
Kingsbrook School

'A unique service for unique young people'

Assessment Procedure

Kingsbrook School

Southburgh
Thetford
Norfolk IP25 7TJ

31st August 2025
Review: 30th August 2026

Rationale

Assessment lies at the heart of the process of promoting students learning. It provides a framework within which educational outcomes are set and students' progress expressed and monitored. This should be done in partnership with students. Assessment should be incorporated systematically into teaching strategies to diagnose any problems and chart progress. In turn assessment will strengthen learning across the curriculum and enhance teacher's skills and judgements.

This local procedure outlines the purpose, nature, and management of assessment at Kingsbrook School.

Rights, Responsibilities and Roles

Upon admission all students are assessed using the WRAT 4 Assessment. This will provide a baseline assessment for reading, spelling, sentence comprehension and maths computation. The results will provide accurate age ability compared to their chronological age. This will enable staff to identify gaps in learning and develop their individualised curriculum to close the gaps. This assessment is then repeated on a termly basis to ascertain progress within all the groups in school.

The data gathered from the WRAT 4 Assessments enables staff to 'pinpoint' where; academically a student is working within the National Curriculum. A system of 'I Can' statements taken from National Curriculum expectations and the ASDAN programmes of study are used to plan a student's individualised curriculum. 'I Can' statements are 'signed off' when achieved and work is planned to help support your child through the next progressive 'I Can' statement.

Each week a student's mental health with regards to their education is tracked using the Progress Profile Grid. The progress profile grid tracks attendance, engagement, communication, and future hopes. Depending upon the scores, determines which group a student's needs would be best met.

VARK and SDQ assessments also take place to ascertain a student's preferred learning style (VARK) and to gain an understanding of a student's behaviour conduct, social skills, self-esteem and self-confidence. This enables staff to develop a personalised social skills and emotional literacy programme to develop these areas.

All 'new' students are provided with a student analysis, where, areas such as attendance, engagement, WRAT 4 results, focus and concentration and potential future outcomes for living and work, with varying degrees of support required and their next educational placement post discharge, are all scored. The scoring indicates which curriculum 'path' would be most appropriate for the student. Kingsbrook School has four curriculum paths for students to follow:

Aspects of the National Curriculum

ASDAN Bronze, Silver and Gold Award

Certificate of Personal Effectiveness (CoPE)

Personal Progress

The curriculum paths are aimed towards though not exclusive to the following levels:

Aspects of the National Curriculum – Key Stage 3 and 4 students who are working towards or are at age expected levels.

ASDAN Bronze, Silver and Gold Award – Working at the high end of Entry Level 3 – Functional Skills Level 1 and 2/GCSE's

Certificate of Personal Effectiveness (CoPE) – Working at Functional Skills Level 1 and 2/GCSE's

Personal Progress – For students working at and below Entry Level 1

Curriculum paths and programmes of study can be combined based upon the needs of students and their engagement.

The student analysis is repeated on a termly basis to further evidence that a student's curriculum path is the most appropriate programme of study for them. It is recognised that a student's mental health can significantly impact upon their ability to engage with their education and thus affect their educational outcomes. As their mental health improves, a higher-level programme of study can potentially be accessed by the student. The regular reassessment of the student analysis ensures each student has access to a programme of study that will enable them to reach their full potential. Termly targets that formulate the student's Individual Learning Plan Targets and Positive Behaviour Support Plan Targets are formulated based upon the outcome of the student analysis. Targets are set to support the student to progress with their attendance, engagement, focus and concentration and their functioning ages from the WRAT 4 results.

At Kingsbrook School:

We will assess all students regularly, in a valid and reliable way against consistent standards to inform teaching, help students to make progress and to celebrate their achievements. We will involve students actively in their own learning by teaching them how to understand and use assessment criteria, including those for external examinations, and how to assess their own and others' work. We will provide students with meaningful feedback so they know how much progress they have made and what should they do in order to improve further.

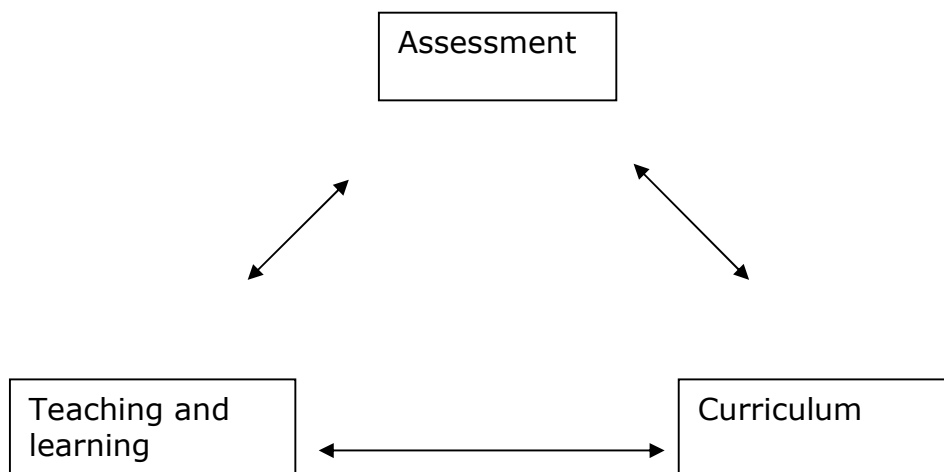
Students:

Students will engage fully in the assessment process, by trying their best in both informal and formal assessments. They will also carry out self-assessment, and by helping their peers through peer-assessment, where possible. During formal assessments, including external examinations, students will follow the exam regulations as specified by examination boards, including those regarding plagiarism.

Conditions for Effective Assessment

All the activities of a school are geared to effective learning.

Assessment local procedures and practice are a key element in this, together with an appropriate curriculum and good teaching.



Effective learning will only come from an approach that recognises the importance of this interaction. Assessment informs both teaching practice and curriculum design with information about each student's abilities, needs, and aspirations and how these change as they progress.

Assessing Student Progress

Research suggests that students make the best progress when they know:

- the assessment outcomes (we tell them what they are going to learn)
- how they will be assessed (we tell them what they will have to do to meet the assessment criteria)
- how they are going to learn (i.e. we tell them what they are going to do for the lesson or series of lessons)
- how to meet the assessment criteria (i.e. we provide task sheets with assessment criteria, exemplars of work at different levels etc.)

- how their work has been assessed (i.e. we write comments and marks/levels which tell them how they have performed in relation to the assessment criteria, and what they need to do to improve further).

Assessing student progress is a structured approach to personalised assessment, enabling teachers to make secure judgements about the standard of students' work, refine teachers' understanding of progression and help students understand what they need to do to improve. This also enables teachers to track students' progress over time, provide diagnostic information for planning and interventions, support the transfer between classes and key stages, and inform curriculum planning. As such ASP at Kingsbrook School both provides a framework for assessment practice in lessons and also informs wider school planning.

Assessment for Learning (AfL)

AfL, sometimes referred to as formative assessment, is the process for identifying what the learner has achieved to plan the next steps in teaching and learning. Feedback is provided to the learner in such a way that either the teacher adjusts the teaching to help the learner learn more effectively, or the learner changes her/his approach to the task, or both. Unlike assessment of learning (see below), AfL can be a joint activity between students and teacher which moves both forward. AfL is not only part of our everyday classroom practice, but also an area of continuing development.

Targets for learning and mental health progression are set and reviewed on a weekly basis with students. A range of AfL strategies are used to monitor progress towards these targets.

- Verbal assessments to individuals
- Written comments
- Self-assessment using various methods (where possible)
- Peer assessment where a peer measures the students learning against the outcome (where possible).

Monitoring and Evaluation

Regular monitoring and evaluation of learner progress and attainment takes place throughout the academic year, ensuring that students are making at least good progress against and towards their academic targets.

Kingsbrook School has high expectations for all learners and sets aspirational and challenging targets, whilst maintaining realistic and achievable targets for all.

Having access to and using these tools to assess progress and attainment ensures that the school leaders can make accurate and valid judgments about learner progress and set further targets to ensure that where required, learners are closing the educational gap from prior educational experiences.

Moderation

In all key stages sample of works are collected across year groups and curriculum areas by class teachers or subject teachers. The pieces of work are annotated and then assessed. Assessed pieces of work are moderated by SLT, obvious discrepancies being discussed. The procedure helps to determine the validity of / provide evidence to inform of progression within the school and ensure individualised learning is taking place. This occurs termly in the form of a Workbook Scrutiny.

Feedback on Learning

The feedback of student's work is an important assessment tool which is essential for both progression in student learning and effective teaching. Giving specific feedback helps students to understand how they can improve.

Good practice is promoted through regular, accurate and consistent marking by all staff as part of a whole school approach to teaching and learning.

Sharing Learning Outcomes and Success Criteria

All staff should share learning outcomes and success criteria for each individual lesson. These should be displayed in the classroom as a point of reference for students and staff to enhance assessment opportunities. This enables the class to focus on the learning that is taking place.

Oral Feedback

Teachers and practitioners should ensure that there is a continuous dialogue with students throughout the lesson. This enables students to reflect upon, improve, refine and ultimately be successful in their learning. The use of open-ended questioning is vital to this process.

