# Educate U

# Assessment Policy

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| **Approved by:** Sarah Paoletti, Headteacher | **Date:** 15/11/23 |
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# Assessment Policy

**Introduction**

At Educate U we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils aged 5–18.

All pupils at Educate U have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their academic journey. They all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits our pupils. The assessment frameworks must be flexible to meet the need in recording a pupil's individual strengths and the next steps needed to progress. We use a pupil centred approach to assessment; pupils' EHCP shapes the individual assessment measures used to monitor progress.

It is problematic to compare outcomes for the whole school cohort as every child is unique in their learning experiences and join at different points throughout the year and in different year groups. Target setting therefore is based on the individual pupils EHCP long term outcomes and builds towards on the personal development of each child in preparation for adulthood.

Assessment at Key Stage 5 continues to follow our pupil-centred and trauma-informed approach, recognising that many of our young people require a personalised pathway towards adulthood. For KS5 students, assessment focuses not only on academic progress but also on the development of independence, employability skills, community participation and wellbeing, ensuring that learning supports the long-term outcomes outlined in each student's EHCP.

**Assess, Plan, Do, Review Cycle (The Graduated Approach)**

The Assess, Plan, Do, Review cycle Educate U uses the assessment framework to provide a curriculum which removes barriers to learning and puts effective therapeutic and educational provision in place. The support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's progress, their needs and what further support is required for the student to make good progress and secure positive outcomes. See Figure 1. The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the child or young person progress. Some students or young people will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

**Assess:** The first step is to collect the right information and find the right people to be able to plan support. If a child or young person isn't making the expected progress, staff draw on:

- information from the main class teacher
- the views of the child or young person and their family
- any external services or organisations involved.

**Plan:** Teachers, SENCO the child or young person and their family should agree on new interventions, support and the expected outcomes. The agreement should be recorded on the

school's systems and explained to the involved teaching or intervention staff. This should form part of their Individual Education Plan.

**Do:** The plan is put into practice. The child or young person's class or subject teachers are responsible for checking whether the plan is working on a daily basis.

**Review:** The impact of the plan is reviewed by teachers, the SENCO, the child and their family. This should form the review of their Individual Education Plan

