



ASSESSMENT AND REPORTING POLICY

DATE APPROVED:	September 2025	DATE OF NEXT REVIEW:	September 2026
POLICY OWNER(S):	Head Teacher		
DESIGNATION:	School		
APPROVED BY:	Executive Team		

Purpose of policy	To provide details of the assessment and reporting for the curriculum within school
Links to other policies	N/A

Our Aim:

To create a world class educational establishment for children with Epilepsy and other complex learning, care and health needs, where lifelong learning is at the front and centre of all aspects of all our work.

- Pursuing excellence in the **curriculum** to achieve outstanding personalised progress for all students.
- **Raising standards** in students' attainment and progress through teaching, learning and assessment of the highest quality.
- **Strategic Growth and Excellence**, ensure the school's growth in size and numbers while maintaining high standards of education
- Maintain the outstanding **Catholic ethos** and organisational values as the school grows and develops.
- St. Elizabeth's places **Safeguarding** of children and young people of paramount importance. Safeguarding and the promotion of welfare and safety is the golden thread that informs all that we do.

1. Introduction

The school curriculum and assessment frameworks are designed to meet the complex needs of individual learners. We offer a school provision for 5-16 year-old learners with special educational needs, Epilepsy, and/or complex medical needs.

The curriculum is designed to prepare our learners for the next stage of their lives, whether this is further learning, work, volunteering or supported living. The individualised programs of learning are developed using a framework of learning 'Pathways'.

Each Pathway of learning is based on a set of principles that lie at the heart of person-centered learning. Curriculum provision is tailored, broadly, to the needs of the learners within each pathway; from formal curriculum subjects to 'learning to learn' skills, including communication and cognitive development. There is also a focus, where relevant, on work-related learning and work experience opportunities and independent living skills. We also have a full enrichment programme, which offers a range of social enterprises and vocational placements as well opportunities for learners to access the local community and to develop independence skills.

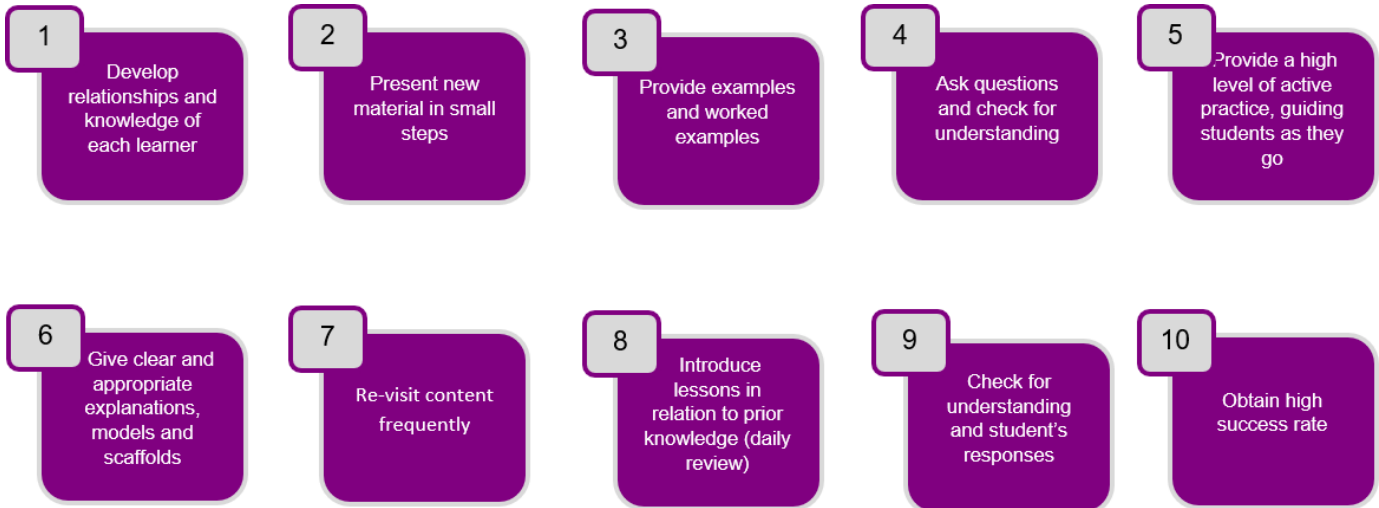
Staff ensure that learning is fun, innovative, and creative to challenge and stretch students to make rapid and sustained progress.

