



**Five
Rivers®**

FIVE RIVERS CHILD CARE LTD

Assessment,
Policy &
Procedure –
Fountain
House School

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	01/09/2015
Policy Last Reviewed	01/09/2025
Date of Next Review	01/09/2026
Version	V9

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1. Fountain House Assessment Policy

1.1 Policy Statement

The assessment of student progress is an important part of the learning process and should lie at the heart of curriculum planning, teaching and programme evaluation. Effective assessments will give feedback about student needs and student progress. It will provide information and evidence of attainment for recording purposes and for reporting to students, parents and others. The student is central to the process of assessment and individual involvement in this process is to be encouraged, developed and valued. Assessment practice should have a positive impact on students' attitudes, motivation, achievement and self-esteem.

1.2 Terms and Definitions

The table below sets out terms and definitions used within this document:

Term	Definition
FHS	Fountain House School

1.3 Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Fountain House Assessment Procedure

The Head Teacher and Registered Manager have a responsibility to ensure that the school meets the statutory requirements in relation to assessment and the setting of targets.

The Headteacher should:

- Implement assessment for learning principles within the classroom
- Enable students to develop skills of self-assessment and peer assessment
- Identify students in need of support and liaise with the school senior leadership team
- Use agreed range of assessment methods and techniques to gather information in line with policy

Current assessment tool has been imbedded within Arbor:

- Record and track significant progress
- Review evidence and finalise TA
- Implement internal and external tests
- Contribute to discussion on performance data
- Report to parents/carers concerning student progress, attainment and next steps
- Ensure information is available for next teacher or next steps destination

2.1 The Benefits of Assessment

- Improved focus on the quality of teaching and learning
- Greater clarity of objectives and expectations in the classroom
- Clearer understanding of national standards
- Greater consistency and rigor in the assessment process
- Improved understanding among students of how they can learn most effectively
- Better appreciation among parents/carers of how they may support their children's learning

2.2 The Aims of Assessment

Assessment has a number of distinct purposes:

Formative	This is the on-going process in which students' positive achievements can be recognised, discussed and recorded.
Diagnostic	This form of assessment identifies learning difficulties which may be scrutinised and classified so that help and guidance can be provided
Summative	Provides a 'picture' of the overall achievement of a student at the end of a particular stage, phase or year.
Evaluation	It is a means by which some aspects of the curricular provisions of the school may be assessed. This process may result in the identification of any whole school needs whereby future targets can be set and built into the school's improvement plan
Ipsative	This is an attempt to improve on a previous personal best and has no external reference points.

Assessment is a continuous process at this school, and we assess for different reasons:

- To identify specific learning strengths and weaknesses
- To indicate the next step in the learning process
- To provide a vehicle for feedback, diagnosis and action
- To measure students' attainment against National Curriculum attainment targets
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement
- To encourage students to take ownership of their own learning and personal development through target setting and self-assessment
- To help the teacher to evaluate the teaching programme
- To assist in the evaluation of the school curriculum
- To inform parents/carers of their child's progress, attainment and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of students' attainment, skills, attributes and achievements

2.3 Assessment of Learning

Assessment of students' progress in a subject is fundamental to effective teaching. Assessment of learning tends to be summative and is carried out periodically. The results of these assessments are reported in a percentile fashion. These are linked towards the current NC levels and their year group expectations.

Assessment and progress may be set alongside national standards so that a student, parent, teacher or school can evaluate their performance against that of others.

The following table summarises the summative and formative practices which take place in this school.

Summative Assessment (Measuring Attainment)	Formative Assessment (Enabling Achievement)
Statutory tests	Clarifying learning objectives and success criteria at the planning stages
Non-statutory 'optional' tests	Sharing learning objectives and success criteria with students
Externalexaminations	Appropriate and effective questioning
Deciding Teacher Assessment levels	Focusing oral and written feedback around the learning objective
Recall questions which establish current knowledge	Raising student efficacy
Any data about student performance	Termly Reports (6 times a year)
Preferred Learning Styles of all Key Stage 3 students – VAK questionnaires	http://teachertools.londongt.org/index.php?page=VAK

2.4 Learning Objectives

Learning objectives are usually seen in terms of skills, concepts and knowledge. These are the learning objectives students need to learn for that lesson. The learning objective for that lesson must be appropriate and clear in order to enable the student to carry out the required learning effectively. Sharing learning objectives with the students in a way they can understand should now be common practice.

