



Assessment, Recording and Reporting Policy

Version:	6.0
Name of originator/author:	Jennifer Duncan
Date issued:	February 2026
Review date:	September 2026
Target audience:	ALL ACADEMY STAFF MEMBERS

Introduction

At Tees Valley Education Trust, all curriculum policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils.

The following policy has been written to support the ethos, vision and values of both Discovery Special Academy and Tees Valley Education Trust. As a special school, the policy reflects the unique character of the academy and needs of the pupils while continuing to uphold the overall identity of the Trust.

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment and progress for every child.

Discovery Academy recognises that different forms of assessment are used for different purposes. Formative assessment describes processes of teaching and learning, whereas summative assessment allows staff to recognise what a pupil has learned and what skills they have securely developed in order to understand what they now need in order to move forward.

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying pupils' strengths and areas for development. Assessments can also assist the academy in setting appropriately challenging targets and can serve as an aid in evaluating the academy's overall effectiveness. The intention is to lead to an improvement in the provision the academy makes for its pupils and the progress they make.

Aims

Assessment of learning aims (Summative Assessment)

Assessment of learning is often referred to as summative assessment; it is assessment that takes place at the end of a unit of work, year or key stage and aims to:

- provide information on the pupils' level of academic performance;
- evaluate the pupil's present knowledge, skill and /or understanding within a subject;
- evaluate the pupil's progress against a national criteria, their previous work, and where appropriate, the cohort;
- indicate future placement in class groupings;
- fulfill statutory requirements at the end of a key stage;
- inform the academy's target setting procedure;
- inform and report on the pupil's progress and attainment to parents; and
- monitor and evaluate the effectiveness of the school's provision with regard to cohorts and individual pupils, including: pupils of different genders, ethnicity, abilities and age; pupils with English as an additional language; looked after pupils, refugees and travellers.

Assessment of learning may be in the form of a test, an assessed piece of work demonstrating attainment or through teacher assessment of pupil's level of attainment using a range of pieces of work and responses.

Assessment for learning aims (Formative Assessment)

Assessment for learning is often referred to as formative assessment; it is ongoing assessment and takes place during and after activities to inform planning and next steps. The purpose of assessment for learning is to:

- improve the progress pupils make and the standards they achieve;

- provide teachers and pupils with a clear understanding of the goal they are to achieve;
- provide necessary information to identify where pupils are in relation to their goal and the next steps they should take to achieve the goal;
- provide information on a pupil's strengths and areas for development within specific tasks, activities and skills;
- to ensure progress towards the goal by allowing the teacher to modify the teaching and learning; and
- to inform the teaching and learning process.

Assessment for learning is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson or activity, the teacher should:

- assesses pupils' performance against the learning objectives through observations, questions, discussion and, where relevant, looking at written/recorded work;
- provide oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance; and
- record how well the pupil or group of pupils have progressed towards the learning objectives and those exceeding expectations.

Staff use the assessment information gained in the lesson to make changes to the future planning and academic, therapeutic and social emotional learning objectives.

Using assessment for learning in marking pupils' work

Marking is the assessment of a task or activity. This can be done with the pupil present as they complete the task or after a task has been completed. It is an essential aspect of both the assessment for and of the learning processes. The academy sees the overriding purposes of marking to:

- provide teachers with information on where the pupils have performed well and what areas of development they have and what the teacher now needs to do to improve their performance and move them on in their learning;
- provide pupils (once they are at an appropriate developmental stage) with information on where they have performed well and on how they can improve their performance;
- evaluate the effectiveness of the teaching, including methods and resources; and
- provide part of the record keeping for individual pupils and personalized learning.

When marking, it is essential that the teacher:

- ensures that pupils who are developmentally able, know and understand the purpose of the work and the criteria against which their work will be assessed;
- marks using those criteria; and
- provides either oral or written feedback to the pupils on their performance concentrating on how they could improve their performance.

Please see the 'Feedback' policy for more details. All staff give feedback in accordance with this policy.

Roles and responsibilities

The senior leadership team has the following responsibilities:

- To coordinate assessment for all pupils including developing a clear and effective assessment timetable;

- To advise on in-service training to staff where appropriate. This will be in line with the needs identified in the academy development plan for assessment;
- To advise and support colleagues in the assessment of pupils using a range of appropriate and relevant assessment tools focused on both academic, therapeutic and social emotional development;
- To purchase relevant assessment tools such as MAPP and arrange training;
- To regularly scrutinise pupil learning journeys, progress and attainment to inform future development plans and appraise the effectiveness of personalised learning;
- To analyse personalised progress data in conjunction with phase leaders and teachers to inform interventions if appropriate;
- To review and revise assessment, recording and reporting procedures on an annual basis.