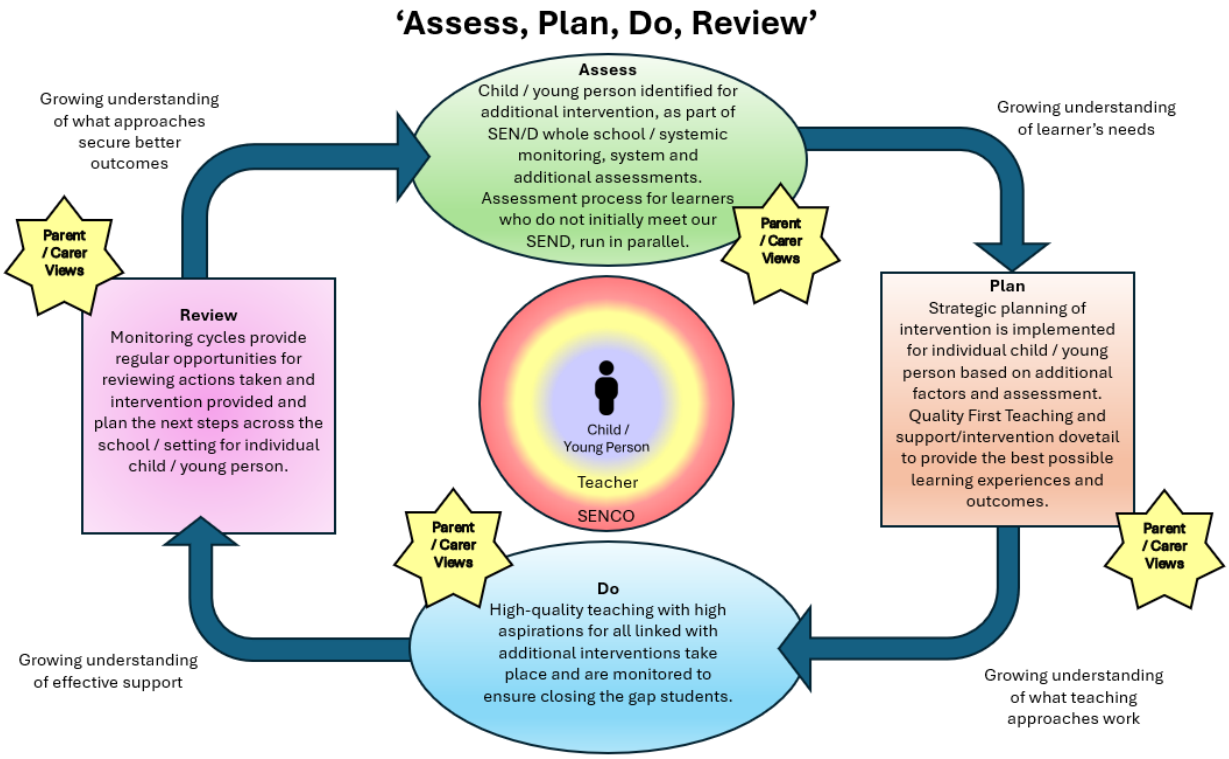



*Figure 1: Assess Plan Do Review Cycle adapted from West Sussex Graduated Approach.*

**Tracking folders**

We believe that the assessment of pupils' achievements and progress should be a story- how much an individual pupil has achieved in any given time period, e.g. a term, a year, Key Stage and overall time at Educate U School. Their journey is outlined on a one page document at the start of each child or young person's tracking folders.

Every child has a tracking folder and the tracking folder documents the child's progress in relation to their IEPs and overall EHCP. All assessments should be stored or summarised on the insert pages of the tracking folder.

**Individual Education Plan (IEP) Days**

Achievement is continuously logged by class staff and other professionals against individual learning targets within a child or young person's IEP. Pupil Progress dialogue conversations happen formally three times a year on Individual Education Plan (IEP) days, teacher conduct these meetings with families. During discussions they quality assure evidence against

objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what, if any, intervention is required and see that this information is raised to SLT to help to action if necessary.

All interventions such a Youth work, therapies, ELSA, Speech and Language Therapeutic interventions and Occupational Therapist intervention should be reviewed at each IEP meeting by the class teacher.

Information from these meetings is evaluated by SLT and key students or young people who are a concern are identified, closer scrutiny of these pupils and barriers to progress are discussed in Central Meet which happens weekly. Central Meet comprises of the Headteacher, Deputy Headteacher and DSL, SENCO, Senior Mental Health Lead and Lead Psychotherapist as standard but may contain the pupil's team as well.

Quality Assurance of pupil work and achievement takes place by subject leaders. They do this through whole school data and regularly timetabled book scrutiny to review progress.

**Earwig**

At Educate U, we use Earwig as our platform for monitoring pupil's achievement in relation to their EHCP targets and IEP targets. This cloud-based software which has been personalised by Educate U School allows all professionals who work with pupils to capture the learning achievements through observation and assign these to the individual pupil's targets. These targets are either important soft skills targets, academic targets, subject related targets and targets linked directly to the EHCP outcomes set each year.

The quantity of evidence that a class has will vary, but the majority of classes make several daily records for each child linked to the sessions of learning that the child or young person engages in. The range of evidence that can be used to record a pupils' individual targets can come in many forms, including but not limited to:

- Videos- showing evidence of learning and achievement
- A short annotation from the adult working with the pupil on how the pupil achieved the target
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session) or work completed by the pupil
- Observations from visiting professionals e.g. Speech and Language Specialist
- Observations or progress report from intervention assistants or youth workers e.g. Emotional Literacy Support Assistant or OT Assistant
- SLT - they can add evidence that may be captured during learning walks or interactions with students.

Any achievements made by the pupil/s are celebrated daily and often at the time. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take.

**Assessment Data**

Termly snapshots are taken of levelled progress our pupils made at regular, timetabled intervals throughout the academic year. These snapshots comprise of NC levels in English, Maths,

phonics, reading age and Strength and Difficulty Questionnaire scores (SDQ). All students are assessed, on entry with baseline "I can" assessments in English and Mathematics. Each area is assessed on whether the student is working towards or expected. The assessment will also be able to identify where the student is in relation to age expected achievement.

The termly snapshots allows the class teachers and SLT to have an overview of the child or young person. This also allows greater analysis by SLT to intervene quicky if progress is not being made in different groups of students.

Pupils in Key Stage 4 pupils are assessed against the Educate U academic skills and against, formally recognised accreditation and/or certificates of achievement in core subjects of English and Maths, and ASDAN. This extra layer of achievement ensures the pupils are working towards a personalised outcome and this is uniquely mapped to their level of ability.

**Assessment for the Semi-Formal curriculum**
Assessment within the semi-formal curriculum is continuous, adaptive and observational, reflecting the developmental nature of pupils' progress.
Staff use:

- Evidence for Learning (EfL)
- Observations and professional judgement
- EHCP outcome tracking
- Engagement Model assessment

Assessment focuses explicitly on pupils' progress through the five stages:
*Exploration → Realisation → Anticipation → Persistence → Initiation*

Progress is measured not only in academic terms, but through:

- Increased engagement and attention
- Improved emotional regulation
- Development of communication and social skills
- Growing independence

This ensures that small but significant steps of progress are recognised and valued, particularly where pupils move between stages of engagement.

