.

	Assessment	phase/Teachers	Purpose & use of data
Autumn Term 1	Reception Baseline Assessment (Statutory)	Yr R pupils only	Statutory Assessment
	Moderation	East & West All phases	PLP's or Curriculum Area Focused. Share good practice in target writing, identify strengths and areas for development/training. Moderation template used on EFL.
Autumn Term 2	Baseline new pupils & update current pupils on EFL	East & West All phases	Relevant EFL Frameworks
	Pupil Progress Meetings	East & West All phases	RAG Tracker Sheet Collation of phase & Whole School Data Identify individual pupils requiring support/extension with targets. Meetings take place with MLT/SLT.

	Assessment	phase/Teachers	Purpose & use of data
Spring Term 1	Moderation	East & West All phases	PLP's or Curriculum Area Focused. Share good practice in target writing, identify strengths and areas for development/training. Moderation template used on EFL.
Spring Term 2	Pupil Progress Meetings	East & West All phases	RAG Tracker Sheet Collation of phase & Whole School Data Identify individual pupils requiring support/extension with targets. Meetings take place with MLT/SLT.
	Assessment Updates	East & West All phases	Frameworks on EFL Tracking and monitoring of pupils progress and coverage of curriculum.
	Mid-Year Assessment Meetings Term 2 Data Progress Reports	East & West All phases	Frameworks on EFL Discuss pupils progress and coverage of curriculum.

	Assessment	phase/Teachers	Assessment Materials
Summer Term 1	Moderation	East & West All phases	PLP's or Curriculum Area Focused. Share good practice in target writing, identify strengths and areas for development/training. Moderation template used on EFL.
Summer Term 2	Pupil Progress Meetings	East & West All phases	RAG Tracker Sheet Collation of phase & Whole School Data

			Identify individual pupils requiring support/extension with targets. Meetings take place with MLT/SLT.
	Assessment Updates	East & West All phases	Frameworks on EFL Tracking and monitoring of pupils progress and coverage of curriculum.
	Pre-Key Stage Standards (Statutory)	East & West All phases	Identify pupils working at Engagement Level
	Phonics Screening (Statutory) (A check will be carried out prior to this week for pupils who are working at a level to access the test)	Any teachers with Yr 1 & Yr 2 pupils (Yr 2 if pupils did not meet expected standard in the Yr 1 screening)	Statutory Assessment
	Year 4 Multiplication Check	Any Year 4 pupils working at a level to access the check	Statutory Assessment
	EYFS Profile Return	EYFS Yr R pupils only	Statutory Assessment
	End of Year Assessment Term 3 Data Progress Reports	East & West All phases	Frameworks on EFL Monitor progress across year from initial baselines in Autumn 2.