Trustees have the following responsibilities:

- To ensure that an up-to-date assessment, recording and reporting policy is in place and is made available to parents and for inspection;
- To ensure that the assessment policy is in line with current national guidance on SEND assessment and in line with the Rochford Review;
- To ensure that the policy reflects a whole school approach, particularly in relation to consultation.

Teachers have the following responsibilities:

- To develop and update skills, knowledge and understanding of the SEND assessment;
- To identify inset needs with regard to SEND assessment and take advantage of training opportunities;
- To keep appropriate on-going assessment records of individual pupils;
- To use assessment effectively to inform planning for academic, therapeutic and social emotional development, liaising with the phase leader and other professionals when necessary;
- To inform parents of pupils' progress, achievements and attainment;
- To analyse progress data in conjunction with phase leaders and the SLT suggesting interventions where appropriate.

Assessment tools

EYFS

Teachers assess children in Nursery and Reception against the statements in Development Matters and statutory data is submitted at the end of the academic year.

Evidence to support progress judgements are collated on the Evidence for Learning app in the form of a learning journey directly linked with targets set using MAPP. Targets are generated using statements from Development matters, The Engagement model, S&L reports, and from other professional reports.

Termly pupil progress meetings allow discussion of individual pupils and their learning journey and allow all staff involved with the pupil to consider next steps in learning and how best to support this academically and therapeutically.

Informal/EYFS

At Discovery Special Academy, teachers assess informal/EYFS learners using Mapping and Assessing Personal Progress. This allows teachers to assess the lateral development of four *aspects* of skill using a ten-point

rating scale referred to as Assessment of Lateral Progress (ALP). Lateral progression is concerned with the refinement and strengthening of skills over time and not simply with enumerating the number of skills gained. Throughout MAPP the word 'skill' should be read as having a wide scope, which encompasses knowledge, understanding and attitudes, rather than the narrow sense in which it is used to contrast 'skillbased learning' with 'process-based learning'.

Teachers measure these four aspects across a continuum of skills development. The aspects are:

- Independence;
- Fluency;
- Maintenance; and
- Generalisation.

Each of these aspects has descriptors, which represent progress from emergent behaviours to competence along a ten-point rating scale.

- Numbers in bold font on the rating scale (i.e. 1, 4, 7, and 10) refer *directly* to the descriptor placed above them.
- A number immediately to the left of a bold number indicates that the descriptor partly fits the learner's behaviour but is not yet fully achieved.
- A number immediately to the right of a bold number indicates that the learner has progressed beyond this point but is not yet operating at the next level.

The MAPP approach suggests that a progress score of 7 indicates a sufficient level of competence for a pupil to progress onto new learning. However, as the developers of MAPP explain, to stipulate that point 7 on the ALP rating scale should count as the criterion of success for all learners and for all learning intentions is to overlook essential differences between individuals. Therefore, at pupil progress meetings, discussion will focus on the 'skill' being taught, the level of progress through the skill and the individual pupil need in order to define whether that progress is good or otherwise and a learning intention is labelled as achieved.

There are key indicators to consider at progress meetings:

1. Scores which are predominantly lower than 12 or higher than 24 (i.e. the lowest and highest 30% of scores), may indicate that the level of challenge is either set too high or is insufficient.
2. Learning intentions that are continued for a period of 12 months and have still not been achieved.
3. A high proportion of discontinued learning objectives.

These key indicators must be viewed in a holistic manner in direct relation to the needs of pupils. Assumptions cannot be made simply by looking at the figures. MAPP assessment is ipsative. Ipsative assessment compares an individual's current performance with their own previous performance and therefore is not referenced to an external set of criteria. The figures serve to point us toward the corresponding Individual Progress Records and we may find, for example, that low scores reflect the genuine complexity of a pupil's needs or that high scores do, in fact, represent outstanding progress. All those working with the pupil will make these decisions and prepare next steps in learning during pupil progress meetings. Equally, the team decides what number of learning intentions are appropriate for each pupil. As a general guide, between four and six intentions is adequate for informal learners. A case study is created for each pupil assessed using MAPP to develop a greater understanding of their progress and to support decisions regarding the setting of new learning outcomes or their continuation.

