



Assessment Policy



Assessment Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	14/04/2025

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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 trauma-informed approach to recording assessment outcomes and reporting to families
- Clearly set out how and when assessment practice will be monitored and evaluated

2: Legislation and guidance

This policy is informed by:

- The Commission on Assessment without Levels
- The Education (Pupil Information) (England) Regulations 2005
- 2024 national reporting requirements where applicable
- The Rochford Review recommendations on assessment for pupils working below national curriculum levels

3: Principles of assessment

Our assessment approach reflects the need for flexibility, inclusion and responsiveness. We believe assessment should:

- Be adaptive to the individual and supportive of recovery from trauma
- Provide a rounded view of student development, including academic, social, emotional and vocational progress
- Support staff in planning and delivering meaningful, learner-centred experiences
- Be robust and consistent across the provision without becoming burdensome
- Be empowering and engaging for learners, not anxiety-inducing

4: Assessment approaches

Assessment at Oaktree Education is part of a broader trauma-informed, holistic approach to education. It informs planning, enables staff to tailor support effectively and helps learners see how far they have come.

4.1: Principles of assessment

At Oaktree Education, our approach to assessment reflects the diverse needs and experiences of our learners. We believe that assessment should:

- Be flexible and responsive to the individual needs of students, particularly those who have experienced trauma or present with complex needs such as SEMH, ASD, or ADHD
- Provide an accurate baseline and measure of progress across academic, pastoral, and personal development pathways
- Inform teaching, target setting and the planning of interventions in a way that supports holistic development
- Be consistent and reliable, using a range of evidence sources and assessment methods suited to the learner
- Avoid placing unnecessary pressure on students and instead foster trust, engagement and a sense of achievement

Assessment should not serve as a barrier to learning or self-esteem. It must support students in recognising their strengths and identifying areas for growth in a safe and supportive environment.

4.2: Formative assessment

Our formative assessment strategies are highly personalised and adaptable. They include:

- Ongoing observations and professional judgement
- Regular low-stakes questioning and discussion

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- Pupil self-reflection and feedback
- Target setting informed by both staff and student input
- Evidence from practical activities, vocational learning and independent skills sessions

These approaches allow teachers to understand learners' current level of understanding, address misconceptions and adapt teaching accordingly.

4.3: Summative assessment

Summative assessment is used to:

- Evaluate learning at the end of a topic or unit, using flexible methods that suit individual learning styles
- Inform reviews of EHCP outcomes, transition planning and key stage progression
- Track long-term progress against baseline starting points
- Celebrate achievement in both academic and personal development areas

Where standardised testing is inappropriate, we use contextual evidence, practical demonstrations, project work and tutor reports. All assessments are moderated internally to ensure fairness and consistency.

4.4: Nationally standardised summative assessment

Where applicable and appropriate, learners will be supported to access external qualifications (e.g. functional skills, entry-level certificates, GCSEs or vocational pathways). However, decisions about participation are made based on the learner's individual needs, goals and wellbeing.

5: Collecting and using data

Assessment data at Oaktree Education is used to:

- Track academic, social and emotional development over time
- Inform staff planning and multi-disciplinary team meetings
- Identify learning needs and plan interventions
- Contribute to EHCP annual reviews and reports to external stakeholders

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We prioritise meaningful, low-burden data collection that supports teaching rather than driving it. Teachers are not expected to produce extensive written data unless it adds value to the learner's experience or supports external reporting requirements.

6. Artificial intelligence (AI)

Students may not use AI tools:

- During assessments or coursework unless part of the task They may use AI tools:
- For research or as part of learning activities with clear guidance and transparency All use of AI must be properly attributed and not replace original student work.

7: Reporting to parents/carers

We report on progress through:

- Regular informal updates
- Personal development plans
- Formal reviews and reports, including EHCP updates
- Annual progress reports and structured parent/carer meetings

Our reports reflect academic achievement, skill development, engagement, behaviour, and wellbeing.

8: Inclusion

Assessment is adapted to suit the diverse needs of our learners. It is informed by a trauma-aware, person-centred ethos that recognises:

- Progress is non-linear and may vary across domains
- Success looks different for every learner
- Assessment should support self-awareness, motivation and empowerment

For students working below age-related expectations, we assess based on individual starting points and capture progress across multiple dimensions – including resilience, independence, communication, and emotional regulation.

9. Training

We ensure staff:

- Are trained in trauma-informed assessment practices
- Receive regular CPD on assessment frameworks
- Engage in moderation and peer review to ensure consistency
- Are supported in using assessment to inform planning and intervention

10. Roles and responsibilities

10.1 Governors

- Monitor assessment strategy and impact
- Ensure statutory requirements are met

10.2 Principal/SLT

- Oversees implementation of the policy
- Monitors assessment outcomes and responds to trends

10.3 Assessment Lead

- Coordinates data collection and moderation
- Provides CPD and guidance for staff

10.4 Teachers

- Implement trauma-informed assessment practices
- Use assessment to inform planning and report accurately

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11. Monitoring

The policy is monitored by senior leaders through:

- Lesson observations
- Data reviews
- Pupil progress meetings
- Moderation activities

12: Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principal or Head of College:**
Chris Kelly, 14/04/2025
- **Chair of Governors/Trust Board:**
Name, Signature, Date