



Assessment Recording and Reporting Policy

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Related school policies

- Curriculum and Teaching and Learning Policies
- SEN and Inclusion Policy
- Marking and Feedback Policy
- Careers and Provider Access Policies
- Safeguarding and Child Protection Policy
- Examinations Access Arrangements and Assessment Procedures
- Data Protection and Records Management Policies
- Complaints Policy

1. Introduction

Assessment, recording and reporting at Jasmine Hall help every pupil make progress through an ambitious, accessible curriculum. Assessment informs teaching, builds on strengths and identifies barriers, with attention to knowledge, skills, communication, independence and wellbeing.

Jasmine Hall is an independent special school for pupils aged 11–18 with EHC plans across Croft House, Cedar House and Markeaton House. The school meets applicable assessment and reporting duties and uses additional tools where they help staff understand and respond to individual needs.

2. Purpose

- Monitor and evaluate pupil progress consistently.
- Use assessment to plan the curriculum and adapt teaching to individual needs.
- Build on pupil strengths and address gaps and barriers promptly.

3. Guidance and legal framework

Assessment, recording and reporting are coordinated with the following policies:

- Curriculum Policy
- SEN and Inclusion Policy
- Marking Policy

Together these policies support the school values: Feel Safe, Feel Valued and Feel Inspired.

Applicable requirements

The Education (Independent School Standards) Regulations 2014, as amended, require an effective curriculum and teaching responsive to pupils' ages, aptitudes, needs and EHC plans, and a framework for evaluating performance under paragraph 4. Paragraph 32(1)(f) requires an annual written report of progress and attainment in the main subject areas taught, except where the relevant parent has agreed otherwise.

The school applies Equality Act 2010 duties, including reasonable adjustments; applicable Children and Families Act 2014 and SEND arrangements; KCSIE 2026; and data protection law as amended. The SEND Code is used within the school's status and placement arrangements, with section 41 duties applying where approval is held. Current Ofsted guidance informs evaluation; it does not prescribe a particular commercial assessment platform.

Jasmine Hall School uses assessment to:

- lead to successful personalisation, in that it will enable the school to build up a unique picture of each learner's strengths and areas for development, enabling the school to offer the right curriculum and the learner to make well informed choices
- provide reliable information to parents/carers and other key stakeholders about how their child, and the school, is performing
- to enhance employment and college opportunities by providing schools, businesses and apprenticeship providers with accurate levels for each pupil
- Track progress against clearly defined curriculum and qualification expectations, taking account of each pupil's starting point and EHC outcomes.
- to support the therapeutic intervention provided by Jasmine Hall School in the form of SaLT and Occupational Therapy

- provide information which is transferable, easily understood and covers both qualitative and quantitative assessment
- Identify differences in pupils' learning profiles and recognise where progress calls for additional challenge, adaptations or support.
- Inform ambitious qualification pathways into KS4 and KS5, including appropriate Entry Level, Functional Skills, vocational and GCSE options; routes are reviewed and not fixed solely by an early baseline.
- It will support intervention by enabling the school to identify any significant gaps in learning, plan how to address them and track progress in doing so
- inform and support curriculum planning: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium- term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans
- support and enable continuous improvement in students' learning
- Improve teaching and classroom practice through a shared understanding of the curriculum, progression and pupils' learning.
- provide feedback for students about how well they are progressing
- produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- Evaluate the curriculum, interventions and school improvement priorities using a range of evidence. A test score or progress percentage alone does not establish the effectiveness of provision or an individual staff member.
- It will support SEN by enabling the school to understand and address the barriers to learning for each individual.

4. Assessment principles

Jasmine Hall School has adopted the following methods and principles of assessment: -

Assessment is at the heart of teaching and learning

- assessment provides evidence to guide teaching and learning
- assessment provides the opportunity for students to demonstrate and review their progress
- assessment provides opportunities to bridge the gap between current working levels and expected working levels where students may have fallen behind in their previous education providers
- Identify uneven learning profiles and specific gaps within and across subjects, without treating a single score as a measure of overall potential.

