

## **Assessment Policy**

Holton Sleaford Independent School (HSIS) will deliver a unique and bespoke Outdoor Education based curriculum to Key Stage 2 to Key Stage 5 pupils with Social Emotional and Mental Health (SEMH) needs. Assessment of pupils' progress and attainment will be constantly ongoing, however, formal recording will occur once per term. To enable our pupils to complete their final qualifications as efficiently as possible the school is registered as a JCQ Exam Centre and as a Duke of Edinburgh's Award Licence Holder.

### **Forms of Assessment**

Our focus is on the whole child, not simply on academic output. Consequently, our assessment procedures will always take account of pupils' behavioural and social skills progress. HSIS will use three methods of assessment.

<b>Formal Testing</b>	<b>Evidence Collection</b>	<b>Consultation and Observation</b>
<b>Examination subjects</b>	<b>Coursework-based subjects</b>	<b>Behaviour and social skills</b>
<p>Baseline assessment within first 2 weeks of starting, to inform current level and to select appropriate qualification level. Along with progress-based assessment to complete modules in a timely manner</p> <p>Minimum 1x assessment per term, results of which will be shared with parents and carers in bi-termly reports.</p>	<p>Progress-based assessment with targets showing how far pupils should've completed elements of the course at a given point in time.</p> <p>Formal progress checking of pupils evidence portfolios at least once per term. Results/progress will be shared with parents and carers in bi-termly reports.</p>	<p>Our bespoke behavioural assessment matrix, Self-Co Behaviour Tracker will be used to help pupils establish existing strengths and identify areas to improve.</p> <p>Evidence collection will be ongoing via recording on the SchoolPod, reviews will occur once termly in sit-downs with pupils, progress and achievements will be shared with parents and carers in bi-termly reports.</p>

### **Baseline and Target Setting**

Pupils will be assessed for baselines in both academic and behavioural fields within the first fortnight of attendance at HSIS. Staff observations, pupils work and engagement will then be taken alongside information from a pupil's previous educational establishments to reach a baseline level across areas.

For academic areas, all baselines and subsequent termly targets will be set using the HSIS SharePoint, for behavioural baselines and termly targets HSIS Self-Co Behaviour Tracker will be used. The principal goal during this first fortnight is to establish an appropriate level of qualifications for a given pupils end of key stage target, ongoing targets will then be set by term and year to track progress towards the completion of qualifications and behaviour development areas.

While this is contrary to the norm, HSIS believes that identifying an appropriate level of qualification for each pupil in crucial areas to promote personal and social development, then focussing on facilitating and encouraging the completion of these pass-only qualifications is far more effective for the confidence and self-esteem of SEMH pupils. Progress will still be measured but this will be specifically against the proportion of the course that's completed and targets will be set according to the rate of progress required to fulfil each qualification in the required timescales.

### **Marking Protocols**

HSIS will pursue a marking system in line with the requirements of the individual qualifications studied by each pupil, all of which are either modular tests or coursework based and will consequently include formal unit reviews. Within these unit reviews pupils will be able to identify their own areas for improvement and be able to comments on their work by teachers. In the absence of specific marking protocols, HSIS staff will credit work with comments in green pen and correct mistakes using red pen. Where appropriate pupils' work will also have summary comments from teachers, including a 'what went well' and an 'even better if' comment. Please refer to the Effective Marking Policy for further details.

### **Tracking Progress**

The HSIS SharePoint forms the basis of all our assessment tracking for educational progress. Progress should be linear but the rate of progression will vary based on the Course Progress Tracker for each subject. Also stored on SharePoint is the data from the Self-Co Behaviour Tracker, which gives a clear and up-to-date representation of their behavioural progress and developing social skills.

Whenever a piece of work counts towards the completion/part completion of an evidence portfolio or is used as a formal test, it will be recorded on the SharePoint and the pupil profile will be updated accordingly. Using the SharePoint to record, store and interrogate data means an always up-to-date record of where pupils are relative to their overall targets, with evidence at hand to support these conclusions. Staff are required to update each Course Progress Tracker and Self-Co Behaviour Tracker every 2 weeks, the more frequent, the better.

At all times HSIS staff will be able to access the SharePoint and have up-to-date subject assessments and a copy of current Self-Co Behaviour Tracker progress. Pupil attendance records are found on SchoolPod, which is once again accessible by all staff.

## **Assessment Feedback and Reporting**

At HSIS pupils will all follow their own Individual Education Plans (IEPs) with targets set to be both challenging and achievable, this will be done in conjunction with all stakeholders and be largely pupil-led.

Bi-termly data from our termly assessment windows will allow parents and carers to be well informed about pupils' progress. This data will accumulate and will conclude with an bi-annual reports to parents for each pupil, templates for which can be found on the following 2 pages. These are sent out in December and July.


