

# ALP Sittingbourne

## Assessment Policy

April 2026



Statement:	
This statement was approved:	
This statement will be reviewed:	

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## 1. Introduction

Assessment is a fundamental part of teaching and learning at ALP Sittingbourne. It enables staff to understand learners' needs, monitor progress, and adapt teaching to ensure all learners achieve their full potential.

ALP Sittingbourne provides flexible, individualised programmes for children and young people who are unable to access mainstream education for a variety of reasons. Assessment plays a key role in ensuring all learners receive appropriate support and achieve meaningful outcomes.

## 2. The Purposes and Principles of Assessment

Assessment directly evaluates learners' knowledge and understanding of curriculum requirements and informs future teaching.

At ALP Sittingbourne:

- Assessment begins during transition where possible
- Baselines are established using standardised or observational methods
- Learners may initially present with "spiky" profiles due to anxiety, confidence, and adjustment factors
- Assessment becomes more accurate over time

Learners unable to access formal assessments are assessed through a structured **6–8 week observation cycle**.

## 3. Types of Assessment

### Formative Assessment (Assessment for Learning)

- Ongoing and embedded in daily teaching
- Used to identify gaps and adapt learning

### Summative Assessment (Assessment of Learning)

- Conducted at the end of units, terms, or programmes
- Measures attainment and progress

### Nationally Standardised Assessment

- Used for benchmarking and accountability
- Includes Functional Skills and vocational qualifications
- KS1/KS2 SATs are not required

## 4. Principles for Assessment

Assessment at ALP Sittingbourne is:

- Integral to teaching and learning
- Inclusive and fair
- Transparent and moderated
- Ambitious and aligned to national expectations
- Appropriate and evidence-based
- Consistent across the provision

Assessment outcomes support:

- Learners
- Parents/carers
- Staff
- Leadership and governance

## 5. Forms of Assessment Used

### 5.1 Formative Assessment (AfL)

Formative assessment includes:

- Questioning and discussion
- Observations
- Marking and feedback
- Quizzes and recall activities
- Self and peer assessment

Teachers:

- Adapt teaching based on learner responses
- Set and review targets
- Provide clear feedback and next steps
- Identify and support additional needs

### 5.2 Summative Assessment (AoL)

Summative assessment:

- Measures attainment at specific points

- Tracks progress over time
- Supports reporting and accountability

Examples include:

- End-of-topic tests
- Termly assessments
- Standardised tests
- Qualification outcomes

## 6. Assessment Practice at ALP Sittingbourne

We:

- Follow a structured assessment cycle
- Record data using **Core Trackers for each child**
- Use standardised assessments (e.g. reading and maths)
- Conduct regular data analysis
- Hold learner progress meetings
- Set and review targets
- Implement interventions where needed
- Moderate internally and externally
- Track annual progress and value added

## 7. Staff Competency and Development

We ensure high-quality assessment through:

- Staff training in assessment tools
- Termly moderation meetings
- Monthly supervision
- Ongoing CPD
- External training where appropriate

## 8. Reporting to Parents/Carers

We provide:

- Annual parent consultation meetings
- End-of-year written reports
- Additional meetings upon request

- Access to senior leadership

Reports include:

- Attainment
- Progress
- Targets
- Next steps

## 9. Governance, Management and Evaluation

This policy:

- Is reviewed annually
- Is evaluated through school self-assessment
- Links to the School Development Plan

For learners with EHCPs:

- Annual statutory reviews are completed

## 10. Appendix 1: Assessment Procedures and Calendar

### Entry (Within First 12 Weeks)

- Collection of previous data
- Baseline assessments may include:
  - Phonics - Phonics Shed
  - Reading - Switch On Baseline
  - Maths - [Maths.com](https://www.maths.com)
  - Teacher assessment
  - Skills Forward diagnostics
  - Developmental checks

#### **Purpose:**

To establish starting points and inform planning

### Ongoing (All Terms)

#### **Formative Assessment:**

- Daily questioning
- Observations
- Marking
- Quizzes

### Termly Overview

- **Terms 1, 3, 5:**  
Progress reviews and reading assessments
- **Terms 2, 4, 6:**  
End-of-unit assessments and moderation
- **Term 6:**  
End-of-year evaluation and reporting

### Use of Data

Assessment data is used to:

- Monitor progress
- Inform teaching
- Identify interventions
- Report to stakeholders

- Support inspection and accountability