Assessment is fair

- assessment is inclusive of all abilities and preference for communication methods
- assessment is free from bias towards factors that are not relevant to what the assessment intends to address

Staff make assessment accessible through suitable communication, processing time, sensory adjustments and appropriate ways of responding. They identify the skill being assessed so support does not mask what the pupil knows independently. Where adjustments depart from a standardised test manual, normative scores are interpreted cautiously or not reported as valid standard scores.

Assessment is honest

- assessment outcomes are used in ways that minimise undesirable effects
- assessment outcomes are conveyed in an open, honest and transparent way to assist students with their learning
- assessment accuracy is internally verified through professional collaboration and scrutiny
- assessment judgements are moderated by experienced professionals to ensure their accuracy

Assessment is ambitious

- Use relevant national or awarding-organisation criteria where appropriate, alongside school curriculum expectations, personalised outcomes and context.
- assessment embodies, through objective criteria, a pathway of progress and development for every student
- assessment objectives set high expectations for learners
- assessment provides aspirational target setting and achievement

Assessment is appropriate

- the purpose of any assessment process should be clearly stated
- Conclusions about achievement are valid when the method suits the pupil's age, needs, task and assessment purpose.
- Assessment adjustments and conditions are recorded so that the judgement can be interpreted accurately.
- assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- assessment should demand no more procedures or records than are practically required to allow students, their parents and teachers to plan future learning
- assessment data is presented in an easily accessible format that can be verified electronically via our designated online assessment tool

Assessment is consistent

- judgements are formed according to common principles
- the results are readily understandable by third parties
- Compare results with other settings only where measures, cohorts and conditions are sufficiently comparable. School assessment steps are not automatically national norms.

Assessment outcomes provide meaningful and understandable information for

- students in developing their learning
- parents in supporting children with their learning
- teachers in planning teaching and learning

Assessment must provide information that justifies the time spent by

- School leaders, the proprietor and those responsible for governance use proportionate assessment information to plan and allocate resources.

5. Assessment in practice

The effective use of assessment serves to develop a student's self-esteem by emphasising the progress pupils have made. Pupils at Jasmine Hall School are encouraged to focus on their own achievement and progress rather than comparing themselves to their peers. Face to

face feedback reassures the student about their work and encourages them to take risks in their learning so that they can continue to improve.

Students of all abilities need explicit feedback about their work. They need to know what they are doing well, and more importantly what they can do to make even better progress. Staff should ensure that feedback is honest, clear and understood by the student. Students need to know what they are trying to achieve and it is the responsibility of teaching staff to ensure that lesson objectives and success criteria are clearly conveyed to the student. If a student is clear about the expected outcomes of an activity, then they will be able to take a greater role in judging whether the outcomes have been achieved. Students at Jasmine Hall School sometimes have difficulty in standing back and objectively evaluating their progress against targets. They sometimes lack the necessary vocabulary to formulate their opinions and can find it difficult to reflect on past performance in order to judge the extent of the progress they have made. The sharing of simple and easily measurable targets is encouraged so that students can take an active role in tracking and commentating on their progress and attainment.

6. Assessment recording and reporting cycle

Pupils experience formative, summative and diagnostic assessment appropriate to the curriculum and their needs. Frequency is determined by:

- policy
- individual need
- requests from placing authorities and other key stakeholders

An initial baseline is normally established during the first 6–12 weeks, adapted to the pupil's circumstances. Necessary teaching, adjustments and EHC provision begin immediately and do not wait for completion of testing. Staff gather:

- Information from previous settings, including current assessment evidence, qualifications and relevant historical results; attendance, education gaps, social and medical history, safeguarding and agency information. Former National Curriculum levels are historical evidence rather than a current statutory assessment framework.
- any special educational needs as outlined in their EHCP
- current attainment as a minimum in the core subjects of English (reading, writing, speaking and listening), Maths and Science. The judgement of current attainment will be derived partly from teacher assessment and partly from external assessment tools
- The pupil's interests, strengths, aspirations, preferred communication and experiences of learning.
- The pupil's views about barriers and the support that helps; these inform assessment without assigning a fixed "learning style".
- Specialist assessments where needed, including speech and language, occupational therapy and educational psychology, using appropriately qualified professionals.
- Appropriate WRAT literacy subtests or other validated tools, selected and administered under their manuals. Staff record the edition, date, conditions and limitations. A screening or attainment test does not by itself diagnose dyslexia or another condition.