Where a pupil demonstrates a particular strength in an area of the curriculum in the informal classes, the teaching team and SLT may decide to track progress in this subject area using PIVATS. This is recorded on

SIMS alongside data for semi-formal learners. Evidence to support decisions comes from the pupil's learning journey (recorded on Evidence for Learning), formative assessment through planning and summative assessment statements.

Semi-formal Year 1-8

Teachers assess semi-formal learners using the nationally recognised assessment framework PIVATS for reading, writing and mathematics (Performance Indicators for Value Added Target Setting) that is widely used across special schools nationally. This system is not only robust, but enables moderation and monitoring across TVET and by external agencies reporting on outcomes for parents and the government. Progress and achievement in this system can be compared to other children of similar category need nationally using tools such as CASPA (Comparative Analysis for Special Pupil Attainment).

As PIVATS data measures progress and attainment between fixed periods of time, CASPA will be used annually to analyse progress compared with similar pupils nationally. CASPA is a tool for the analysis and evaluation of attainment and progress for pupils with SEND who are working significantly below age related expectations. It forms a national database of assessment information collected from participating schools and local authorities. Within this database, there are trends that show rates of progress pupils make when compared with pupils of similar category need. CASPA's analysis and bench-marking takes account of the circumstances of individual pupils, both for the review of historic progress as well as when considering targets for future progress.

By providing a robust and reliable measure of progress and identifying potential areas of concern, CASPA allows schools to take appropriate actions to improve outcomes for pupils. Progress can then be compared with other children nationally in order to assess whether this is above, at or below the expected standard. Within this system, examples of pupils' work are recorded on Evidence for Learning including photographs, videos and other assessment information, which demonstrates each pupil's level of achievement. This offers a quantitative and qualitative approach to assessment that can take into account each pupil's personal learning journey which is vital when working with pupils with varied and complex needs. Class teachers will be responsible for determining individual interventions in discussion with the deputy headteacher.

Using national SEND data offers support and challenge to ensure pupils make better than expected progress. These data will form the bedrock of the school's self-evaluation and school improvement activities by providing intelligent and user-friendly interpretation of assessments and targets for individual pupils, for cohorts of pupils and at whole-school level.

There may be times during a pupil's learning journey on the semi-formal pathway, when their progress becomes more lateral in a particular area of knowledge. To support best progress and ensure smaller steps of progress are recognised at a granular level, the pupil will be given a MAPP learning intention in the area of need. MAPP is also used to assess progress of pupils on the semi-formal pathway in communication and interaction.

Target Setting

Discovery Special Academy makes full use of all assessment information in setting targets. Aspirational individual targets are set using the professional knowledge of staff and national data drawn from CASPA in reading, writing and mathematics. SLT monitor and analyse progress towards targets to track identified groups of pupils and their outcomes. This analysis informs judgements as to whether the curriculum and pedagogies used are being effective and signal the need for early intervention if required. Where gaps are

identified, SLT and teaching staff identify appropriate short, medium and long term actions. Information gathered from this also informs Personalised Learning Plans (PLPs) as well as teaching and support through intervention.

Assessment information provides the headteacher and trustees with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment and progress rates of the pupils. Acknowledging progress rates allows personalised learning journeys and appropriate targets to be set while retaining high expectation and challenge. All targets are reviewed as part of pupil progress meetings.

For semi-formal learners in KS1,KS2 and year 7 and 8, progress towards targets will be measured against other children with similar needs nationally through CASPA and targets will then be updated, evaluated and shared with pupils, parents, staff and external stakeholders. This data, along with Benchmarking meetings and Pupil Progress meetings, serve as a means of providing information and as a basis for taking action. In particular this information is used:

- to track individual pupil's and cohort attainment and progress over time;
- to project future information;
- to gain information about the effectiveness of the academy's provision;
- to base changes within the academy; and
- as a basis for reporting to parents and outside agencies.

Semi-Formal Year 9,10,11 - Functional Skills

The progress of year 9-11 pupils following the semi-formal pathway will be through Functional Skills English and maths entry level accreditations. Functional skills entry level assessments are recognised qualifications provided by Pearsons. They are designed to evaluate a learner's practical abilities in literacy and numeracy to ensure they can effectively manage day-to-day tasks. These assessments are designed to meet the needs of individuals at different stages of education and support them towards employment.