The school curriculum is evaluated by our assessment framework Earwig Academic, which is software for schools specialising in SEN Assessment. Earwig enables teaching staff to make comprehensive assessments quickly and easily, linking them to multimedia supporting evidence. Alongside automated tracking, benchmarking, analysis and reporting. It is the only software which facilitates all the recommendations within the Rochford Review.

2. Teaching and learning expectations

The day-to-day classroom experiences, in which our students participate, are expected to be of high quality and to support the needs of all learners. This is underpinned by Professional Learning for staff, feedback for the students and a strategic overview of assessment; with a focus on quality first teaching and ensuring that there are no barriers to every student achieving.

Teachers should use data to inform their planning and the future delivery of topics, using it to respond to students' needs, knowledge and understanding in terms of immediate teaching strategies and longer-term plans. It is important for both teachers and students to identify any gaps or misconceptions on a regular basis so that they can be corrected swiftly and progress made. Teachers will use the St. Elizabeth's Top Ten to structure learning in their classrooms, ensuring that information and learning is delivered in a way appropriate to each setting.



Teachers should also identify opportunities to scaffold work to support the learning of all learner groups. Teachers will have a record of each student's EHCP targets and baseline data, as well as individual learning plan targets reviewed annually from the students EHCP, setting out long term targets alongside the success criteria and staff accountability.

3. Assessment strategy

The aim of assessment is to provide information, through observation and data, that helps students to improve their learning, demonstrate progress and identify and fill the gaps in their learning, whilst keeping all stakeholders informed. We are committed to formative assessment and the role it plays in supporting both students and teachers. The assessment model used at St. Elizabeth's is designed to:

- Develop, implement and maintain a clear system, understood by staff, students and parents, which aims to provide high quality information about students
- Maximise students' progress
- Ensure that assessment for learning is an integral part of teaching and learning
- Provide feedback that allows students to recognise the gaps in their learning
- Provide feedback to parents on the progress made by their child through a transparent reporting system

Formative assessment should take place in every lesson, in a way that is appropriate and specific to the needs of the learner and class. The information gathered should then be used by teachers to inform planning for curriculum development, revisiting strategies and possible interventions for individual students.

4. Feedback and gap identification strategies

Students will receive feedback about their learning regularly, identifying how further progress can be made through formative assessment. Teachers will provide feedback in a manner that is best suited to a particular learning experience and can be aimed at individual, small group or pathway level. It may include, but not be exclusive to:

- Spoken feedback given in the lesson
- Use of PECs, social stories or digital software
- Use of Earwig to identify gaps in evidence and RAG ratings
- Written feedback recorded in books or on work
- Peer feedback that could be either spoken or written

5. Summative assessment

Summative assessment is used to evaluate student learning at the end of a learning cycle in the form of an assessment week, where data is consolidated, followed by a super teach week whereby prior misconceptions are addressed and resolved. Teachers are required to monitor EHCP targets and Curriculum standards regularly, through the recording and assessment of evidence and weekly Class Progress meetings. Members within class teams have specific responsibilities around recording evidence, in order to ensure that the data is accurately recorded and used to effectively inform future teaching and learning (Appendix 1). Pathway leaders are responsible for monitoring the quality and quantity of data collected.

Earwig reporting software is used to track progress over time and highlight gaps in attainment. It can show where learners are making progress but also when learners may either show a lack of progress or regression in their learning, possibly due to external factors i.e. medical, behavioural, social or emotional factors. Feedback from summative assessments should be used formatively by both students and staff to guide their future planning, by introducing or revisiting strategies, individual student interventions and/or identifying areas for revision.