Staff distinguish missing knowledge from access barriers, interrupted education, distress or communication differences. Baselines draw on several sources and are revised when later evidence gives a more accurate picture. Pupils are not denied ambitious teaching because they could not complete an initial formal test.

Targets and planning: once the baseline stage is complete:

Longer-term curriculum and progression targets reflect an ambitious pathway, individual starting points and Section E outcomes. IEP targets, Personal Regulation Records or PBSPs and risk assessments identify shorter-term priorities, support, staff responsibilities and review dates. Targets do not replace the specified Section F provision. Relevant information is shared securely with staff and families; staff receive what they need for their role.

IEP review records progress towards Section E outcomes and the delivery and impact of Section F provision separately. The Inclusion Lead coordinates review evidence with class staff and therapists. Relevant participants receive advice at least two weeks before an EHC annual review; the school reports recommendations within two weeks afterwards and follows up the LA decision, due within four weeks of the meeting.

From Year 9, review evidence includes preparation for adulthood: further learning or employment, independent living, community participation and health. Year 11 phase-transfer reviews are normally held before Christmas to support the LA's 31 March post-16 plan-amendment deadline. Young people are supported to exercise their rights as they move beyond compulsory school age.

Daily/Weekly

- Reviewing of progression lessons against personalised session objectives through questioning and observing
- Teacher assessment through work, marking, feedback and selected photographic or video evidence on Earwig, where necessary and lawful.
- Written/oral feedback to students
- Review individual progress against Target Board
- Progress recorded on the appropriate Earwig and subject tracking framework; evidence is purposeful and unnecessary duplicate entry is avoided.
- Qualitative evidence summarised through school tracking and review, including what the pupil can do independently, with support and in different contexts.

Half Termly/Termly

- Reviewing and resetting of IEP/personalised learning targets
- Review of progress against specification set out by external awards/accreditation being taught
- Progress meetings with individual students to discuss/review progress
- Maintaining/updating individual pupil progress files
- Termly data capture informs end-of-term reports and action planning; information is shared only with relevant recipients under the agreed procedures.

Annually

- Review reading accuracy and comprehension evidence, including suitable WRAT or other testing where it will inform provision; repeat testing follows manual intervals and individual needs.
- Review spelling evidence and use suitable standardised testing where appropriate; comparisons identify test conditions and limitations.
- Progress data used to inform statutory annual review meeting
- Review of progress against specification set out by external awards/accreditation being taught

- Analysis of accreditation results against key stage targets/personalised learning targets

Ongoing basis:

- Planning is ambitious and adapted to the pupil's starting point and needs, using current assessment to remove barriers and extend learning.
- There are regular reviews of progress through timetabled Key Worker time, where targets are set and progress discussed in order to identify planned interventions. All staff involved will be expected to contribute, this will lead to either routine updates of plans and targets and where necessary to further assessments and interventions
- A key principle for the ongoing assessment process will be the involvement of the young person through Key Worker time
- There is regular communication to parents and carers and other key stakeholders of both successes and difficulties
- Pupils receive accessible information about their targets and progress. Sensitive personal, therapy or health details are not displayed publicly.
- Earwig, qualification and school trackers are updated after meaningful assessment sequences. Staff moderate agreed samples half termly, with formal review at least termly. GCSE predictions are evidence-based and checked against the current specification; they are not guaranteed outcomes.
- The school plans external moderation in English, maths and science each term where partners and subject expertise are available. The Progress and Achievement Lead records the arrangements and any alternative quality checks when an external session cannot take place.
- KS4 and KS5 qualification progress is reviewed half termly by the Progress and Achievement Lead and Headteacher, with concerns and actions recorded.

