



Assessment Policy

Version	Date	Author	Changes
1.0	18 th February 2026	Rachael Martin	Created Policy
1.1	11.05.2026	R Martin	Amendment to policy following the changes to the curriculum and the implementation of the NEN (previously AET) Framework
1.2	June 2026	R Martin	Finalised Policy based on the implementation of the Curriculum Policy and the use of INSIGHT as a tracking platform

1. Rationale:

This assessment policy sets out how the school assesses, tracks, and supports pupils' academic, personal, social, emotional, sensory, and communication progress. It is explicitly aligned to the school's Curriculum Policy and supports the delivery and evaluation of the curriculum.

The policy is grounded in:

- Evidence-informed practice from the Education Endowment Foundation (EEF)
- High-quality teaching and learning guidance from a range of curriculum and teaching experts, including (but not limited to): Peps McCrea, Dylan Wiliam, Tom Sherrington and Oliver Caigilioli, (Teacher Walk Thrus series) David Didau, and Teacher Toolkit (Ross Morrisson-McGill) et al.
- The NEN (formerly the AET) Framework, for understanding progress for autistic learners.
- The school's mission to deliver a broad, balanced, ambitious and inclusive curriculum which enables our pupils to prepare for adult life and thrive in education
- A strengths-based, inclusive approach that aligns with SEND Legislation and best practice

Assessment exists to support learning, inform teaching, and evaluate the impact of the curriculum. It is not used to label pupils or compare them to others.

The school recognises that progress - for children who are diagnosed with Autism - is often non-linear and must be understood holistically and ethically.

2. Legislation and Guidance:

2.1. This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

2.2 It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

2.3 The policy ensures compliance with the Independent School Standards (Regulations), in particular Part 1: Quality of Education and Part 8: Leadership and Management

2.4 Any concerns relating to safeguarding of pupils whilst undertaking any assessments will be referred immediately to the Designated Safeguarding Lead and the Child Protection and Safeguarding Policy will be utilised.

3. Alignment with the School Curriculum Policy:

Assessment is designed to evaluate how effectively the curriculum is:

- **Designed** – logically sequenced, knowledge-rich and ambitious
- **Implemented** – delivered through high-quality, evidence-informed teaching
- **Embedded** – remembered, generalised and applied over time

Assessment aligns directly with curriculum intent by measuring progress towards:

- EHCP outcomes and Individual Education Plan (IEP) targets
- Development knowledge, skills and understanding across Engagement, Semi-formal, and Formal curriculum stages – at our school, these are known as Puffin, Peacock and Flamingo.
- Academic learning, life skills and personal development (covering the 8 areas of the NEN Framework)

Assessment evidence informs a number of areas, as below:

- Evaluation of the curriculum at various points throughout the academic year
- Review of the sequencing of lessons, topics and subjects
- Informs targeted intervention planning
- Supports teaching approaches and staff practice and pedagogy
- Ensures a clear line of sight, as below:

intent → implementation → impact

This is broken down further, using the Assess, Plan, Do, Review model as per our process map below:



4. Principles of Effective Assessment:

At Supreme Start School, we ensure that:

- **Formative assessment is one of our core principles:** It is ongoing, embedded and responsive
- **Feedback is used as a high-impact mechanism in teaching:** It is focused on the task, constructive and supports self-regulation and improvement
- **Pupils are involved in their learning:** we give our learners the tools to explore through their experiences to understand different outcomes
- **Assessment is clear and aligned to the curriculum:** validity of the outcome is the key measure of pupils' success
- **Assessment is reliable, fair and inclusive:** it supports the needs of the individual learner and is accessible for all
- **Responsive teaching is embedded:** assessment is used as a tool to inform teaching decisions and is central to the curriculum
- **All assessment is meaningful to the individual:** It is meaningful, purposeful and designed to support learning, rather than exist in an end itself

What We Assess

4.1 Academic Learning

- English (phonics, communication, reading, writing – including pre-formal and functional literacy)
- Maths (number sense, reasoning, functional maths)
- Curriculum subjects taught through our structured, adapted pathways
- Academic outcomes are assessed against our small-step progression model

Progress may be evidenced through increased consistency, reduced support, or improved regulation rather than faster academic outcomes.

4.2 Autism- Specific Areas of Progress (NEN Framework), as below:

- Communication and Interaction
- Social Understanding and Relationships
- Sensory Processing and Integration
- Flexibility, Information Processing and Understanding
- Emotional Understanding and Self-awareness
- Learning and Engagement
- Healthy Living
- Independence and Community Participation

Progress against the individualised and identified areas will be measured as the scale below:

Not yet developed (N)	Not present or high level of prompt or support required.
Emerging (E)	Some first steps in working towards but early understanding and limited evidence. Needs considerable support to carry out tasks in this area.
Developing (D)	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
Often used (O)	Used often and in several contexts. Mostly independent / spontaneous, only occasional reminders.
Consistent (C)	Consistently used and applied within range of settings/ contexts and with a range of people. Independent and unprompted.

4.3 National Curriculum tracking at Key Stage 1 and 2 (when and where appropriate)

Where a child attends Supreme Start School and is working at their age and stage, as part of our Flamingo curriculum, they will be working on the National Curriculum and will be assessed using a 5-point system which shows the following:

- Working Significantly Above Age-Related Expectations (ARE)
- Working above ARE
- Working at ARE
- Working below ARE
- Working Significantly Below ARE

5. Types of Assessment

All pupils attending Supreme Start School will undertake an initial baseline screening, with parental involvement, as part of our NEN framework curriculum. This will assist us in establishing the point at which the pupil will start on the progression scale and allow us to measure their progress from that point forward.

