

Chesham House School

Assessment Policy

POLICY – Assessment

Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Rebecca Smith, Headteacher
September 2026
Proprietor Representative: Andrew Sutherland
Regional Lead: Richard George

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Student	Any child or young person under the age of 18, or young adult over 18 who receives education.
Headteacher	The senior person with overall responsibility for the school/college.
Teacher	Members of staff who have teaching responsibility for students at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual student; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the student or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School/College Profile

Chesham House School is an independent SEMH day school providing education for students ages 10-18.

At Chesham House School we believe that every child can succeed and we have to find a way to support them to achieve. We foster this through our values of Respect, Resilience and Aspiration. We build strong relationships that are based on respect, integrity and unconditional positive regard. To create a culture that is inclusive; a positive and encouraging environment for all pupils, without exception, to support them in becoming ready for the wider world.

2. Purpose

This policy applies to Chesham House School and sets out the organisational standards for safe, compliant and responsible Assessment practice.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Students
- Visitors and contractors (where relevant)

This policy enables Chesham House School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A**.

4. Local Adaptation Requirement (*Adapt Locally*)

Some sections in this policy are marked **Adapt Locally**. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts). **

Where England-specific statutory references appear in the universal policy, sites in Wales and Scotland insert their own national equivalents into the marked **Adapt Locally** sections.

All local additions must be:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context (Universal)

Chesham House School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendix A**, which summarises the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. Policy Statement

Assessment exists to move Students forward in their learning. Ongoing monitoring gives the education team a clear view of what knowledge has been remembered, which skills have been secured, and which concepts are understood. This informs day-to-day teaching, medium-term planning, and broader curriculum leadership, and it helps Students to raise their own expectations by understanding their progress and next steps.

Our approach to assessment:

- **Personalises learning** by building a rounded picture of each Student's strengths and development needs, supporting a curriculum that is right for each Student and enabling informed choices.
- **Enriches classroom practice** by anchoring lessons and Teachers and Student's dialogue in a shared understanding of progression.
- **Strengthens curriculum planning** by ensuring short- and medium-term plans start from what Students have achieved and found difficult; subject and curriculum leads use wider evidence of response and progress to adapt long-term plans.
- **Enables robust tracking** of progress against individual targets evaluates the impact of interventions, and supports clear reporting to parents/carers, other professionals, and Local Authorities.
- **Provides evidence for improvement** at site and organisation level—showing the effectiveness of the curriculum, priorities for improvement, and contributions of individual colleagues and teams.

Assessment aims to:

- Give a transparent, evidence-based picture of progress in behaviour and personal development, often the foundation for wider academic progress.
- Set out a clear baseline for each Student on entry (literacy, numeracy, emotional and cognitive development), and report progress to parents/carers and Local Authorities.
- Compare progress within and across sites to determine what constitutes good progress.
- Triangulate diverse evidence—external exams, in-class observation, attendance and behaviour data, and Student self-evaluation.
- Show progress in relation to education, health and care plans
- Enable all colleagues to contribute meaningfully to learning and assessment.

7. Principles for Good Assessment Practice

Good assessment practice:

- Is based on clear curriculum intentions.
- Is an integral part of classroom activity.
- Is appropriate to the task and context.
- Focuses on learning processes as well as outcomes.
- Draws on a wide range of evidence.
- Involves Students in reflection and review.
- Identifies strengths and development needs.
- Informs understanding of individual progress.

We use assessment to:

- Help students understand their strengths, areas to develop, and targets so they can take an active role in their learning.
- Enable Teachers to know students well, monitor progress, and plan forwards for individuals and groups.
- Provide a shared language to describe achievement and progress, supporting constructive dialogue with Students, colleagues, and parents/carers.
- Give subject and whole-School leaders a framework to monitor schemes of work, support colleagues they line-manage, and evaluate progress in their areas.
- Provide Headteacher and the senior leadership team with an accurate picture of achievement and progress across the site(s) to inform curriculum planning, self-evaluation, and performance management.