At key moments of transition (end year/annual review/key stage)

- Review progress against curriculum and personalised targets from the pupil's starting point.
- Use suitable Earwig analysis for relevant KS3 learning, and current qualification criteria in KS4 and KS5; no single system captures all progress.
- The review will be comprehensive, covering learning, communication, social and behavioural development and involving all key staff.
- There is reporting to parents/carers/LA in terms of achievement, behaviour, and what has contributed to or impeded these; together with discussion and agreement about next steps.
- The young person, will be supported to engage in their review and forward planning for the next phase, taking into account their communication difficulties
- Year 9 planning explores broad, ambitious KS4 qualification options with the pupil and family. Decisions reflect assessment, aspirations, guidance and support and are revisited; an early judgement must not unnecessarily close a pathway.

7. Types of assessment

In line with national guidelines Jasmine Hall School makes a distinction between assessment of learning, the process by which judgements about attainment are made, and assessment for learning which is the use of assessment to inform the next steps of students' learning.

Formal assessment is based on the results of standardised tests or other exams/tests that are administered often under regulated or controlled test-taking conditions. In the process of a

formal assessment, data is collected on student performance on the test or tests to determine the level of academic achievement or various other characteristics under analysis.

Informal assessment uses observation, questioning, discussion and work to understand learning. Pupils are helped to understand its purpose and participate; it is not designed to conceal assessment from them.

Summative assessment is linked to the assessment of learning and tends to rely more on formal methods as it is mainly used to measure performance and to identify a standard of student attainment.

Formative assessment, in contrast, is about assessment for learning and tends to be based on the results of informal methods of assessment. Formative assessment is ongoing and provides evidence of and for progression in learning.

Diagnostic assessment identifies specific gaps or barriers so teaching and support can change. It may involve formal tests, observation or specialist assessment. Clinical or diagnostic conclusions require appropriately qualified professionals; school screening is not a substitute. Examples include:

- spelling accuracy tests
- reading and comprehension tests
- specific therapeutic assessments

Self-assessment helps pupils recognise achievement and choose next steps. All pupils can contribute through suitable communication, including AAC, visuals, practical demonstration, supported choices or discussion. Staff do not assume that speech or communication needs prevent reflection or participation.

Effective assessment for learning in the classroom can enhance progress, engage learners and help them become better learners. At Jasmine Hall School this will be characterised by a number of different strategies:

- displaying students' work which is annotated according to the school's marking policy
- objective-setting: making objectives clear through discussion; written or picture prompts around the room and/or in students' work; regular revisiting of objectives in relation to tasks and activities that punctuate the lesson. Objective setting at the level of the lesson should also help the learner see where those objectives fit in terms of the bigger picture
- written or oral feedback: which is not only positive, but also constructive, in that it tells the learner what they have done well, and what they can do to improve, these are defined in terms of 'WWW/EBI'
- self- and peer-assessment: giving learners the opportunity to evaluate their own and others work, using the positive approach recommended in the point above, and based on assessment criteria which are shared
- retrieval practice at the beginning and during the lesson which allows for long term retention of knowledge
- plenary discussions, at the end of a lesson or of a sequence of lessons, which allow learners to reflect on (and celebrate) the outcomes they have achieved, what they have learnt, and what needs to happen next
- periodic reviews of learning, for both groups and individual learners: these should enable learners to look back over time at their work (both ongoing and tests/exams), and recognise the progress they have made
- setting challenging targets for young people and using them to shape progression (see below)

- Use accessible target boards or individual target materials to help pupils recognise progress; private formats are used where a display would reveal sensitive information.

8. Short term target setting

Personal learning targets help pupils recognise progress and participate in choosing next steps. The school uses target boards or accessible individual alternatives, linked to curriculum criteria, EHC outcomes and agreed support.