All parents will be asked to partake in this process before the child joins the school.

The baseline priorities is a questionnaire linked to the 8 areas of learning on the framework and asks parents to identify the areas of priority that their child or young person needs to focus on. The colour-coded sections then help staff to identify the Learning Outcomes and the Progression Framework overview. It can also be utilised as a One-Page Profile for the classroom so that all staff know and understand each individual child.

5.1 Formative Assessment (Daily Practice)

In line with EEF guidance and *Teacher WalkThrus*, teachers use:

- Targeted questioning (adapted for communication needs)
- Observation of engagement and independence
- Live marking and feedback
- Use of visual supports and success criteria
- Retrieval practice adapted for autistic learners

Teacher Walk Thru's responsive teaching cycle underpins this practice:

Teach → Check → Adjust → Support

Which aligns with our school process mapping and the Assess, Plan, Do, Review cycle.

5.2 Diagnostic Assessment

Used at entry, transition points, or when progress stalls:

- Baseline assessments using play-based and observation-led approaches
- Speech, language, sensory, and functional skill profiles
- Collaboration with therapists and families

5.3 Summative Assessment

Used sparingly and thoughtfully:

- Termly teacher judgements using small-step frameworks
- Avoidance of standardised tests unless appropriate and accessible
- Evidence-based moderation across the school, with all class leaders taking part

Summative data is used to evaluate provision, review the curriculum and not to rank pupils.

6. Inclusion and Assessment

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, as per their NEN baselines assessment.

Assessment approaches are adapted by:

- Offering alternative modes of response (AAC, visuals, practical demonstration)
- Reducing language load and processing demands
- Allowing additional time and flexible environments
- Prioritising observation over written output where appropriate

Masking, compliance, or silence is not interpreted as learning as this can be detrimental to a pupil's progression and is unfair on the individual.

7. Recording and Tracking Progress

Assessment recording will take place on a regular basis:

- Baseline: On entry / review within 4-6 weeks
- Daily: Formative
- Termly: Summative
- Annual: Annual Review

Progress is recorded through:

- Individual learning profiles
- NEN-aligned progress narratives
- Annotated work samples and photographs
- Termly holistic summaries, with evidence to support, rather than numerical scores alone
- Online reporting on Insight tracking platform which all staff have access to and is used for storing, tracking and moderating the data

Data is reviewed regularly to identify:

- Pupils needing increased or adapted support
- Successful strategies to be shared across staff
- Curriculum and provision strengths and gaps
- Areas where a child may be making progress in an area at school but not at home and vice versa

Data is stored in line with UK GDPR guidance and legislation.

Staff will be required to complete an individual child's ILP on, at least, a weekly basis, showing the progress that they are making towards their specified targets.

Staff are required to upload evidence of learning onto the platform when there is meaningful evidence that shows progress towards a pupil's individual targets.

For example, if a child is working on the following:

Communication and Interaction (CI)

2.4 Requests help

In the lesson, pupil gestures to an adult, uses a communication board or an AAC to request help, this would be classed as good evidence to upload to show that they are **DEVELOPING** towards this target.

Uploading evidence of this, such as a picture of the adult-supported work, or adding a note that states the pupil requested support and how this was undertaken would be acceptable to be able to analyse this alongside other evidence over time.

8. Feedback and Pupil Involvement

Feedback follows EEF and Didau principles:

- Specific, timely, and actionable
- Focused on effort, strategies, and next steps
- Delivered verbally, visually, or symbol-supported, as needed

Where appropriate, pupils are supported to reflect on:

- What they have achieved
- What helped them learn
- What they want to try next

9. Working with Families and Professionals

Assessment information is shared:

- Transparently and sensitively with families
- On a half-termly basis and at the end of a Learning Plan cycle, with a full report at the end of the academic year
- Through clear, jargon-free language
- With a focus on progress, wellbeing, and capability

Annual reviews, reports, and meetings draw on assessment evidence from across the year, not one-off tests. Our process map shows the cycles that take place across the year which are individualised for each child.

10. Staff Development and Moderation

Continuing Professional Development

Supreme Start School is a research-engaged school.

- Senior and middle leaders are expected to engage with the developments in assessment through reading widely, attending conferences and CPD opportunities and then curate the key findings for teachers.
- Teachers and classroom leaders are encouraged to be equally proactive in developing their understanding of assessment.
- The overall responsibility for the quality of CPD is with the Senior Leadership Team collectively.

To ensure consistency and quality:

- Staff receive ongoing CPD in assessment, pedagogy and responsive and adaptive teaching
- Regular moderation of work and professional dialogue
- Use of Teacher WalkThrus and instructional coaching to embed best practice

11. Monitoring and Review

The Headteacher and senior leaders monitor:

- The impact of assessment on teaching quality
- Pupils' engagement and wellbeing
- Workload and sustainability for staff

This policy will be reviewed annually in light of any new research, the curriculum and its relevance for the cohort of pupils, school self-evaluation

12. Key Research and Guidance Informing This Policy

- Education Endowment Foundation – *Assessment, Feedback, and Special Educational Needs*
- Sherrington, T. – *Rosenshine Principled Instruction and Responsive Teaching*
- Teacher WalkThrus – *Instructional Coaching and Formative Assessment*
- Didau, D. – *Making Meaningful Progress*
- Teacher Toolkit – *Assessment without Levels*
- NEN Framework – Autism- specific progress measurement