



Wonder Star School
Assessment Policy

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1. Policy 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.

Most of our pupils do not complete tests or exams such as SATs as these tests are not appropriate for them. Instead, we use 'B Squared' software to complete assessments for all pupils at the school on new frameworks published last year. The following pages contain information for teachers and families about what we do at Wonder Star School.

2. Legislation and statutory guidance

This policy complies with statutory safeguarding guidance in KCSIE.

Link: [Statutory Safeguarding Guidance \(KCSiE 2025\)](#)

3. Principles of Assessment

Assessment should be an ongoing process that takes place in each lesson through a range of methods which feeds back into whole school data systems. Pupil progress and attainment is measured using a range of assessment tools within Wonder Star School.

‘B Squared’ is a national company which provide assessment software to schools, to support them with their assessments. They specialise in assessment for learners with SEND.

‘Connecting Steps’ is an assessment software tool, built up from a wide range of frameworks – and is designed for pupils who are engaging with subject-specific learning. It is an observation-based assessment framework which helps teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations in some or all areas of their development. It can also be used with pupils who are either studying elements from a formal curriculum or those who are still engaged in a semi-formal approach to learning.

In May 2018, the DfE announced the new Pre-Key Stage Standards for Key Stages 1 and 2. This signalled the end of ‘P-Levels’ for pupils working above P4 for end of Key Stage assessment. ‘B Squared’ offers the ‘Connecting Steps’ tool, which allows us to measure the small steps of progress our learners make, whilst acknowledging the move away from P Levels. ‘Connecting Steps’ covers a range from P4 to around Level 7 of the old National Curriculum and supports the school’s use of the new Pre-Key Stage standards from the DfE.

The key principle of this policy is to outline how assessment is used across the school to ensure the **Intent** set out in the school’s curriculum is achieved. Pupil progress and achievement is supported through the effective use of assessment.

Progress is monitored and tracked across time and across subjects using a range of performance measures including;

- Baselineing on entry
- teacher assessments
- Results of therapeutic testing or assessments (SALT, OT)
- IEP progress and reviews
- Annual EHCP Reviews
- Review of intervention progress
- Assessment data per term
- Case Studies

4. Assessment Approaches

While ‘Connecting Steps’ covers all areas of the national curriculum subjects focusing on academic attainment, at Wonder Star School, we feel it is important to assess and record the

progress of all areas of the pupils' development. We use a variety of assessment tools to benchmark the starting point of each learner; academically as well as socially and emotionally. This can include (but isn't limited to), the Wide Range Achievement Test (WRAT), Strengths and Difficulties Questionnaire SDQ and The Boxall Profile®.

We collect information on emotional wellbeing as well as motivation to learn. The results of these assessments along EHCP objectives inform SMART targets that are monitored through Individual Education Plan and Individual Behaviour Support Plans.

The Boxall Profile® is a whole school approach to assessing and addressing children and young people's social, emotional and behavioural development to positively impact learning, behaviour, attendance and wellbeing.

At Wonder Star School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Effective assessment within school starts with everyone having a clear understanding of the purpose and being confident to use a range of assessment types.

Day-to-day formative assessment through observation, questioning and marking enables the teacher to ask, 'given what we know about this individual child, what are the next steps for learning and development and how do I adapt my teaching as a result?' Effective in-school formative assessment enables;

- **Teachers:** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils:** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve utilising self-assessment where appropriate to the level of needs;
- **Parents/carers:** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative Assessment

Formative assessments (also known as 'assessment for learning' or 'AfL') give children the ability to actively manage and adjust their own learning, as well as tracking their own learning goals. Not only does it provide us as educators with a good amount of time to give feedback to children regularly, but it allows children to have their own input in their learning.

At Wonder Star School, in-school formative assessment will take place throughout the entire school day which will be comprised of the following:

- The majority of formative assessment at Wonder Star School will take place through observations. All staff work collaboratively to gather, share and use information about pupils' progress. Identification of underperformance is early, rapid and accurate;
- The marking/feedback process involves acknowledging and providing written and verbal feedback on a pupil's daily progress in learning. At Wonder Star School, feedback is adapted to meet the needs of pupils and prioritises clarity, immediacy and accessibility over volume of written marking. This may include the use of clear marking codes, verbal feedback (VF), and planned opportunities for pupils to respond to feedback ("fix-it" time). Whole-class feedback may also be used to address common misconceptions efficiently and inform future teaching. Where appropriate, pupils are supported to recognise and correct their own errors to promote independence.
- Termly moderation will take place which involves selecting and comparing examples of pupil's work with other subjects and schools to ensure consistency and accuracy of assessment and marking;
- The reporting process which involves sharing and informing others about a pupil's learning through a wide range of methods.