2.5 Success Criteria

It is important to help students to know and recognise the standards they are aiming for in set tasks.

2.6 Questioning

Thoughtful questioning promotes the active involvement of students in their own learning. Skillful questioning by teachers is key to enabling students to think further and independently.

2.7 Peer and Self-Assessment

Where student involvement is high there is maximum opportunity for learning to take place. When students are involved in the analysis and constructive criticism of their own work - reflection, pride, modification and improvement become a natural part of the learning process. Self-assessment is very powerful but to be really successful, students need to be fully supported to make constructive comments against criteria. Staff will meet at regular intervals to evaluate, monitor and plan for individual pupils.

2.8 Providing Quality Feedback

There are three generally accepted ways of giving written feedback to students in schools:

- Marks/grades/points
- Comments
- Marks/grades/points and comments

Just giving marks/grades or points for every piece of work can lead to complacency or demoralisation on the part of the student. This is mainly because a mark/grade focuses on the level of their ability compared to their peers. It compares a student with the norm or average for all students.

There is a place for this form of feedback, and it is generally carried out at the end of a unit, year or phase of education although even when work is given a mark/grade and comment, research suggests that students see only the former and not the latter. Work marked with only comments can increase the motivation and achievement of students.

It is therefore good practice to use marks, numbers and grades where appropriate, but staff are also encouraged to use comment-only feedback as well. These should relate to attainment and

effort, including how they can improve. Although this does not have to be done for every set piece of work, there must be evidence of diagnostic grading for each student. It is more helpful for staff to:

- Use comments that are constructive and
- Include targets for improvement
- Comment on attainment and effort
- Promote a dialogue between adults and students

However, in formal assessment when there is a mark scheme marks/grade should be given to enable students to understand the criteria behind their award.

2.9 Marking codes



Fountain House School Marking Codes



Whole School



Independently successful



Successful with some support



Considerable support required

Written work

SP

Spelling Mistake

~

Doesn't Make Sense

○

Capital Letter or punctuation missing

Feedback

EBI: Even Better If

This can be a way to improve your work, a short challenge, a recap or additional support.

SP x3

Write out the spelling mistakes that are written below SP x3 at least three times.

2.10 Starting Points

Effective feedback focuses on the lesson objectives. While presentation, quantity, grammar/spelling and effort are all important, if references are made to these aspects only, the main focus of the lesson has been marginalised.

Suggestions for improvement must focus on how best to close the gap between current and desired performance.

Give guidance about how to improve with specific strategies to apply that will move students on. Students must be given the opportunity for improvement to become embedded and applied in a different context. Aim to respond to written work within two weeks.

2.11 Oral Feedback

This is perhaps the most frequently used and interactive form of feedback in our school. It is used more readily in practical subjects and has a range of purposes, which include appraising, seeking clarification, redirecting learning and encouraging reflection.

2.12 Marking Techniques

There are several techniques, which could be employed over a short period of time:

Acknowledgement Marking - Often only a tick/initial is appropriate to record achievement, and it suggests that the main objective of the lesson was met.

Sampling - Over a period, say half a term, choose specific pieces of work for in- depth marking, self or peer assessment and random sampling.

Comment Only Feedback – Provide time for students to make improvements on their actual work after comment only feedback is given.

2.13 Review

This involves both the teacher and the student in reviewing and reflecting on assessment information.

The Head of Education is required to ensure that their staff are keeping a clear record of attainment awarded to students.

