

Hob Moor Oaks Academy



Assessment and Achievement Policy

Written: June 2022

To be reviewed by: LGB

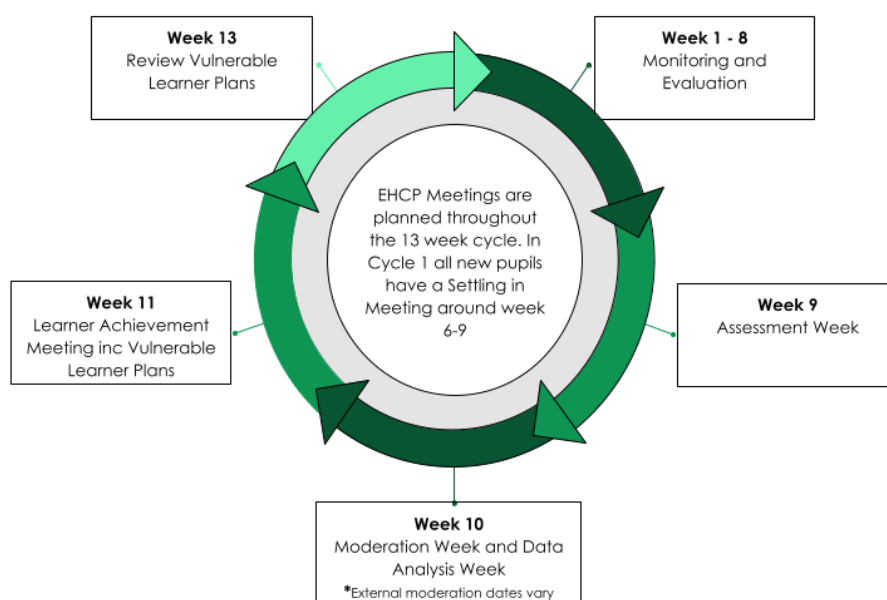
Introduction

Assessment is a continuous process which is integral to teaching and learning, allowing pupils and young people to reach their maximum potential. It should be incorporated into teaching strategies in order to promote the best possible progress for individuals, groups and cohorts.

When assessing pupils at Hob Moor Oaks Academy, we aim to strike a balance between using assessment frameworks linked to statutory, subject-based reporting on the one hand and personalised, pupil centred assessment approaches on the other. Having a multi-faceted approach to assessment is important, because a single type of assessment may fail to give a full picture of our pupils' achievements and progress.

Assessment

Hob Moor Oaks Academy follows the Ebor Academy Trust Assessment Calendar, with a 13 week Assessment Cycle, 3 times an academic year.



Cherry Garden Branch Maps:

Within the school pupils work across 3 phases of learning, and these are linked to Cherry Garden Branches:

- **Pre-Formal - Branches 1 - 4** - require high levels of support, individualised learning activities, a range of resources and equipment to support and access learning.
- **Semi-Formal - Branches 5-7** - captures the pupil's ability to apply hands-on learning which is cross curricular and through repetition the fluency of skills are embedded to become functional.
- **Formal - Branches 8 - 10** including bridging branches 11 and 12, allows pupils to work on basic numeracy & literacy skills with many opportunities to practice and generalise these skills. Active learning to learn skills are paramount in this strand of learning and independence is developed throughout the strand. Learning to learn skills are now embedded. Learning is accessed both in a semi and formal style of teaching. Learning requires many opportunities to practice and generalise skills.

In each assessment cycle all pupils will be assessed in the following areas:

- **Communication, Language, Literacy** - Language & Communication, Attention & Understanding, Reading, Writing
- **Mathematical Development** - Routes targets, Number, Shape, space and measure
- **PSED**- Self-care and independence, Relationships and others, Feelings, Behaviours and Morals

Pupils in Complex Needs/PMLD/SLD classes will also be assessed in:

- **Physical Development** - Gross Motor, Fine Motor, Swimming

Pupils in autism or SLCN classes will also be assessed in:

- **Symbol Exchange (Branch 2-9)**

New pupils will be baselined within the first 6 weeks of starting at Hob Moor Oaks Academy.