**Preparation for Adulthood (PfA)**

For students aged 14–18, assessment and target setting are closely aligned with the Preparation for Adulthood outcomes outlined within EHCP guidance.

These outcomes focus on four key areas:

- Employment and meaningful occupation
- Independent living skills
- Community participation and inclusion
- Health and wellbeing

Assessment at KS5 measures progress against these areas alongside academic achievement. Individual targets and evidence collected through Earwig, tracking folders and IEP reviews

demonstrate how students are developing the confidence, independence and resilience required for adult life.

Where appropriate, progress towards these outcomes may include evidence gathered through:

- Work experience placements
- Travel training and independent living skills
- Community engagement activities
- Vocational learning (e.g. BTECs)
- Social and communication development

This ensures that progress is measured in ways that reflect the holistic development of the young person, rather than purely academic attainment.

**Termly Assessments for Students and Young People by Key Stage**

We use a pupil centred approach to assessment, pupils Educational and Health Care Plan (EHCP) shapes the individual assessment measures used to monitor progress.

Every pupil's progress at EducateU is measured and recorded on their own learning journey and personal learning goals.

The learning journeys vary slightly according to which curriculum they access but do work on the same principal of increasing points with increasing progress.

The learning journeys are updated regularly and pupils are assessed against each academic learning journey outcome as to whether they are Working Towards expected level (WT), Working At expected level (WA) or Working Beyond expected level (WB)

Personal learning goals incorporate the pupils end of key stage ECHP outcomes and their individual educational plan (IEP) which are set, updated and agreed by staff and parents in termly meetings.

**Assessment at Key Stage 5**

At Key Stage 5, assessment continues to follow the Assess, Plan, Do, Review cycle and remains closely linked to each student's EHCP outcomes.

KS5 students follow an individual Study Programme which combines:

- Accredited qualifications
- English and mathematics
- Personal development
- Employability skills
- Work experience
- Enrichment and independent living skills

Assessment measures progress through a combination of:

- Accredited qualification assessment
- Portfolio evidence
- teacher observations

• work-based learning feedback
• personal development targets

Evidence is captured through portfolio work, qualification coursework, and observations from teachers and support staff. This allows staff to monitor progress across academic, personal and vocational areas.

**KS5 Accredited Qualifications**
Students in Key Stage 5 may work towards a range of accredited qualifications appropriate to their individual learning pathway.

These may include:

ASDAN Personal Effectiveness Qualification (Entry Level 3 – Level 3)
Functional Skills English and Mathematics (Entry Level 3 – Level 2)

- GCSE English and Mathematics where appropriate
- BTEC Introductory or Level 1/2 vocational qualifications
- Digital Functional Skills
- BTEC Vocational certificates such as Hair and Beauty, Construction or Childcare

Assessment for these qualifications follows the awarding body regulations and may include:

- Portfolio evidence
- Coursework assessment
- Practical assessment
- internally assessed assignments
- externally assessed examinations

All examination arrangements follow **JCQ regulations**, with appropriate **access arrangements** applied for where required.

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| **Assessments For All New Pupils** | • CAT4 tests if able<br>• Phonics screen if able<br>• KS1 Maths Assessment (age dependent)<br>• KS2 Maths Assessment (age dependent)<br>• Hertfordshire reading scale to track reading age and progress.<br>• Skills and knowledge measured with 'I Can' statements in English and Maths over the course of the first half term.<br>• Functional Skills baseline assessment (age dependent) via BSKB<br>• Dyslexia screening if needed and in agreement with parent and carer<br>• Dyscalculia screening if needed and in agreement with parent and carer<br>In addition, to assess for therapeutic needs the following assessments are completed by families when their child first enrols:<br>• Therapeutic assessments<br>• ACE questionnaire<br>• Protective factors questionnaire |