3. Baseline and Target Setting

We feel at FHS that our students are under enough pressure/stress when they first arrive, as well as already having encountered numerous negative experiences within their previous educational settings. Therefore, we baseline our pupils in the following ways:

- Undertake (at minimum), a weeklong induction, whereby each student takes part in a personalised timetable, looking at introduction lessons in core and foundation subjects.
- Perform 2 tests (Reading and Numeracy), which will provide us with basic information on their educational status.

- Each student has the opportunity to attend enrichment activities, which focus on developing their social and emotional targets.
- Staff incorporate games and key activities to build/strengthen relationships.

The head teacher will also undertake in-depth research into each student's background both in and out of their previous settings. Phone calls are made to those settings, thus building a portrait of each student, which in turn allows the staff team to construct a personalised timetable and embed each student into our assessment tool.

Each term, teachers will provide targets for all students. Targets are both realistic and aspirational. Progress towards these targets will be monitored by the Headteacher and the Head of Education and reported to parents or social workers each term.

3.1 Formal Assessment – Examinations

Where appropriate, pupils at KS2 will sit their formal examination period in line with the local authority either in house or as an external candidate depending on needs.

3.2 Formal Assessment – Classwork

Formal assessment of students' classwork will be based on the descriptors with the assessment tool and linked to the new National Curriculum. At an interval of at least once every term, all subjects should formally assess students to determine the progress made towards their accreditation.

National minimum expectations suggest that all students should make 100% points of progress per academic year and 33% points of progress per term, (under the current assessment tool). At FHS, we aim to achieve more through the level of work conducted on a weekly basis and the amount of transitional work conducted. However, this will depend on the needs and abilities of our students, but we always aim high.

4. Tracking progress

4.1 Example of progress made using the school's assessment tool:

Using our assessment tool, to make the same objectives above, we have set that each student must make 33% points of progress per term and 16.5% per half term.

The current assessment framework we are using within school, breaks down the 2014 National Curriculum programs of study for Key Stages 1–2. These are smaller, more manageable, assessment points that can be used to evaluate the performance of pupils who make atypical rates of progress in some or all aspects of their academic development.

For reporting purposes, each student will be assessed daily, according to what they achieve within the lesson objectives set across the FHS curriculum. From each lesson objective set, the overall effort made will then be recorded in conjunction with the 'Assessment Descriptions', as seen in the sample table below.

Example of our school's assessment framework:

Writing and Spoken Language Assessment Tracker			
Year 2			
Topic	Objectives	KD	Arbor
All topics	Total Percentage	93%	
Reading	1. Can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	4	Secure
	2. Can become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	4	Secure
	3. Can explore contemporary and classic poetry. Can continue to build up a repertoire of poems learnt by heart, recognising simple recurring literary language		
	4. Are introduced to non-fiction books that are structured in different ways.	4	Secure
	5. Can read short, pieces of text or their own writing aloud with some expression.	4	Secure
	6. Can begin to demonstrate an understanding of how basic punctuation affects how it is read such as question marks exclamation	4	Secure
	7. Can discuss and clarify the meanings of words, linking new meanings to known vocabulary	4	Secure
	8. Can answer and ask questions about the book to demonstrate understanding of longer texts read to them or at a level they can read independently.	4	Secure
	9. Can make inferences on the basis of what is being said and done and provide well-reasoned explanations for these inferences.	4	Secure
	10. Can predict how characters may act and provide well-reasoned explanations for these predictions.	4	Secure
	11. Can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	3	Gaining Skills and Understanding
	12. Can identify and discuss words and phrases that add detail and description.	4	Secure
	13. Can recognise simple recurring literary language in stories and poetry	4	Secure

For each subject area, pupils will be assessed against objectives created to meet the national curriculum and any other relevant frameworks relevant to the subject area and endorsed by Ofsted. In each area, pupils will have their competence assessed half termly. This will be done through formal summative assessments, formative assessments throughout the schemes, and through teacher observation. This will add to the overall percentile that is provided at the bottom of the document, which will provide an accurate reflection as to how much progress a pupil has made through that year group.