8. Rationale

Assessment is a vital link in the cycle of planned learning experiences. Sensitive, well-judged assessment recognises each Student's achievements, supports motivation and self-esteem, and improves teaching by giving precise feedback. We provide Students with regular feedback so they understand what to improve and why. Planning is based on detailed knowledge of each Student, and parents/carers receive regular reports so that Teachers/tutors, Students, and families work together to raise standards and wellbeing across our sites.

In short: assessment draws together effective practice from within and beyond our School/College into a coherent framework that directly feeds tracking, planning for improvement, and raising attainment.

9. Aims and Objectives

At our School, we educate and nurture the whole Student, providing opportunities to discover and develop talents and abilities. We cultivate a culture of achievement within a vibrant, stimulating environment, using appropriate differentiation and positive reinforcement at all levels of ability. Our vision is for Students to become confident, independent, lifelong students who contribute to wider society and global challenges.

How assessment supports our aims

Achievement & reinforcement

- Create a culture of achievement with positive reinforcement for all abilities.
- Support learning by identifying strengths and development areas; help students evaluate progress and reach their highest attainable outcomes.
- Close gaps between potential and current performance.

Meeting individual needs

- Enable teachers to identify needs (including additional support) and plan work that accurately reflects each student's profile.

Innovation with strong foundations

- Provide information and guidance on up-to-date assessment methods without losing traditional strengths.
- Prepare Students for transitions within and beyond the School, including FE and onward destinations.

High-calibre staff and professional learning

- Offer ongoing CPD so colleagues are confident in assessment.
- Monitor and develop the curriculum; evaluate teaching impact.

Environment and communication

- Maintain a high-quality learning environment characterised by trust, respect, and purpose.
- Ensure meaningful, regular communication with parents/carers (and care homes where relevant) about achievement and progress.
- Provide Headteacher/Principal and SLT with the information needed to judge effectiveness.

Educating the whole Student

- Enable Students to demonstrate what they know, understand, and can do; make clear what needs to happen next.

10. Principles of Assessment

We base our work on research-informed approaches:

- **Summative assessment** planned and conducted frequently as a reflective process after tasks or units.
- **Shared criteria: Students and Teachers/tutors** co-own success criteria.
- **Student agency:** self-assessment and target-setting are central.
- **Appropriate challenge:** results inform targeted stretch and support.
- **Assessment-aware planning:** plans recognise the full range of outcomes and how Students learn.
- **Professional skill:** assessment is a core professional competence.
- **Sensitivity:** assessment has emotional impact; feedback is constructive.
- **Motivation:** approaches build confidence and engagement.
- **Clarity on goals:** commitment to learning intentions and success criteria.
- **Actionable feedback:** guidance shows how to improve.
- **Developing self-regulation:** Students recognise next steps and how to achieve them.
- **Formative emphasis** in routine practice; summative checks termly to track progress.

11. Processes: What We Do and When

See Appendix B

12. Roles and Responsibilities

Headteacher will:

- Hold overall responsibility for monitoring and evaluation of Student progress and achievement.
- Monitor assessment processes for fidelity and consistency.
- Ensure judgements are moderated, recorded, and evidenced at individual and subject level.
- Report regularly to senior leaders on performance.
- Ensure Local Authorities and parents/carers receive timely progress reports.
- Ensure every Student has an identified tutor/mentor for timetabled progress reviews.
- Chair Annual Reviews where required

SENCO will:

- Arrange baseline assessments and periodic objective assessments; co-develop Pupil Profiles and related plans with education staff to inform teaching and interventions.
- Enable regular reviews against ILP and EHCP targets drawing on academic and personal development evidence
- Coordinate reports that feed the statutory annual review process, including Student contributions.

Teachers will:

- Ensure baselines are in place for all Students in their area.
- Embed assessment in schemes of work and monitor consistent use.
- Moderate assessments where multiple colleagues teach the subject
- Use assessment evidence to inform short-, medium- and long-term planning.
- Contribute to ILP and EHCP reviews
- Produce an annual subject progress report.
- Make assessment integral to every lesson using the Chesham House Blueprint (clear objectives, success criteria, responsive teaching, consolidation).
- Provide Students with opportunities to reflect on learning and understand progression in the subject.
- Offer regular written and verbal feedback—celebrating what's been achieved and specifying next steps.
- Monitor and evaluate progress to inform future planning.
- Attend to both academic and personal progress.

