

Pupil Assessment Policy and Procedure for Illuminate You, Learning for Life Lodge

Policy Name: Pupil Assessment Policy

School Name: Illuminate You, Learning for Life Lodge

Policy Date: 09.11.2025

Policy Lead: Headteacher

Approved by: Committee

1. Introduction

At **Illuminate You, Learning for Life Lodge**, we are committed to providing high-quality, individualized education for students with Social, Emotional, and Mental Health (SEMH) needs. Assessment is a key component in understanding each student's learning journey, identifying areas of strength and need, and ensuring that our curriculum and teaching methods are tailored to support every learner.

Our assessment policy is grounded in the principles of **T.R.I.B.E.—Trust, Respect, Impact, Belonging, and Enable**—and aims to provide a clear framework for assessing, recording, and reporting pupil progress.

This policy complies with the **Independent School Standards** and relevant legislation, including the **Children and Families Act 2014** and the **Equality Act 2010**.

2. Aims of the Pupil Assessment Policy

The aims of this policy are to:

- Provide a consistent, fair, and transparent approach to assessing pupil progress and attainment.
- Use assessment to inform teaching, set appropriate targets, and support individual learning plans.
- Ensure that assessment takes into account both academic achievement and social, emotional, and mental health development.
- Engage parents, carers, and students in the assessment process, fostering collaboration and shared responsibility for progress.
- Comply with statutory requirements and meet the standards outlined in **The Education (Independent School Standards) Regulations 2014**.

3. Types of Assessment

At **Illuminate You**, we use a range of assessment methods to capture a holistic view of student progress, including:

3.1. Baseline Assessment

When a new student joins the school, a **baseline assessment** is carried out to determine their starting point. This assessment covers both academic abilities and SEMH needs. The information gathered is used to create an **Individual Learning Plan (ILP)** tailored to the student's specific needs.

- **Academic Assessment:** Initial testing in core subjects such as Maths and English to determine the student's current level.
- **SEMH Assessment:** An evaluation of the student's emotional and mental health needs, which may include input from therapeutic professionals and the pastoral care team.

3.2. Formative Assessment

Formative assessments are ongoing and informal assessments that take place throughout the school year. These are used by teachers to monitor students' day-to-day progress, identify gaps in learning, and adapt teaching strategies accordingly.

- **Methods:** Observations, quizzes, classroom discussions, one-to-one feedback, and self-assessment by students.
- **Purpose:** To guide instruction and provide immediate feedback to students.

3.3. Summative Assessment

Summative assessments are formal assessments that take place at the end of each term or academic year. They provide a snapshot of student progress and attainment over a longer period of time.

- **Methods:** End-of-term tests, project-based assessments, and formal reports.
- **Purpose:** To evaluate the extent to which students have achieved the learning objectives set for them.

3.4. Holistic SEMH Assessment

Given the specific needs of our students, we also conduct regular **Social, Emotional, and Mental Health (SEMH) assessments**. These assessments help us track emotional and behavioural development and ensure that appropriate support and interventions are in place.

- **Methods:** Emotional well-being check-ins, therapeutic assessments, behavioural logs, and counselling feedback.
- **Purpose:** To support the development of emotional resilience, social skills, and overall mental well-being.

4. Assessment Procedure

4.1. Baseline Assessment Procedure

- **Timeline:** Baseline assessments are carried out within the first four weeks of a student's enrolment.
- **Responsibility:** Class teachers, along with the SEN coordinator and therapeutic staff, are responsible for conducting and compiling baseline assessment results.
- **Outcome:** Results are used to create or update the student's **Individual Learning Plan (ILP)** and inform short- and long-term targets.

4.2. Formative Assessment Procedure

- **Frequency:** Formative assessments are ongoing throughout the year, embedded in daily lessons and activities.
- **Feedback:** Teachers provide regular, constructive feedback to students to help them understand their progress and areas for improvement. Feedback is both verbal and written, depending on the assessment type.
- **Parent Communication:** Teachers communicate formative assessment insights during parent meetings and through informal updates when necessary.

