



Oakfield Short Stay Primary Assessment Policy

Oakfield Short Stay School	
Published	September 2023
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Introduction and Rationale

Assessment at Oakfield aims to rebuild, engage and enable pupil's progression in their learning so that they are well prepared for their next steps in education.

Oakfield's curriculum is **engaging, exciting and relevant** to the children at our school.

For many of our pupils, progress may be visible through improved social and relationship skills, academic attainment or readiness to learn behaviours.

Oakfield will request assessment data from pupils sending schools to support an accurate picture of the pupils learning.

For pupils joining Oakfield throughout the year, Baseline Assessments will be conducted following a short adjustment and settling period (within the first three weeks).

For pupils making a transition to another school, data will be transferred. If necessary, most recent attainment and progress will be obtained.

When, How and Why?

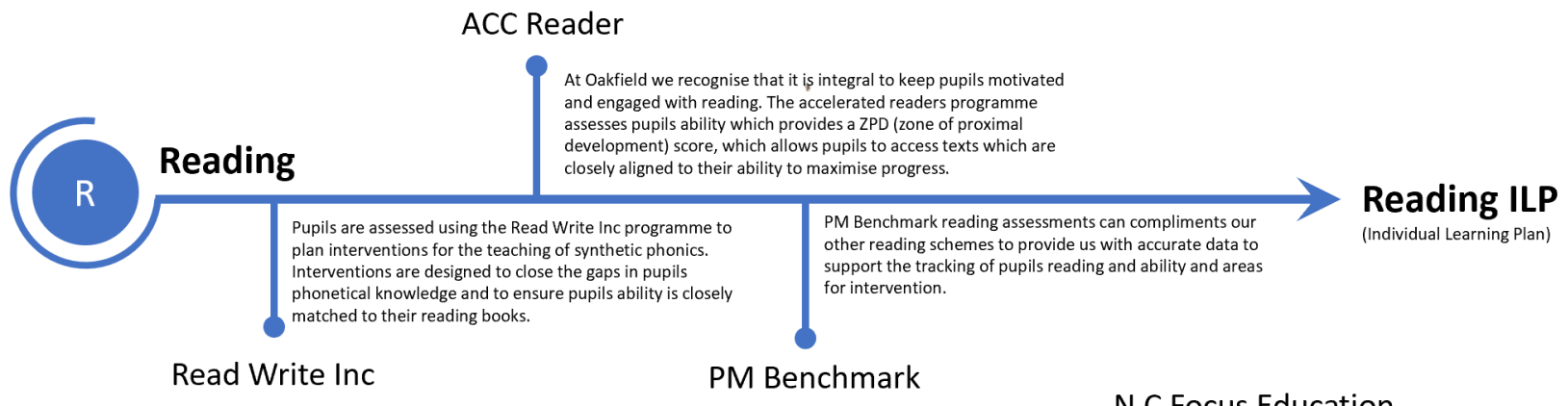
We recognise that every child that we support has a unique journey. For many there may be significant gaps in their learning. As a short stay school we have **high aspirations** with **realistic** and **achievable outcomes** for children who have often become disengaged with learning.

Pupils will be assessed on entry, collating information and data from their sending schools to devise an accurate baseline for their academic achievements. Pupils SEMH needs are also assessed to ensure appropriate strategies and interventions can be planned and delivered. We know that addressing pupils SEMH needs will create the right climate and dynamics for our children to flourish.

We recognise that assessments are only useful if they are utilised to provide targeted support for pupils. We use a range of assessments to devise **Individual Learning Plans (ILPs)** to ensure that key skills are being addressed to maximise learning outcomes and success for all pupils.

ILPs are working documents clearly identify:

→ What pupils can do independently → What pupils need support with → Where pupils are heading