EYFS Assessment

Children in the Early Years Foundation Stage at Hob Moor Oaks are assessed in line with the Ebor Academy Trust Assessment cycle using the Cherry Garden Assessment Framework via Tapestry Online Learning Journal in line with the wider school. Where it is judged appropriate by the Head of School and class teachers, pupils in Reception will participate in the Reception Baseline Assessment within the first six weeks of attendance at Hob Moor

Oaks. At the end of the Reception year, teachers will complete an Early Years Early Foundation Stage profile. [EYFSP](#)

Statutory Assessment

At the end Key Stage 1 and 2 Statutory assessment arrangements for pupils working below the standard of national curriculum tests and teacher assessment frameworks are set by the Standard and Testing Agency (STA) and Department for Education (DfE). Hob Moor Oaks will report if any children are planning to complete the tests, along with the number who are working below the standard.

From the 2021/22 academic year, it is statutory for schools to use "The Engagement Model" or Pre-Key Stage Standards at KS1 or 2 to assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2. Hob Moor Oaks Academy will use the Engagement Model to assess pupils working below the standard of national curriculum assessments and not engaged in subject-specific study at the End of Key Stage 1 and 2.

We will report which pupils are assessed The Engagement Model or The Key Stage 1 or 2 Standards in Year 2 and 6 to the STA and DfE.

Observations:

At Hob Moor Oaks Academy we aim to ensure we evidence learning and progress via Tapestry Learning Journal, annotations and informative assessments using the Cherry Garden Framework.

The main, essential reason for completing observations is to understand the pupils, recognise their interests and skills and to find out how they learn through play, the learning task or other opportunities within the school day.

A good observation "**remarks on the remarkable**" describes "what happened?", this could be what has occurred "in the moment", the interaction that is taking place between the pupil and either another pupil, an adult or an object, the learning which has taken place and the process which has occurred. The description doesn't need to be long and cumbersome, but should paint a picture of what is occurring with that pupil, it should include any key visuals, language or items used, by both the pupil and the adult.

Using the pupil's voice is a great way to show how the pupil has engaged with their learning. Quoting the pupil is a very effective way to do this as it clearly shows the pupil's ideas, thought processes and how they are

engaging with others around them. For some pupils commenting on their facial expressions, body language or movements will be a key part of their observation of learning.

Good observations give a clear insight into the pupil's learning and, over time, they should show progression.

When observing the class team should look for:

- New skills that the pupil demonstrates that hasn't been seen in previous observations
- Learning which builds upon skills or knowledge
- Interests that the pupil demonstrates
- How they are showing the characteristics of effective learning in their play.
- Time engaged in a learning activity
- Tools used to support learning ie visual task plan, symbols, key language, modelling or adult support needed.

High quality annotations should link to a Cherry Garden Branch Map, referencing what is described in the observation annotation and the level of refinement which has been observed.

Within each branch target there will be 3 refinements: Emerging, Developing and Secure. For each branch to be considered completed, there will be an 80% threshold of Secure.

Further information on each subject branch can be found here:

[Cherry Garden Branch Maps](#)

Moderation:

Internal and external moderation takes place to ensure teaching teams are assessing pupils accurately and consistently. This process benchmarks our pupils assessment against other external education settings.

Learner Achievement Meetings (LAMs)

During week 10 of each assessment cycle the Senior Leadership Team (SLT) will analyse the data for all individual pupils, class groups and cohorts of pupils. This assessment data will be discussed within a Leadership meeting and with class teachers in LAMs. Pupils making exceptional or slow progress may be identified and action plans put into place to monitor the progress over the following cycle or assessment period. The key headline data will be shared with the school governors at their relevant meeting, this data may also be discussed with the School Partnership Officer in the termly meeting.