Summative Assessment

Summative assessments are any method of evaluation performed at the end of a unit or term, allowing teachers to measure a pupils' understanding against standardised criteria. They happen at specific times and are not ongoing.

Due to the complex needs of our pupils, summative assessment is difficult due to retention. We collate data termly through B-Squared which gives us a secure picture of where pupils are at and what progress they have made.

We have high aspirations and expectations for all pupils. Where appropriate, end of Key Stage SATs may be sat by pupils.

Pupil Voice

At Wonder Star School, we value the voice of our pupils, especially in evaluating their progress. We obtain pupil voice, when appropriate to their level of need, as part of their everyday learning, asking them to self-assess (if appropriate) at the end of the lesson, termly IEP reviews and EHCP reviews. This helps give staff a good understand of where the pupils feel they are and helps to show to the pupils how far they have come whilst building confidence, resilience and self-esteem.

5. Collecting and using assessment data

B-Squared / Connecting Steps: <https://bsquared.co.uk/>

Due to the variety of data collected at Wonder Star School to ensure we look at the development of the child holistically, we collect data in a variety of ways. Specific frameworks used for our pupils are 'Engagement Steps' and 'Progression Steps'.

'B Squared' / 'Connecting Steps' data is captured on a regular basis.

This is submitted by teachers with support of the classroom support staff. Due to the complex needs of some of our pupils, written work is not always the most appropriate form of evidencing learning.

Evisense: <https://bsquared.co.uk/products/evisense>

We rely on photographic and observational evidence to capture a lot of learning which is shown in books or on 'Evisense'.

'Evisense' allows staff to upload their photographs and observations, linking them to the B-Squared assessment statements. Pupil progress data will be captured termly in-line with half terms.

To ensure teachers' workload is considered when collecting data, data drops are spread throughout the school year. 'B Squared' / 'Connecting Steps' can be updated throughout the school term when pupils have finished a topic or made progress, allowing teachers to ensure they do not have unmanageable workload at the end of the terms. 'Evisense' also has a positive impact on teacher workload allowing staff to upload evidence and link it to progress statements quickly and easily.

6. Reporting to Parents/Carers

Assessment data will be shared with parents through;

- EHCP Annual Review meetings
- Parent/Carer(s) Days
- IEP's
- Daily/weekly updates using our progress app 'Evisense'

Termly reports which include;

- Brief details of achievements in all subjects and activities forming part of the school curriculum - highlighting strengths and areas for development
- Comments on general progress

- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance data
- The pupil's attitude to learning score

7. Inclusion

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

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' 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 pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

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

8. Training

All staff receive annual training around how to assess through observations and how to document progress made by pupils. Any developments in assessment practice will be shared through staff meetings. In addition;

- Assessment training and support will be offered to teaching staff.
- Termly internal moderations will ensure teachers have a good understanding of assessment and levels of pupil's written work.
- Teachers work alongside the SENCo to review IEPs and EHCPs to ensure they have support available.
- The Headteacher and SENCo will ensure staff have access to continuing professional development.

9. Roles and responsibilities

9.1 Proprietor(s)

The Proprietor(s) is (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 rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.

9.2 Head Teacher

The Head Teacher is responsible for;

- Ensuring this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities.

9.3 Teachers

Teachers are responsible for;

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Policy Monitoring

This policy will be reviewed annually by the Head Teacher. All teaching staff are expected to read and follow this policy. Senior leaders, teachers and support staff responsible for ensuring that the policy is followed. The Head Teacher will monitor the effectiveness of assessment practices across the school, through;

- Moderation
- Learning walks
- Book Looks
- Lesson observations
- Pupil progress meetings

11. Links with other policies

This assessment policy is linked to:

- Curriculum Policy
- Safeguarding Policy
- Data Protection Policy