Support Staff will:

- Know the lesson plan and their role (e.g., target group support, specific individuals).
- Understand the assessment objectives for the students they support.
- Record performance as directed for later discussion and planning.
- Attend to both academic and personal progress (incl. behavioural targets).
- Contribute actively to periodic progress reviews.

External Support Staff will:

- Contribute to baseline/admissions/referral processes; lead on diagnostic assessments in their discipline.
- Participate in target setting; advise colleagues on supporting therapy-related targets.
- Conduct clinical interviews/assessments and psychological risk assessments as needed.
- Undertake observation assessments in classrooms, residential units, trips, gym, and other learning environments; occasionally with primary caregivers.
- Contribute to integrated reviews; provide reports for the annual review process.

Students will:

- Share views of progress on entry and at reviews.
- Know personal development targets and how to work towards them.
- Engage in peer and self-assessment during lessons and at the end of modules.
- Discuss achievements, challenges, and attitudes with identified staff.
- Make their statutory contribution to annual reviews.

Parents/Carers will:

- Respond to periodic reports, sharing perceptions of progress and development areas.
- Be aware of key targets set through annual reviews and contribute actively.

Local Authorities will:

- Provide relevant prior attainment, background, and learning/behaviour information at admission.
- Participate in periodic reviews of progress.
- Facilitate additional support (e.g., CAMHS)

13. Recording

- We keep up-to-date records of Students' achievements. While primarily formative, records also underpin reports and parent/carer consultations.
- Teacher Assessments and summative reports are recorded and shared with the Headteacher, deputies, relevant staff, and parents/carers.
- Teachers/tutors record assessment results at intervals throughout the year, shared and communicated via a QA calendar
- Daily handovers facilitate two-way communication with parents
- Judgements are based on work reviewed in varied contexts; teacher notes capture attainment demonstrated orally or through less tangible activity.

14. Feedback to Students

- Feedback explains how well a student has done and what to do next.
- We prioritise in-lesson verbal feedback; meaningful written comments are also provided using our agreed marking policy
- Work may also be graded in line with marking criteria for final assessment where appropriate.

15. Reporting to Parents/Carers

We use a range of strategies to keep parents/carers fully informed:

- Half termly reviews
- Termly parent/carer afternoons
- Termly written reports
- Phone calls to discuss excellent work or concerns
- Informal verbal updates at the start/end of the day (where appropriate)

Parents/carers are encouraged to contact the school with any concerns; they should feel informed, involved, and confident in our procedures.

Written reports

Each subject provides a formal written report based on summative assessment at the end of each half term and term. Reports highlight strengths and give clear guidance for addressing any areas for development. Reports are phased across the academic year to align with key milestones.

See Appendix C for Rewards Overview

16. Students with additional needs

- Where students face challenges accessing the taught curriculum, assessment arrangements may be modified to meet need without compromising outcomes or marking integrity.
- Adjustments vary by student and are at the discretion of teachers, may be informed by any educational psychology recommendations and agreed with parents/carers as appropriate.

17. Quality Assurance, Moderation, and Data Use

- **Moderation** occurs routinely within subjects, across subjects, and—where possible—across cluster schools to secure consistency.
- **Quality Assurance: Data Reporting** - identify patterns, evaluate interventions, and inform curriculum/CPD priorities.
- **Site-level** and **organisation-level** views allow benchmarking and sharing of effective practice across our privately owned specialist sites.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Chesham House School Assessment and Marking

Appendix C – Rewards Overview

Appendix A — England

The legal and regulatory frameworks and guidance underpinning Assessment in England.