The starting qualification level for each pupil will be determined based on their end of year 8 PIVATS assessment. Individual pupil targets will also be set based on end of year 8 PIVATS assessments, combined with their historical progress over time. Pupils will be assessed by class teachers and progress through the accreditations will be tracked termly using an assessment tracking spread sheet. Pupils will be assessed as either entering, developing or secure within an assessment criteria. This is used to identify when a pupil is ready to take the assessment (examination). Examinations are 'on demand' and can be taken at any point during the academic year. The examinations are internally marked and verified. External verification by Pearsons will also take place annually.

The academy, where appropriate, will recognise pupils' prior learning and take this into consideration when determining the subject each pupil will study and the accreditation level. This prior learning may take the form of part of full completion of the qualification offered.

Policies and procedures are in place to support the delivery and assessment of Functional Skills qualifications. Relevant to assessment, recording and reporting include:

- Exam policy
- Internal quality assurance Policy
- Contingency policy
- Malpractice, maladministration and plagiarism policy

- Special considerations and reasonable adjustment policy

Reporting to parents and carers

Discovery Special Academy values and nurtures the partnership it has with parents in helping to make good progress, achieve highly and develop fully as people. Written and oral reports to parents on pupils' progress, development and behaviour are an important means of assisting parents and carers to be fully involved in this partnership. Regular contact with parents and carers is maintained through home school communication books, Showbie, phone calls and termly parent consultations. Written reports are also provided at the end of the academic year. The academy seeks to ensure that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

- how their child is performing in relation to their potential;
- their child's strengths and any particular achievements;
- areas for development and improvement as well as how parents and carers can help; and
- whether their child is happy, settled and well-behaved.

The academy will seek to ensure that all parents and carers feel welcome and able to discuss their child's progress. The academy encourages parents and carers to ask questions and gain insight into their child's performance and attitudes. The academy seeks to be both honest and constructive in the picture that is giving of each child. Where appropriate, specific advice is given as to how parents and carers can help their child.

Annual assessment timetable

	EYFS	KS1/ KS2/KS3/ KS4
Autumn 1	Nursery and Reception baseline within first 2 weeks MAPP intentions set Ongoing observations and assessments.	End of previous year assessment used to develop personalised learning, interventions and set aspirational targets. Interim pupil progress meetings focused on understanding targets set and focus pupils review. Baseline for new pupils (inc. year 1 milestone baseline) MAPP intentions reviewed for IF pathway and moderated. Phonics baseline/assessment for all relevant learners. Targets set for Functional Skills English and maths accreditations.
Autumn 2 and Spring 2	Parent consultation meetings. MAPP, PIVATS and Functional Skills assessments updated and recorded. Progress towards individual targets tracked and analysed and reviewed through pupil progress meetings. Phonics assessment update for all relevant learners. Report to Trustees.	
Spring 1 and Summer 1	Interim pupil progress meetings for pupils not on track to make expected progress and any additional focus pupils across all pathways.	
Summer 2	Written reports to parents and parent consultation meeting All EYFS, Informal, PIVATS, milestone assessment and Functional Skills data updated, tracked and analysed 3 weeks prior to the end of term to allow for comprehensive moderation. Phonics assessment update for all relevant learners. End of year assessment reports produced.	

	Semi-formal data inputted into CASPA and sent for national comparison. EYFS statutory return. KS1/KS2 pre -key stage standards
Annual review timetable for EHCPs will be developed by SLT..	

Monitoring and evaluation

The SLT are responsible for monitoring the assessment, recording and reporting arrangements and its effectiveness. The SLT monitor and review assessment through regular pupil progress meetings, discussion at staff meetings, phase meetings and SLT meetings and carry out regular analysis to inform future staff development and review the effectiveness of teaching and learning.

Staff development

The SLT will identify staff development needs and arrange whole academy and individual staff training opportunities as required. The outcomes of training are disseminated during staff meetings.

Equal Opportunities

All children have equal access to the curriculum and accreditation routes regardless of their gender, ethnicity or learning difficulty. This is monitored by analysing pupil performance throughout the school to ensure that there is no significant disparity between groups.

Links to other relevant documents and policies

The assessment policy links to the following academy policies:

- Equality
- RE
- SRE
- Curriculum policy and plans
- Feedback policy
- EYFS
- Exams policy