



Hollywater
School

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Assessment for Learning policy

Policy Updated	Agreed by Governors	Policy Review Date
July 2026 by Sarah Kitching	September 2026	September 2027

Scope

Our whole school policy for assessment relates to the ethos of the school and the aims and objectives we seek to achieve in all curriculum areas.

Purpose

- Assessment should be both formative and summative to enable teachers to make judgements about pupils' progress and set targets for the future.
- Assessment should inform planning, and short-term planning should identify differentiated approaches to meeting these highlighted needs.
- Assessment should be a collaboration between parents, pupils and teachers to enable each pupil to meet their potential.
- Where possible, assessment should be regarded by pupils as a positive learning experience.

Guidelines

Pupils at Hollywater School are assessed termly based on a range of factors unique to them. Evidence for this assessment is varied and moderated. Sources include developmental assessment frameworks, engagement profiles, understanding of engagement motivators, recorded observations (video, photographs, written), pupil progress meetings and professional opinion. The developmental assessment frameworks that form part of this process are also matched to the needs of the individual pupil and the overarching aims of the curriculum pathway that they are currently accessing.

Progress and attainment is judged using the following criteria :

- **Emerging:** Beginning, initiating, progressing, evolving, exploring.
- **Developing:** Advancing, improving, growing, maturing, refining.
- **Secure:** Established, proficient, confident, assured, accomplished.

These are recorded as Red, Amber and Green respectively for each area of development within their curriculum pathway. Pupil progress reviews are undertaken termly in October (baseline data and expected outcomes), March (mid-year data) and June/July (end of year data) and are led by the Deputy Headteacher. Within these reviews. discussion are had around whether the pupil is making :

- Below expected progress – interventions / support needed
- Expected progress – pupil is on track
- Above expected progress – pupil has exceeded expectations

In order for progress with a specific outcome or area to be defined as 'Above expected progress' the pupil's engagement motivators must be well understood. It must be evident that these have been utilised in the classroom environment to secure intrinsic engagement with learning: there must be evidence that the pupil is fully engaged in meaningful learning. The outcome(s) being judged must be relevant to the pupil's longer term aspirations and/or development. There is an expectation that the pupil will have made developmental progress, even if that is laterally via increased maintenance, fluency, independence or generalisation. Quantitative progress against outcomes or identified assessment frameworks is considered in making the judgement for the individual pupil but

its influence on the judgement is subjective based on the individual circumstances, disability and the general learning characteristics of the individual.

For a pupil to be considered to be making ‘Expected progress’ they will usually be making developmental progress, at least laterally, but the other cross-referenced and heavily moderated sources of evidence may suggest that this could be developed. Usually this will occur where a child’s engagement motivators are not well understood or classroom staff feel that they do not fully understand an aspect of the child’s development such as their expressive communication or self-regulation.

Where a child is making ‘ Below expected progress ‘ or their presentation of engagement and engagement motivators are not well understood. In these cases, prolonged discussion and observation of the pupil will take place in the identified area(s) of development and classroom staff will be supported by senior leaders (as well as identified multi-professionals) to better understand how to engage the pupil in learning and support their progress.

[Curriculum pathway assessment overview](#)

Hollywater School’s assessment approach is underpinned by our use of specific assessment frameworks linked to a pupils curriculum pathway – see curriculum pathway overview. For some pupils this also includes the Engagement Model. For these pupils qualitative recordings of pupil’s engagement in the areas of Initiation, Persistence, Anticipation, Exploration and Realisation are made regularly and used to build up a picture of how developed each of these are for each pupil. At Hollywater School we strongly believe that:

“Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress” (Hargreaves, 2006, Carpenter, 2010).

[Earwig – Hollywater School assessment tool](#)

At Hollywater School we use Earwig as an assessment tool to map pupil progress against an individualised curriculum. Part of this process is an assessment for learning cycle to ensure personalisation of planning and delivery of activities.



This assessment for learning cycle is used to assess progress against pupils personalised curriculum pathway. Teachers use it to evidence, assess and track progress. Linking evidence to support progress towards targets. Within the evidence gathering process teachers make comments on progress linked to learning objectives, they use photos/videos to evidence progress made and they make judgements on level of support needed and level of engagement shown. This evidence gathering process then enables the teacher to identify next steps in the pupils learning.

Earwig is not only used to assess progress against curriculum pathways. It is also used for evidencing and tracking progress against individual Personalised Learning Plan targets related to Cognition and Learning, Communication and Interaction, Personal, Social, Emotional and Mental Health and Physical and Sensory Development. These are linked to pupil's aspirations as set out in their Education Health & Care Plans (EHCP). Links are made to Preparation for Adulthood and developmental plans provided by Health professionals such as Speech and Language Therapists, Physiotherapy, Occupational Therapists and Mental Health professionals. Earwig provides a platform that allows clear and precise overviews of pupil progress towards their aspirational outcomes and ambitions.

As Earwig supports any assessment framework and any assessment model we use it across ALL pathways with ALL pupils.

[Marking](#)

Each child's development requires our understanding of their needs, personalities and growth within a happy, caring community. To ensure this ongoing development, and that each child realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child-centred. We see the marking of all work throughout the curriculum as an expression of the pupil's own achievement as well as a method of guidance and highlighting teaching points and targets. Progression in the marking system is sought as each pupil moves through the key stages. Both effort and achievement will be recognised. The purpose of any marking at Hollywater School should be as follows :

- To adopt a positive approach.
- To be constructive in all comments.
- To ensure that all marking is clear and understood by pupils, teachers and parents.
- To adopt a consistent approach to marking throughout the school.
- Where relevant, to include the pupil in the marking process.
- To ensure that marking becomes an integral part of the learning process.
- To take every opportunity to encourage and praise the pupil.
- Where appropriate, marking should include written target setting or evidence of target achieved.

At Hollywater school the following guidelines are followed when marking pupils work :

- Purple pen of progress should be used for marking.
- Appropriate stamps or stickers may be used to indicate personal achievement.
- Whole school / class reward systems should be given in recognition of effort made or to reward appropriate behaviour.

- In exceptional circumstances, a star of the day/week certificate and/or a special Head teacher's certificate may be awarded.
- Appropriate comments (date, teachers initials and information about progress) including next steps should be written at the end of the pupil's work.

When marking work and recording evidence within Earwig, teachers will use the following criteria which highlights the level of support needed when completing work. This may be used in conjunction with the Engagement model :



[Self-assessment](#)

Self-assessment is the process where learners evaluate their own progress, skills, or understanding in a specific area. It's a reflective practice that encourages pupils to take responsibility for their own learning, identifying areas where they excel and areas needing improvement. Where appropriate, self-assessment strategies will be introduced - these will range from pupils showing a thumbs up or thumbs down, pupils selecting a smiley face which highlights how challenging the work was or an in-depth discussion.

[Reporting to parents](#)

As part of our responsibility to provide information to parents and our desire to keep parents informed about the progress of their child, we will provide the following:

- Termly reviews of EHCP targets
- Annual EHCP reviews
- Autumn and Spring parent consultations in which parents are able to meet teachers, discuss progress and share and celebrate Earwig evidence
- 6-month review reports for pupils in Early Years which will include Earwig evidence
- End of year reports in June/July which will highlight and celebrate progress made throughout the year as well as Earwig evidence
- Copies of star of the day/week certificates and/or copies of any Headteacher certificates that have been awarded