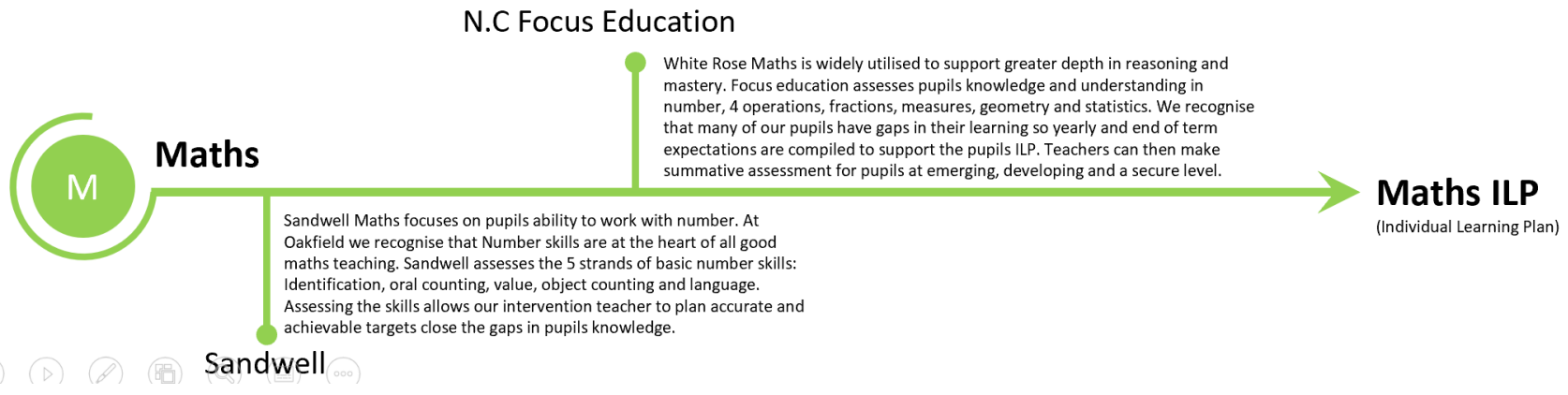
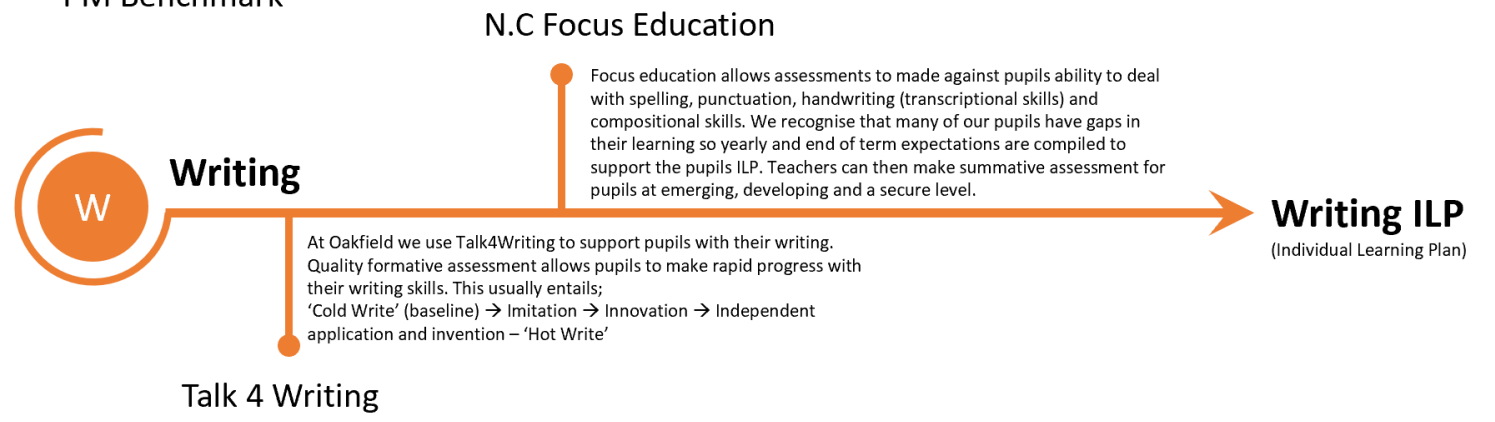


Release

Discover

Achieve

Targeted Support for Pupils



Monitoring and Tracking

Pupils' assessment information is collated and displayed on a tracking document entitled 'pupils on a page'. This allows data to be reviewed to analyse trend in progress and area for development. The frequency of assessments is listed below:

Area	Assessment	Frequency	Responsibility
SEMH	Boxall	3 times per year (Oct/Feb/June)	Class Teacher
SEMH	SDQ	3 times per year (Oct/Feb/June)	Class Teacher
Reading	RWI/ACC Reader/PM Benchmark	3 times per year (Dec/April/July)	Class Teacher/Intervention Teacher
Maths	Sandwell/Teacher Assessment	3 times per year (Dec/April/July)	Class Teacher/Intervention Teacher
Writing	Teacher Assessment	3 times per year (Dec/April/July)	Class Teacher/Intervention Teacher