Written Feedback

Marking is specifically linked to the learning outcome and success criteria. It should identify elements of success and either an area to improve upon or a next step target. Students are given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.

Peer and Self Assessment

Peer and Self Assessment are important ways in which students are engaged in becoming self-critical and independent. Teacher modelling and whole class marking enable students to identify

their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon to create a mutually supportive atmosphere. This is undertaken where possible.

Assessment Journey

Upon arrival at Kingsbrook all students are assessed using the WRAT 4 Assessment. This will provide a baseline assessment for reading, spelling, and sentence comprehension and maths computation. The results provide accurate age ability compared to their chronological age. This will enable staff to identify gaps in learning and develop their individualised curriculum to close the gaps. For students who receive a standardised score of less than 89 in any of the key areas assessed, are placed onto intervention programmes that are incorporated into their curriculum to improve upon their existing scores. The WRAT 4 assessment is repeated on a termly basis to ascertain progress within all the groups in school. The expected level of progress for the WRAT Assessments is an increase in functioning age of 1 month between assessments.

The data gathered from the WRAT 4 Assessments enables staff to 'pinpoint' where; academically a student is working within the National Curriculum. A system of 'I Can' statements taken from National Curriculum expectations and the ASDAN programmes of study are used to plan a student's individualised curriculum. 'I Can' statements are 'signed and dated' when achieved and work is planned to help support your child through the next progressive set of 'I Can' statement.

Each week the impact a student's mental health has upon their ability to engage and therefore learn and make progress is tracked using the Progress Profile Grid. The progress profile grid tracks attendance, engagement, communication, and future hopes. Weekly progress profile grid targets are set in the key areas to ensure students are progressing along the grid with the final stage being independent and confident learners who are fully able to access their learning with a sense of hope and positivity for their future.

VARK and SDQ assessments also take place to ascertain a student's preferred learning style (VARK) and to gain an understanding of a student's behaviour conduct, social skills, self-esteem and self-confidence. This enables staff to develop a personalised social skills and emotional literacy programme to develop these areas.

Curriculum paths and programmes of study can be combined based upon the needs of students and their engagement.

The student analysis is repeated on a termly basis to further evidence that a student's curriculum path is the most appropriate programme of study for them. It is recognised that a student's mental health can significantly impact upon their ability to engage with their education and thus affect their educational outcomes. As their mental health improves, a higher level programme of study can potentially be accessed by the student. The regular reassessment of the student analysis ensures each student has access to a programme of study that will enable them to reach their full potential. Termly targets that formulate the student's Individual Learning Plan Targets

and Progress Profile Grid Targets are formulated based upon the outcome of the student analysis. Targets are set to support the student to progress with their lesson engagement, focus and concentration and their functioning ages from the WRAT 4 results.

Assessing Progress in Detail

Each week students are set learning targets for each subject area. These targets are whole or part of an 'I Can' statement which form the assessment criteria towards the award or qualification a student is working towards or the aspects of the National Curriculum the student is working upon.

The aim for the student by the end of the week when learning targets are reviewed is to be at the developing stage, if not mastered. The learning target grading directly links to Kingsbrook's marking procedure and a student's level of engagement and understanding of the learning target are measured. The learning target and marking procedure grading is as follows:

Codes given to indicate a student's level of participation and progress made towards their targets are as follows:

NO X D M A

NO = Not offered. This code is used for a subject or lesson that has not been offered. This will be used if an alternative activity is taking place at that time such as therapy or it was felt the student was not in a place to learn.

X = This code is used for refusals. Students are offered another two alternatives if the original task/lesson is refused, and it is only after the three options are all declined that a refusal code is given.

D = Developing. This code is used for the students who have participated as fully as they can within their lessons, but, at the end, have not fully understood or achieved the learning target for the week.

M = Mastered. This code is for students who have completed their lesson/s and have achieved the learning target for the week).

A = Application. This code is used for students who having mastered a learning target are then able to independently demonstrate their new knowledge and apply this to the next phase of their learning.

Expected levels of progress are very much determined by each individual student and take into consideration the impact a student's mental health has upon their ability to engage with their learning. This can understandably fluctuate, along with their mental health.

However, in terms of expected progress, a student who has mastered between 0-3 learning targets per week would be deemed to be working below expected progress, 4-7 at expected progress and 8 and above a student would be deemed to be working above expected progress.

Progress is also tracked using WRAT 4 and the terms for progress tracking in WRAT 4 are below expected, expected, good and aspirational levels of progress.

Below Progress = no increase or lower functioning age from previous assessment

Expected Progress = 1 month increase in functioning age from previous assessment

Good Progress = 2 month increase in functioning age from previous assessment.

Aspirational Progress = 3+ increase in functioning age from previous assessment