## **Assessment Analysis**

The Headteacher and Curriculum Lead collaboratively produce an Assessment Analysis every term. The purpose of this is to highlight progress trends within subjects and year groups, identifying strengths and weaknesses with the goal of sharing good practice. The analysis includes both academic and personal & social development, effectively all subjects plus Self-Co's.

## **Assessment Calendar**

Term 1	Term 2	Term 3
16/09 - DofE Bronze/Silver Expedition 23/09 - CAT4 testing 30/09 - English Reading Exam	25/11 - English SLC Assessment 02/12 - Sport Unit 2 Sign Off (Opportunity 3) 16/12 - PGW Unit 4 Sign Off 16/12 - PGW Unit 7 Sign Off	20/01 - Reading & Spelling 10/02 - DofE Bronze Volunteering Sign Off 10/02 - Maths Mock Exam 10/02 - DofE Bronze/Silver Volunteering Sign Off 10/02 - BTEC OE L3 Unit B Sign Off
Term 4	Term 5	Term 6
17/03 - English Writing Exam 31/03 - Sport Unit 2 Sign Off (Opportunity 1) 31/03 - PGW Unit 3 Sign Off 31/03 - DofE Bronze Physical Sign Off 31/03 - DofE Bronze/Silver Physical Sign Off 31/03 - Sport Unit 3 Sign Off 31/03 - PGW Unit 2 Sign Off	28/04 - Maths Exam 19/05 - DofE Bronze/Silver Skills Sign Off 19/05 - Sport Unit 1 Assessment 19/05 - BTEC OE L3 Unit 25 Sign Off	02/06 - English Resits 09/06 - DofE Bronze Practice Expedition 16/06 - Reading & Spelling 23/06 - DofE Bronze Expedition 30/06 - Maths Resit 07/07 - Sport Unit 2 Sign Off (Opportunity 2) 07/07 - Sport Unit 5 Sign Off 07/07 - DofE Bronze/Silver Expedition 14/07 - PGW Unit 1 Sign Off 14/07 - BTEC OE L3 Unit 27 Sign Off
U2	U3	Sixth Form
Whole School (Sleaford and Osbournby)		

<u>Written by...</u>	<u>Charlie Ward</u>	<u>14/11/25</u>
<u>Approved by...</u>	<u>Dan Laughton</u>	<u>14/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>14/11/26</u>

 <p><b>HOLTON SLEAFORD</b> INDEPENDENT SCHOOL</p>	<p><b>Annual Report</b> <b>KS4</b> <b>2021</b></p>
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Pupil Name	Year Group

Attendance Summary				Individual Education Plan - Targets	
Very Good	Best chance of success	100%	X	1	
		95%			
Needs to Improve	Less chance of success	90%		2	
		85%			
Cause for Concern	Will struggle to succeed	80%		3	
		75%			


Academic Progress				
Subject	Level	Total Progress	On Target?	Teacher Comments
Outdoor Education	Bronze	??%	Very Good	
English	2	??%	Needs to Improve	
Mathematics	2	??%	Cause for Concern	
PSHE	2	??%	Very Good	
Physical Education	2	??%	Very Good	

Behavioural Progress			
Self-Co Key Area	Total Progress	On Target?	Staff Comments
Self Care	??%	Very Good	
Self Confidence	??%	Needs to Improve	
Self Control	??%	Cause for Concern	
Cooperation	??%	Very Good	
Communication	??%	Very Good	
Community	??%	Very Good	

Pupil Comments -

Head of School Comments -

Date of Report	??/??/??
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 <p><b>HOLTON SLEAFORD</b> INDEPENDENT SCHOOL</p>	<p><b>Annual Report</b> <b>KS5</b> <b>2021</b></p>
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Pupil Name	Year Group

Attendance Summary				Individual Education Plan - Targets	
Very Good	Best chance of success	100%	X	1	
		95%			
Needs to Improve	Less chance of success	90%		2	
		85%			
Cause for Concern	Will struggle to succeed	80%		3	
		75%			

Academic Progress				
Subject	Level	Total Progress	On Target?	Teacher Comments
BTEC Outdoor Education	3	??%	Very Good	
English	2	??%	Needs to Improve	Remove if already achieved
Mathematics	2	??%	Cause for Concern	Remove if already achieved
Duke of Edinburgh	Silver	??%	Very Good	

Work Experience		
Location	Days Completed	Supervisor Comments

Behavioural Progress			
Self-Co Key Area	Total Progress	On Target?	Staff Comments
Self Care	??%	Very Good	
Self Confidence	??%	Needs to Improve	
Self Control	??%	Cause for Concern	
Cooperation	??%	Very Good	
Communication	??%	Very Good	
Community	??%	Very Good	

Pupil Comments -

Head of School Comments -

Date of Report	??/??/??
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