- Individual targets are set for, and in agreement with, students using a combination of teacher assessment and externally set assessments
- Targets link to relevant curriculum, Earwig or qualification descriptors and personalised outcomes, rather than obsolete National Curriculum levels.
- The 4 target areas of focus are Numeracy, Literacy (writing), Therapy and Health and Well Being. For some students, additional targets may be set with a clear focus on behaviour
- Where the existing target board is used, arrows identify numeracy in blue, literacy in red, therapy in green and health and wellbeing in yellow. Words or symbols accompany the colours so pupils do not rely on colour alone. Sensitive information is kept private.
- Normally, pupils work on up to four priority targets at a time, one for each area, with the number and format adapted to avoid overload. This does not limit access to curriculum learning or EHC provision.
- Staff prepare possible next steps for each area so targets can advance when appropriate; pupils are not required to have two extra targets in every area.
- Each target is chosen by the pupil in negotiation with the teacher
- There are 4 sections on the Target Board and advancement to the next section is achieved when the pupil can demonstrate clear progress for any given target. All targets are recorded on the IEP tracker. Advancement to the next section of the board must be backed up by evidence collected by the teacher.
- Clear evidence must be recorded in the pupil's target/progress file using any of the assessment strategies described on following page
- When sufficient evidence shows the agreed target has been achieved, progress is celebrated. On the target board this may be shown by reaching the gold centre; certificates and completed targets can be retained in the pupil's progress record. Evidence must show learning rather than completion of an activity alone.
- Targets are usually reviewed half termly. The timescale for achievement reflects the pupil, target and support; slower progress is explored and supported rather than treated as failure.
- Selected target evidence and workbooks help pupils revisit learning and staff evaluate retention and next steps. They inform termly reports and annual reviews without requiring excessive evidence collection.

9. Assessment strategies

The type of assessment we choose to use depends very much on what we want to assess.

Assessment is most useful when staff compare a suitable range of evidence, including work, observation and the pupil's explanation, to check what has been learned and what needs to happen next.

The school uses the following approaches as appropriate:

- Observation of students engaged in a task
- Pupil self-assessment or peer-assessment.

- One-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module).
- Questioning of the class during an activity and discussion with individual learners
- Review of learning with a class or group/individual learners – for example at the beginning of a lesson or in a plenary session at the end of a lesson
- Marking of students' work
- Periodic tests or examinations/progress against formal accreditation
- Electronic tests including on-line.
- Standardised baseline assessments
- Photographic Evidence/Video Evidence
- Curriculum-referenced frameworks, including Earwig where suitable. These are distinguished from nationally standardised psychometric tests.

For assessment as outlined above to be successful and worthwhile certain other features need to be in play:

- Track subject progress against relevant curriculum and Entry Level, Functional Skills, vocational or GCSE criteria. Record participation, communication, independence and contextual attendance information separately so they are not confused with attainment.
- Planned opportunities for moderation within and across subjects and with identified schools, based on systematically collected evidence
- Long-term planning for the subject or aspect of learning will be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses
- Short and medium term planning will identify what aspects of learning are to be assessed in a particular lesson or group of lessons.

10. Moderation of assessment data

Moderation checks agreed samples and significant judgements against evidence and common criteria. It is proportionate to the assessment purpose and qualification rules:

- by reviewing them against evidence within the school at least termly
- by comparing the different types of evidence available within each subject
- by comparing subject to subject at least termly
- Subject and senior leaders review progress and assessment accuracy termly, including the independence of performance and evidence supporting the judgement. Actions may include:
 - intervention support for identified students
 - revision of plans or assessments in certain subjects
 - subject specific training and support
- Review IEP targets and recommend EHC outcome or provision changes through the LA review process. Only the LA issues an amended final EHC plan; school moderation does not alter Section F.

Qualification assessment and access arrangements

Internal assessment, verification, authentication, malpractice and appeals follow the current awarding-organisation rules and centre procedures. Staff preserve required evidence, distinguish formative help from assistance prohibited in assessed work and meet assessment and entry deadlines. Appeals are accessible to pupils and families.

The Inclusion Lead and examinations staff gather evidence of need and normal ways of working early. Extra time, readers, scribes or word processors are not automatic because a pupil has an EHC plan. Applications and centre decisions follow the current JCQ rules where applicable and the awarding organisation's qualification-specific requirements, including Functional Skills.

The Head of Centre verifies assessor competence and qualifications before assessment and retains evidence for inspection. Form 8 assessment requires an appropriately qualified assessor under current JCQ Chapter 7, including the relevant Level 7 route or accepted professional registration. An external assessor is arranged where the centre does not yet have a suitably qualified assessor; enrolment on training does not establish qualification.