Assessing Personal Progress

All pupils at Hob Moor Oaks Academy have an EHCP, which are reviewed on an annual or bi-annual basis. During the EHCP meeting, the long term outcomes for the next 3 to 5 years are discussed, and amended if necessary, along with reviewing and updating current short term outcomes.

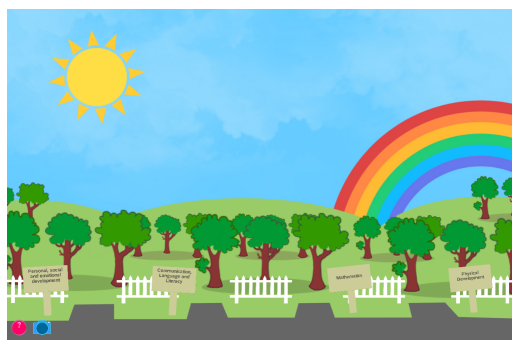
Alongside the Cherry Garden Assessment Framework, all pupils have Specific, Measurable, Achievable, Realistic and Time-bound, (SMART) short and long term outcomes set at their EHCP meeting, and these are monitored, reviewed and updated on an annual or 6 monthly basis depending on the age of the pupil. Pupils in Nursery or Reception have 6 monthly EHCP meetings, from Year 1 pupils have an annual EHCP meeting, which falls in line with the school meeting cycle, Autumn Term - Year 5 and 6, Spring Term - Year 3 and 4, Summer Term - Year 1 and 2.

These short term outcomes are reviewed on a termly basis, or more or less frequently, as necessary. Where pupils achieve rapidly, it is expected that a teacher will adjust expectations or introduce new learning outcomes to reflect the pace of learning, in line with the long term outcome.

Short Term Targets can be sourced from a range of sources, including The Autism Education Trust Framework, MAPP, MOVE or SCERTS, a document compiling all of these documents can be found here: [HMO Assessment and Target setting tool kit](#). This tool kit will be updated when appropriate frameworks are identified.

At Hob Moor Oaks Academy we monitor overall progress of all pupils on their EHCP targets using Achieved, Partially Achieved or Ammended. These are collated on a Learning Intentions Tracker document, allowing for a whole school overview at a glance, for the current and previous academic year.

Achievements at Hob Moor Oaks Academy



When using the Cherry Garden assessment framework there is the opportunity for the individual pupils' progress to be displayed as a visual display of a "Cherry Garden Orchard" visible to staff, pupils and parents. The four areas which build an orchard are: PSED, Mathematics, CLL and Physical development.



If a pupil is working in branches 1-4, they will have a flower for each strand instead. The petals on these flowers represent each statement and they will grow in size as the average refinement increases and will deepen in colour as more observations demonstrating the statement are made.



The tree is for those working in Branch 5 onwards, leaves will grow on the tree as the pupil is observed as having secured their learning in each statement. By clicking on the leaves, you can see the corresponding observations or a note if the assessment was made as part of the baseline.

An example of a pupil's Cherry Garden Orchard, showing progress both on Branches 1-4 (flowers) and Branch 5 onwards (trees).



Alongside their Tapestry Learning Journal pupils will also build up an Achievement folder. This folder will contain Golden Leaf Award certificates and other Golden Moments or highlights from their school year. This paper based folder will be shared with pupils when they leave Hob Moor Oaks Academy, usually at their Year Six Leavers Assembly, or sooner if a pupil leaves the school.

The Achievement folder will include a certificate for the following areas each term:

- **Communication, Language, Literacy**
- **Physical Development**
- **Mathematical Development**
- **PSED**
- **Creative Development**
- **Understanding the World**

Templates of these certificates can be found here: [Achievement Certificate Examples](#)

Review of the Policy

Due to the changes being made to assessment systems in school, the Assessment Policy will be subject to review as and when required.