



## **Replenish Learning Assessment Policy**

### **1. Policy Statement**

This policy outlines the assessment approach at Replenish Learning and is informed by statutory guidance, including:

The Education Act 2002

Children and Families Act 2014

SEND Code of Practice (2015)

The Equality Act 2010

The Independent School Standards 2014 (as amended)

DfE guidance: Assessment Without Levels (2015)

Assessment at Replenish Learning is used to identify starting points, track progress, inform planning, and support the holistic development of each learner. This includes academic, social, emotional, and behavioural progress. Assessment is responsive, inclusive, and integral to high-quality teaching.

### **2. Day-to-Day Formative Assessment**

Day-to-day formative assessments are carried out throughout every lesson using questioning, observation, discussion, and low-stakes assessment tasks. These inform in-the-moment teaching decisions and short-term planning. Without formative assessment and continual feedback, teaching would not be responsive to pupils' needs.

Through this process, children receive regular feedback on their learning and understand how to improve. Teachers identify misconceptions, adjust teaching, and identify pupils who require additional support or challenge.

Formative assessments are not routinely recorded but may be noted as an aide-mémoire to support future planning.

### **3. In-School Summative Assessments (Years 1–6)**

Summative assessments are used to:

Establish a pupil's attainment level

- Track progress across terms and years
- Inform medium- and long-term planning
- Identify gaps in understanding and underachievement

These assessments take place termly for reading, writing, and maths. Writing assessments are teacher-judged using school-defined success criteria aligned with the national curriculum.

#### **4. Nationally Standardised Summative Assessments (Years 1–6)**

These are used to:

- Benchmark pupil performance against national expectations
- Inform whole-school data reporting
- Support school accountability

Assessments include:

- End of Year 1 – Phonics Screening Check
- End of Year 4 – Multiplication Tables Check
- End of Year 6 – SATs in reading, writing, grammar/punctuation/spelling (GPS), maths, and science

#### **5. Assessment for Pupils with SEND / EHCPs**

Many of our learners have special educational needs and/or Education, Health and Care Plans (EHCPs). Assessment for these pupils is personalised and may include:

- Small-step target tracking
- Visual, practical, or scaffolded assessments
- Holistic measures of social and emotional progress
- Regular review against EHCP outcomes and support plans

Staff adapt assessments to reflect individual needs and ensure accessibility. Progress is shared during EHCP reviews and Team Around the Child meetings.

#### **6. Wider Assessment in an AP Context**

Replenish Learning values broader aspects of development including:

- Emotional regulation
- Behavioural improvements
- Communication and interaction

Independence and self-esteem

These are assessed through observation, intervention reviews, and progress against personalised social/emotional goals.

## **7. Recording and Reporting**

Assessment outcomes are recorded securely on internal systems and reviewed regularly by the DSL, SENCo, and curriculum leads.

Information is shared with:

Parents and carers via regular reports or meetings

Referring schools/local authorities

Annual reviews for pupils with EHCPs

PEP meetings for looked-after children (LAC)

## **8. Monitoring and Review**

This policy is monitored by the Advisory Board and leadership team. It is reviewed every three years or earlier if national guidance changes.

Last reviewed: Autumn 2024

Next review due: Autumn 2027