11. People involved in assessment

Teachers lead ongoing classroom assessment and retain responsibility for judgements. Support staff contribute observations and evidence; pupils participate through suitable communication. Staff use appropriate curriculum, Earwig and current qualification criteria and receive relevant training and moderation support. Evidence identifies what the pupil knows, can do, retains and can apply, including the support used; not every activity requires a separate digital record.

12. Recording methods and specialist tools

Earwig

Earwig supports recording and review of curriculum learning, baselines and selected evidence. Teachers choose the framework that fits the intended learning and pupil rather than converting every achievement into a percentage.

Frameworks are chosen for their suitability to the pupil and curriculum, not automatically because a pupil has SEND. Staff recognise small steps and increasing independence while maintaining ambitious learning expectations.

Other tools may include current qualification trackers, appropriate WRAT literacy measures, CAT4 where suitable and specialist therapy assessments. The original baseline tools are retained below with clearer purposes:

Assessment tool	Purpose and interpretation
WRAT literacy subtests using an appropriate current edition	Word reading spelling and sentence comprehension where suitable; follow the manual and record conditions and limitations.
Teacher-assessed creative writing baseline	Writing content organisation vocabulary spelling and handwriting; record assistance and consider alternative recording methods.

Therapy professionals select and interpret additional specialist tools within their competence, linking findings to intervention and EHC provision. Teachers consider therapy evidence alongside learning and pupil views; clinical information is shared only where needed.

13. Reporting to families and placing authorities

Written progress reports are provided at the end of each term, normally December, April and July, with spring dates adjusted to the term calendar. Relevant therapy reports accompany them where available and appropriate. Annual review reports inform LA progress meetings, reviews and family discussions; families are contacted sooner where concerns or changes require action.

The end-of-year report provides a clear summary of progress and attainment in every main subject taught, with the reference framework, strengths and next steps explained. Pupil and family views and appropriate contextual information help interpretation. School reports are distinct from formal EHC review recommendations and awarding-organisation results.

Reports are provided to each entitled parent, including separated parents, subject to lawful restrictions and safeguarding arrangements; one parent cannot opt out on behalf of another. Accessible formats, interpretation or a discussion are arranged where needed. A secure electronic method is used where agreed, and an alternative is provided where access is difficult.

The school uses relevant National Curriculum content as a curriculum reference where appropriate, alongside qualification specifications and personalised pathways. Independent schools are not required to follow the National Curriculum or maintained-school statutory assessment arrangements. Teaching remains broad, ambitious and consistent with the Independent School Standards and each pupil's EHC plan.

Personalised curricula take account of the following challenges:

Many of our students have experienced significant gaps in their education, often missing key elements of the curriculum.

As a result, our students are frequently grouped based on their individual needs rather than their chronological age.

To address these challenges, we may need to draw on curriculum content from multiple year groups, tailoring a 'best fit' approach for each student and their group to support effective learning and progress.

14. Roles and responsibilities

Class teachers organise assessment and write termly reports, with oversight from the Progress and Achievement Lead. Reports are checked through the school's quality assurance process and authorised by the Headteacher. Therapists are responsible for their professional reports. A relevant class-team representative contributes to annual reviews and, where applicable, PEP and looked-after-child reviews; staff attend agreed moderation sessions.

Class teams review IEP progress regularly with the Inclusion Lead and relevant therapists. Where a pupil has a linked care team, staff coordinate reviews as appropriate, including monthly meetings where agreed. Decisions, evidence and actions are recorded securely and relevant findings shared lawfully with families and professionals; meetings are not assumed to require a residential care arrangement for every pupil.

The proprietor and directors, supported by those responsible for governance, ensure that:

- The Headteacher's advice informs approval of this policy and ambitious school targets; maintained-school statutory target-setting duties are not assumed to apply.
- Progress against school, curriculum and personalised targets is reviewed, with applicable qualification and reporting requirements met.
- Assessment decisions support effective teaching, appropriate resources and equitable access.

The Leadership Team will ensure that:-

- it has an oversight of assessment within the school.

- detailed assessment information is available on each student attending the school
- assessment data is monitored, analysed and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these

The Progress and Achievement Lead, Helen Frost, coordinates assessment systems, data quality, curriculum and qualification tracking, moderation and report quality assurance. The Inclusion Lead, Leanne Slater, coordinates EHC and IEP links, pupil participation, therapy liaison and access-arrangements evidence. The Headteacher retains overall accountability.