Education (Independent School Standards) Regulations 2014 — Part 1 Quality of Education

- **Means:** Curriculum & assessment must secure progress; inspected under ISS Parts 1 & 8.
- **Requires:** Assessment cycle, moderation, SEND adaptations.
- **Our stance:** One organisation-wide assessment model + site addenda.
- **Implementation Example:** Half-termly moderation; termly rapid-cycle intervention review.
- **Links:** [Independent School Standards \(Regulations 2014\)](#)
[DfE guidance on meeting the ISS](#)

Children and Families Act 2014 (Part 3) & SEND Regulations 2014

- **Means:** Legal basis for **0–25** SEND, incl. EHC assessments/plans and multi-agency duties.
- **Requires:** Clear referral routes; evidence packs for EHC assessments/reviews; termly progress feeding outcomes.
- **Our stance:** Annual review = data-in, decision-out with one collated evidence set.
- **Implementation Example:** Pre-review bundle from MIS (-2 weeks); actions closed within 10 working days.
- **Links:** [Children and Families Act 2014 — Part 3 \[gov.uk\]](#)
[SEND Regulations 2014](#)

SEND Code of Practice (0–25)

- **Means:** Statutory guidance on identification, assessment and graduated response across Schools/Colleges/FE.
- **Requires:** APDR cycles; measurable targets; assessment evidence linking provision and reviews.
- **Our stance:** Every SEND target states measure, cadence and responsible practitioner.
- **Implementation Example:** Two live APDR cycles per term; SENCO monthly QA sample.
- **Link:** [SEND Code of Practice \(0–25\)](#)

Ofsted — Education Inspection Framework (EIF)

- **Means:** Inspects Schools and sites FE; assessment is a core evidence stream.
- **Requires:** Assessment informing adaptive teaching; triangulated evidence; proportionate data use.
- **Our stance:** Evidence “assessment for learning” mainly via work + student conversations.
- **Implementation Example:** Subject deep-dive folder: curriculum map, typicality samples, adaptation notes, progression narratives.
- **Link:** [Education Inspection Framework \(current\)](#)

Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for all Schools/Colleges; SEND students may be more vulnerable.
- **Requires:** Planned curriculum/assessment of safety knowledge and digital resilience; clear recording/escalation.
- **Our stance:** Safeguarding objectives embedded in PSHE/RSE; termly knowledge checks reviewed by DSL.
- **Implementation Example:** Half-termly online-safety checks; targeted sessions adjusted from outcomes.
- **Link:** [Keeping children safe in education 2026: September 2026](#)

Equality Act 2010 — Education

- **Means:** Anti-discrimination and reasonable adjustments duties across teaching/assessment (incl. FE).
- **Requires:** Anticipatory adjustments for assessments; monitor impact on participation/attainment.
- **Our stance:** Run an “assessment accessibility checklist” before major summative points.
- **Implementation Example:** Alternative formats (scribe/reader/AT) logged as normal way of working for awarding bodies.
- **Link:** **Equality Act 2010: advice for schools (DfE)** — <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Chesham House School

Assessment, Marking and Feedback

Created: 26/03/26

Reviewed: 01/09/26

Chesham House School – Assessment

Our Values and Ethos

At Chesham House School we believe that every child can succeed and it is our responsibility support them to achieve. We build strong relationships that are based on respect, integrity and unconditional positive regard. Creating a nurturing environment, using the six principles of nurture and trauma informed practice, is crucial to enable and support success whilst maintaining high expectations across the cohort.

Assessment Overview

The assessment process for students at Chesham House School begins during consultation, continues during the transition period and then throughout their education with us.

During the consultation process we assess their suitability for Chesham House School, gathering information from parents/ carers, schools and other professional to identify if Chesham House School is the right fit for the individual.

Diagnostic Assessments and Transition

If, after a consultation period, a placement is agreed diagnostic assessments are then completed during a two-week transition timetable. A student will be placed on one of three curriculum pathways; Aspire, Belong or Connect. The nature of their diagnostic assessments will differ depending on both their individual needs and pathway but a typical example is shared below;

Diagnostic Assessments Transition Timetable – Week One			
NGRT	NGST	NGMT	SDQ
Transition Timetable – Week Two			
English (GL PT)	Maths (GL PT)	Science (GL PT)	Motional
RRS	Emotional Literacy Checklists		

We complete both academic and SEMH assessments during the transition process and this allows us to form a comprehensive and holistic overview of the child's needs, strengths, abilities and areas of vulnerability. This ensures that the provision and intervention offered, alongside support strategies, is appropriately tailored to promote successful engagement, improve emotional wellbeing and encourage positive educational outcomes.