| **Key Stage** | **EYFS** | **KS1** | **KS2** | **KS3** | **KS4** | **KS5** |
|---|---|---|---|---|---|---|
| | EHCP annual reviews and IEP reviews – Graduated approach and assessment | EHCP annual reviews and IEP reviews – Graduated approach and assessment | EHCP annual reviews and IEP reviews – Graduated approach and assessment | EHCP annual reviews and IEP reviews – Graduated approach and assessment | EHCP annual reviews and IEP reviews – Graduated approach and assessment | EHCP annual reviews and IEP reviews – Graduated approach and assessment |
| | Specific In class assessments EYFS | Formal curriculum – EfL if child is on formal pathway | Formal curriculum – EfL if child is on formal pathway | Formal curriculum – EfL if child is on formal pathway | Functional Skills past papers and Mocks | If no prior Maths or English qualification to Grade 4: BKSB assessment undertaken to determine levels and skill gaps. |
| | EYFS early learning goals | White Rose Maths | White Rose Maths | White Rose Maths and or Functional Skills mocks/exams | Functional Skills Mocks/exams. | |
| | Teacher assessed SDQ | Year 1-3 I can statements for English | Year 4-6 I can statements for English | Year 7-9 I can statements for English | GCSE past paper questions and Mocks | |
| | | Year 1-3 I can statements for maths | Year 1-4 I can statements for maths | Year 7-9 I can statements for maths | GCSEs in Maths and English and other agreed subjects | BTEC Assessments |
| | | KS 1/2 I can statements for PSHE. | KS 1/2 I can statements for PSHE. | KS3 I can statements for PSHE. | KS4 I can statements for PSHE. | Digital skills Assessment |
| | | Reading scores | Reading scores | Reading scores | Reading scores | KS5 I can statements for PSHE. |
| | | Teacher assessed SDQ | Keysteps – Review of progress | Keysteps /ASDAN – Review of progress | ASDAN – Review of progress | ASDAN PEQ – Review of progress |

Every pupil has a file on Evidence for Learning where evidence of progress is logged on their learning journey. Evidence of progress is moderated by teaching staff at least once per half term then cross moderated by the leadership team. Evidence on Evidence for Learning may be a video, a photo or a photo of a piece of work. Tracking folders and Earwig digital systems (where

EfL can be uploaded) can showcase chronological assessment of progress over time, linked to EHCP outcomes and both can be viewed by parents and carers at any point.

From the age of 14, relevant pupils embark on accreditations and qualifications in a wide range of areas but mainly with Functional Skills English and Maths and/or GCSE English and Maths and other GCSEs as discussed with an agreed by parents and carers and the pupil.

Assessment is regular, accurate and tracked on a half termly basis. It is expected that all students at Educate U are aiming for Level 1 and Level 2 qualifications at Key Stage 4. However, we recognise the complex needs of our students and ensure that assessment is an accurate reflection of their progress over time.

Some of our students join us being or wishing to be on GCSE pathways. If this is the case, we would facilitate the teaching of GCSE English language and GCSE Maths with subject specialist staff.

Educate U is a registered examination centre. Mocks are undertaken by students in the examination room under similar conditions to that of the real Functional Skills or GCSE assessment and access arrangements are applied for by the SENCO in line with JCQ regulations,

This data is analysed and reported at the end of an academic year along with the whole school data to key stakeholders and Directors.

**Reporting Assessment to Parents and Carers**

Earwig allows us to give parents access to their own child's learning journey with daily access.

Parents and carers can see records, observations and reports of their child. We encourage parents to make comments and to upload their own evidence taken at home to celebrate achievements so that an open dialogue can be had about their child's personal achievements.

Reports to parents are given verbally at IEP meetings three time a year in the Autumn, Spring and Summer term. This is a chance for the parents to discuss their child's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated.

A written report along with progress is provided for each child at the end of the end of May. A written update is provided to parents after each formal data collection period, (January, June). All reports are written in a clear, straightforward manner and are personal to the child.

Any mock results or examination results are shared with parents and carers when the results are finalised.

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

**Marking and Feedback**

Feedback can be written or verbal, or both, and can be focused on an individual, group or whole class. School leaders and class teachers are aware that quantity does not equal quality. Quality is demonstrated by students' ability to move forward in their learning.

| Written Feedback | Verbal Feedback |
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| • Must be meaningful, manageable and motivating.<br>• Can celebrate success, highlight mistakes and provide next steps.<br>• Is linked to the learning objective, success criteria or necessary skills.<br>• Can be completed in any colour pen.<br>• Students should be given the opportunity to look at any written feedback and respond if they choose to.<br>• Should address misconceptions | • Should be in response to students' answers, comments or learning.<br>• Should clarify a misconception or identify next steps.<br>• Can be privately shared or sensitively shared with the class, where the whole class can celebrate or learn from a mistake.<br>• Should be linked directly to the learning objective, success criteria or necessary skills.<br>• Should address misconceptions |

There is no expectation for:

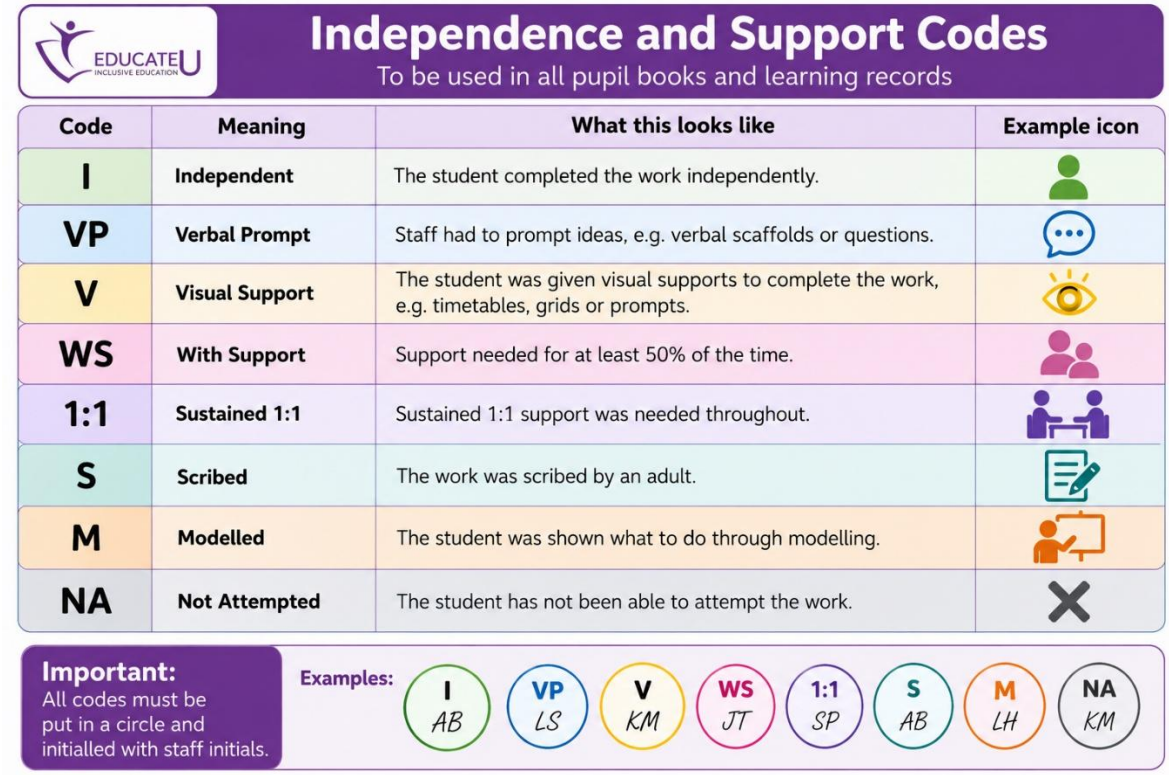
- every piece of learning to receive written feedback.
- extensive written comments for students' learning.
- students to respond to written comments, but rather to make improvements in future learning based on any advice given.
- verbal feedback to be recorded - progress of students in a lesson/week will show this instead.
- specific symbols to be used in written marking.

There is an expectation that:

- feedback (either written or verbal) is immediate.
- there is evidence of progress from one lesson to another, which was the result of written or verbal feedback.
- teachers' plans are adapted daily in response to students' learning.
- important errors in the basic skills of literacy are identified by teachers at an appropriate level (e.g., lack of capital letters, some spelling errors, missing punctuation).
- Marking is appropriate for the child.

**Support Codes**

Must be used by staff on each piece of work to show the current level of intervention and support needed for the student.




**Responsibilities**

***All School Staff, Teachers and Subject Leads***

- All new staff are given training on our assessment systems and are mentored through by another colleague to ensure consistency of tracking.
- All staff in each classroom to ensure that they have a working knowledge of the pupil's individual targets outlined in their EHCP and short-term IEPs
- All staff in each classroom are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, Earwig.
- All Teachers and SEN Tutors must have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Progress meetings of their achievements
- All Teachers must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes.
- All Teachers and Class Leads (with input from other professionals), are able to review achievements made at a pupil's EHCP annual review and IEP reviews, suggest appropriate new targets if required in line with their next steps and future aspirations.
- All subject leads should be confident in reporting how well any of our students are performing in their subject.

***Senior Leadership Team (SLT)***

- SLT to support class teachers through IEP/ILP meetings where required
- SLT to analyse and produce report for external professionals (Local Authority) where required.

- SLT to supports and monitor the process of setting targets to ensure there is a high level of challenge.
- Subject leaders and SLT to analyse data trends across cohorts, classes and individual pupils and intervene early to ensure high levels of progress is made by all students
- Headteacher to ensure that Quality Assurance happens across the school.