Example of Arbor: Assessment framework loaded up into Arbor

15 Jul 2025 DfE NC.Y3 Maths			
Bulk action ↕ ↻ Hide columns ▾			
Search this table			
Statement	Date	Mark	
Add and subtract amounts of money to give change,...			▼
Add and subtract fractions with the same denominat...			▼
Add and subtract numbers mentally, including: a thre...	15th May 2025	Secure	▼
Add and subtract numbers with up to three digits, usi...	9th Jun 2025	Secure	▼
Compare and order numbers up to 1000	4th Apr 2025	Secure	▼
Compare and order unit fractions, and fractions with ...			▼
Compare durations of events [for example to calcula...			▼
Count from 0 in multiples of 4, 8, 50 and 100; find 10...			▼
Count up and down in tenths; recognise that tenths ...			▼
Draw 2-D shapes and make 3-D shapes using modell...			▼
Estimate and read time with increasing accuracy to t...			▼

For core subjects, these are assessed through Arbor. Pupils will be marked out of 4 categories: Under Engagement, Engagement, Gaining Skills and understanding, and Secure. Pupils who have demonstrated an independent knowledge and understanding of the objective will be marked as secure, and teachers will use this information to develop schemes of work and interventions to help to raise standards and set targets.

The setting of targets alone does not raise standards. Teachers working with individual students raise standards. However, students must have ownership of their targets and need to know that support is available to them to help them to achieve this.

Targets are important for a number of reasons:

- a way of raising achievement levels for each individual
- a way of monitoring progress, assessing, and recording
- achievement a means of giving status to individual achievements
- and tasks
- a way of recognising and enhancing learning preferences
- a way of making learning student-centered
- a way of allowing students to take responsibility for their learning
- maintains a constant discussion about strengths and weakness.

4.2 Tapestry



Tapestry makes not only capturing evidence easy but also organising it and storing it. Evidence is linked to:

- Students,
- Assessments,
- PEP's
- EHCP's
- Social & Emotional Targets

Each member of staff is equipped with a mobile phone, so that they can capture the moments that are linked to the above elements. By performing this, it also replaces our FHS half-termly picture journal.

A picture is a thousand words; a video is worth 1.8 million words. Sharing evidence with parents helps parents/carers see what their children are doing in and out of the school environment and helps build stronger links between school and home.

Moments will also be captured towards the national curriculum, in practical elements and/or when mastery has been encountered.

Moreover, FHS can use evidence to share with the care and clinical teams, evidencing targets and objectives achieved socially and emotionally.

5. Recording and Reporting – Annual Reports to Parents/Carers/Carers Authorities

School reports are completed and distributed to students, families and social workers each term/half term.

Reporting must be accurate and realistic. It must always accentuate the positive, and progress made, whilst acknowledging that there may be areas for development.

5.1 Recording

We record progress through:

- Daily lesson plans.
- Any evaluation that a teacher undertakes should be used to record unusual, exceptional, or surprising comments or actions made by the young person.

Annotation of work

- Short-term objectives.
- Individual Education Plans.
- End of placement reports.
- Reviews and reports of progress (Placement reviews, Interim reviews, Annual reviews and general reports)
- Any educational assessments undertaken by the teacher.
- Any in-house certificates awarded.
- AQA unit awards

6. KS3 reviewed to close gaps and assess the next steps

When our students at Fountain House School reach the end of their educational journey, then it's imperative that their next school receives the most up to date academic information, according to where they've finished and how that relates to their age-related expectations.

Students predominantly leave Fountain House School chronologically aged at KS3 and its key that their next placement is able to identify what their current academic level is? How this relate and where are they, with regards to the current national curriculum? And what our students may have encountered at KS3.

Fountain House School is statement to teach KS1 and KS2, yet our assessment tool may differ from our students next placements, therefore, we feel it's key that all subject teachers know their national curriculum and what content maybe covered at KS3, in a similar setting, which will allow the school to assess next steps, set future recommendations and provide them with an insight to were that specific student may be imbedded at baseline