After two weeks, students will be fully immersed into our lessons and curriculum. Students will then complete baseline assessments in each subject, these baselines focus solely on academic knowledge within that subject and these are completed half-termly in conjunction with the introduction of a new topic.

Subject Specific Assessments

During each half term students complete a baseline, mid-point and end point assessment. This enables leaders and teachers to track and assess student progress, enabling them to plan for future topics based on acquirement of knowledge.

In addition to this, formative assessment takes place throughout the teaching sequence allowing teachers to adapt their content to suit the requirements of students.

Agreed Assessment and Marking Practices

<i>Type of assessment</i>	<i>What does it involve?</i>	<i>When does it occur?</i>	<i>Why does it take place? What does feedback look like?</i>
Diagnostic Assessments	A range of academic and SEMH assessments	On entry	These assessments support staff to understand the students' needs and gaps in learning.
Baseline Assessment	A short, multiple-choice assessment	At the beginning of a topic	The purpose of a baseline assessment is for teachers to identify what students do not know, so that gaps can be closed before accessing new content. Teachers need to consider what students must know before being able to access new content about to be taught. This assessment can be low-stakes and be self, peer or teacher marked. It could be completed as a quiz or form part of a Do Now
Mid-point Assessment	An assessment to check understanding of a topic during the teaching of it	At the mid-point of the topic, usually halfway through a term or half term	The purpose of the mid-term assessment is to check whether students are learning the new content. This essential knowledge will form the questions in the mid-point assessment. The assessment should be teacher marked and individual, or whole class, feedback is provided. Time is then given for students to act on this feedback
Endpoint Assessment	A summative assessment completed at the end of the half term / term	At the end of the topic	The endpoint assessment is used to check whether students can retrieve all of the new content to enable them to start to commit to long-term memory (knowing more and remembering more) When designing this assessment, teachers must consider what has been taught and what the essential knowledge is that students should be able to retrieve. This assessment is teacher marked and individual. Feedback is provided for students and time is given for them to improve their work /address misconceptions
SEMH Assessment	Assessments to track social, emotional and mental health development	Every half term Every term	Interventions are tailored to individuals depending on data from initial baselines during the transitional period, staff monitor progress carefully

			and data is tracked and collated across student's areas of need. These assessments link to their EHCP targets and outcomes and support their preparation for adulthood.
Assessment Tracker	Tracking assessment data in each subject	Every half term	An assessment tracker is used to ensure teachers and leaders are tracking progress over time in order to identifying areas for success and development
Chesham Marking	Marking books for agreed presentation; CHESHAM marking	Every four lessons	This is to ensure students books are of the highest standard and ensure they are able to make progress by revisiting the work in their book. It ensures teachers can monitor their attitude to learning and support individual student performance

Target Setting – When a student completes their initial diagnostic assessments their initial targets are set. These targets are based on their SEMH needs and EHCP outcomes.

Students receive half termly or termly academic targets for each subject.

All of these targets are placed on the student's ILP and reviewed on a half termly basis. Reports are shared with the student and parents/carers each half term. Once per term we hold a review meeting whereby student progress is discussed in person with relevant individuals such as; parent/carers, social worker, key worker, form tutor, SENCo, other relevant external agencies.

EHCP Targets – Throughout the academic year we will focus on the key EHCP targets and outcomes. The progress of these will be tracked using the assess, plan, do, review process. There is a section on the ILP that documents these targets and the progress made towards them.

Formative Assessment

Formative assessment is used throughout lessons and is part of our Chesham House lesson blueprint. We use a range of strategic formative assessment models that enable us to assess progress throughout a lesson and allow for further adaptive teaching. Our formative assessment strategies are listed below;

- Mini whiteboards
- Turn and Talk
- Low-stake quizzes
- Exit tickets
- Self-assessment
- Questioning
- Consolidation of learning

Reporting of assessments

Teachers track both baseline and end point assessment data on the assessment tracker. This allows for leaders and teachers to track progress over time and identify any patterns or areas for development.

Assessment Framework

<u>Framework</u>	<u>What does this suggest about my progress?</u>	
	What are my strengths?	What are my areas for development?
Target not met – Emerging		
Working towards – Developing		
Target met – Secure		
Exceeding – Mastery		

Appendix C – Chesham House School Rewards Overview