Teaching staff and Learning Support staff will:-

- recognise that all students can improve
- appreciate that good assessment is an essential part of teaching and learning
- demonstrate progress through reflection, dialogue and action planning
- be aware of the emotional impact of comments, grades and marks and give regular oral and written feedback that is positive and constructive, recognising achievements as well as being developmental, and that focuses on the work that has been produced, rather than on the person
- understand learner motivation by emphasising progress and achievement rather than failure and avoid comparison with others
- Explain the learner's strengths, areas for development and next steps clearly.
- Use accessible language and demonstrations so the learner understands what to practise.
- encourage independent learning by enabling students to take charge of their learning though developing their skills of reflection, self- assessment and their capacity to identify next steps
- praise progress and reward achievement through comments and the school's praise and reward systems
- recognise that assessment for learning should be used in all areas of educational activity and that it should enable all learners to achieve their best and have their achievements recognised
- make it fit for purpose, varied and use it to inform future planning and teaching.
- Explain next steps accessibly and agree specific, measurable, achievable, relevant and time-bound targets where this supports learning.
- Adapt the target format and timescale to communication and learning needs.
- keep detailed records and regularly review students' base line data, their effort, attainment, strengths and areas for development, as well as their completion of classwork and homework, lesson attendance and lesson punctuality
- use their subject knowledge, records, departmental portfolios and all relevant criteria when making summative assessments about students

Students will:-

- be made fully aware of their current working levels and informed of the next steps in order to progress
- agree target(s) for progression with their teachers
- be treated as partners in their learning and be involved in assessment processes
- Have needs addressed through a curriculum offering breadth, support and challenge, with timely additional teaching or intervention where barriers or gaps emerge.

Parents and Carers will:-

- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be kept regularly informed about the progress their child is making, in line with the relevant section of this policy

15. Record security and information sharing

15.1 Assessment data, EHC information and images are held on approved systems with role-based access, secure accounts and retention under the school's schedule. Staff keep records accurate, dated and attributable, distinguish fact from opinion and correct errors promptly.

15.2 Photographs and video are used only where they add necessary evidence, under the applicable lawful basis and privacy information. Consent is obtained where the school relies on it; assessment recording does not itself permit public use. Staff avoid capturing other pupils or sensitive care and health information and use approved devices and secure transfer.

15.3 Information shared with LAs, receiving settings, employers or providers is necessary, relevant and securely sent. Staff confirm recipients and the lawful basis; safeguarding information-sharing follows the safeguarding policy and is not delayed solely by a lack of consent. Requests for access or correction and data concerns are referred to the school's data protection lead.

15.4 Targets and progress displays protect dignity and confidentiality. Sensitive health, therapy or behaviour information is discussed privately. Identifiable pupil data is not entered into unapproved AI or other external services.

16. Monitoring and review

16.1 The Headteacher and Progress and Achievement Lead review the policy annually with the Inclusion Lead and executive head. Next scheduled review: September 2027, or sooner when requirements, systems or school practice change. Approval is recorded by the executive head or proprietor.

16.2 Termly checks consider accuracy and moderation, report coverage, EHC provision and outcomes, curriculum gaps, pupil and family understanding, staff workload and the effect of actions. Leaders use work, discussion and observation alongside data; changes to a commercial platform do not by themselves demonstrate improved learning.

Source references**Independent School Standards guidance April 2026**

<https://www.gov.uk/government/publications/regulating-independent-schools>

KCSIE 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Ofsted independent school inspection toolkit September 2026

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>

DfE SEND Code of Practice January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Education Independent School Standards Regulations 2014 as amended

<https://www.legislation.gov.uk/uksi/2014/3283/contents>

SEND Regulations 2014

<https://www.legislation.gov.uk/uksi/2014/1530/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

JCQ Access Arrangements and Reasonable Adjustments current rules continuing in 2026–2027

<https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments/>

ICO guidance for education settings

<https://ico.org.uk/for-organisations/education/>