4.3. Summative Assessment Procedure

- **Timeline:** Summative assessments take place at the end of each term, with a final assessment at the end of the academic year.
- **Report:** A written report is provided to parents at the end of each term, outlining the student's academic progress, SEMH development, and overall well-being.
- **Review:** Summative assessment results are reviewed by the Senior Leadership Team (SLT) to evaluate overall school performance and identify areas for curriculum development or targeted interventions.

4.4. SEMH Assessment Procedure

- **Frequency:** SEMH assessments are conducted termly, or more frequently if required based on the student's needs.

- **Support:** Results from SEMH assessments are shared with the pastoral care team and therapeutic staff, who work collaboratively to provide appropriate interventions and support.
- **Progress Monitoring:** Emotional and behavioural progress is closely monitored, and adjustments are made to support plans as needed.

5. Individual Learning Plans (ILPs)

Each student at **Illuminate You** has an **Individual Learning Plan (ILP)** that is tailored to their academic, social, emotional, and mental health needs. The ILP includes:

- **Baseline data** from the initial assessment.
- **Specific, measurable, achievable, relevant, and time-bound (SMART) targets** for both academic and SEMH goals.
- **Assessment results** from both formative and summative assessments.
- **Strategies** for teaching and learning, including any adjustments for special educational needs (SEN).
- **Interventions** for SEMH support, as appropriate, including therapeutic programs or counselling.

ILPs are reviewed regularly by teachers, SEN staff, and the pastoral team to ensure they reflect the current needs of the student and continue to guide their progress.

6. Reporting and Communication

Illuminate You believes that clear communication with parents, carers, and students is essential to successful assessment and progress tracking. We are committed to providing regular updates on student progress through the following:

6.1. Termly Reports

- **Academic Progress:** A detailed report on the student's performance in core subjects and any additional subjects.
- **SEMH Development:** A summary of the student's social, emotional, and mental health progress, including any interventions in place.
- **Attendance and Behaviour:** Information on the student's attendance, behaviour, and participation in school life.

6.2. Parent-Teacher Meetings

- **Frequency:** Meetings are held at least twice a year, or more frequently if required.
- **Purpose:** To discuss the student's progress, provide feedback on assessments, and collaboratively set goals for the upcoming term.

6.3. Student Involvement

- **Student Voice:** Students are actively involved in self-assessment and reflection. They participate in setting personal goals and reviewing their progress toward these goals.
- **Goal Setting:** At the start of each term, students are encouraged to set their own learning and SEMH targets, with support from staff.

7. Use of Assessment Data

The data collected through assessments are used to:

- **Inform Teaching:** Teachers use assessment data to adapt lesson plans, differentiate instruction, and provide targeted interventions.
- **Monitor School Performance:** The Senior Leadership Team (SLT) reviews assessment data to identify trends, areas for improvement, and successes across the school.
- **Support School Improvement:** Assessment outcomes contribute to school improvement planning, curriculum development, and staff training needs.
- **Track Progress:** Assessment data are used to track both individual and whole-school progress against the **Independent School Standards**.

8. Inclusion and Access Arrangements

At **Illuminate You**, we recognize that some students may require additional support during assessments. We ensure that our assessments are inclusive by:

- **Adjusting** assessments for students with special educational needs or disabilities (SEND), in line with the **Equality Act 2010**.
- **Providing access arrangements**, such as additional time, assistive technology, or adapted materials, to support students who need them.

- **Offering alternative forms of assessment**, such as oral presentations or project-based assessments, to accommodate different learning styles and needs.

9. Monitoring and Review

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team (SLT) and the committee to ensure that it continues to meet the needs of our students and is in line with current educational standards and legislation.

10. Conclusion

At **Illuminate You, Learning for Life Lodge**, we are dedicated to ensuring that every student's progress is accurately assessed and supported. Through our tailored and holistic assessment approach, we aim to provide an environment where all students can achieve their full potential—academically, socially, emotionally, and mentally.

Policy Review Record

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