6. Earwig Assessment of Learning

Earwig EHCP data is monitored throughout the school year, with regular reviews through assessment weeks, RAP meetings and weekly class progress meetings, which allow class teams to discuss progress, key targets and any barriers to learning. The EHCP outcomes, and corresponding targets, are reviewed, discussed and changed (where appropriate) as part of the annual review process.

Earwig curriculum data is monitored at the end of the learning cycle. Whole school data is monitored for quality assurance, in order to ensure that the system is being used effectively to measure progress, to measure the impact of the curriculum and to highlight any areas of need across the pathways. Curriculum data is also monitored as part of the RAP reports which take

place at the end of each learning cycle, to allow pathway leaders to support and guide their teams to maximise progress.

7. EHCP Target Setting

The long term EHCP targets are broken down, in collaboration with the Therapy team at St Elizabeth's, into medium- and short-term targets. Teachers set targets which are aspirational and allow the student to develop a love of life-long learning.

Targets are established across four key areas: Communication & Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory & Physical. Short, medium, and long-term objectives are determined according to the EHCP, including goals that students may also contribute to when appropriate.

The annual review cycle provides opportunities to review and amend EHCP outcomes, and their corresponding medium and short-term targets, in collaboration with parents/carers and the wider multi-disciplinary team (Appendix 2)

8. Pathway Assessment Frameworks

Each pathway has a bespoke framework in which progress is tracked, with the emphasis on measuring learning skills across the curriculum subject areas. The areas covered are as follows:

Apple Tree Avenue	Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> • Communication and interaction • Social understanding and relationships • Sensory processing • Interests, routines and processing • Emotional understanding and self-awareness • Learning and Engagement • Healthy living • Independence and community participation • RE 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> - Reading - Writing - Spoken language • Mathematics • Physical Education • PSHE • RE • Preparation for Adulthood 	<ul style="list-style-type: none"> • Literacy <ul style="list-style-type: none"> - Reading - Writing - Spoken language • Mathematics • Physical Education • PSHE • RE 	<ul style="list-style-type: none"> • Individualised Personal Learning Intentions (MAPP) • RE

These frameworks have been developed using the following frameworks:

Apple Tree Avenue: Adapted from the AET 2.0 Autism Prog

Pathway 1: Adapted from KSENT Core and KSENT foundation

Pathway 2: Adapted from KSENT Core, KSENT foundation and Henry Tyndale RSE

Pathway 3: Adapted from the Linden Lodge: 3 Semi-Formal PLG map

RE frameworks: A blend of SCOTLAND Curriculum for Excellence Foundation Benchmarks, SCOTLAND Curriculum for Excellence Responsibility for All and KSENT foundation

All pathways also have rebound therapy frameworks - Rebound_Therapy+_HFI

Pathway 3 – MAPP

The personalized learning intentions created within the pathway 3 framework are based in the MAPP (Mapping and Assessing Personal Progress) model. By setting personal learning intentions, working alongside therapy and EHCP targets, learners can experience holistic and personalized learning opportunities showing lateral as well as linear progress over time. Systems have been developed to ensure that personal learning intentions work alongside the schemes of learning and learning progression is shown throughout the cycle. The curriculum has been given more structure to ensure that all aspects of learning are maximized within each subject area.

Preparation for Adulthood

For learners in year 10 and above, it is important that there is provision for the development of independent living and work skills. The **Preparing for Adulthood (PfA)** Core Standards outline how education settings support young people and their families through the transition to adulthood. For learners, specifically in pathway 1, the PfA framework has been developed to provide personalised learning targets across the four areas of Employment, health, independent living, and community inclusion. This has been based on the 'PfA outcomes by area of need' guided by Anne Hayward. These targets will be met across the curriculum areas, through focused learning sessions, social enterprise opportunities, and offsite visits to the local community. For learners in pathway 3 who are year 10 and above, their PfA targets will be incorporated into their MAPP curriculum targets.

9. Recording Data

Tracking of Data

There is a clear protocol for recording and monitoring data (Appendix 1). This sets out the responsibility within each class team for recording and monitoring data, including the frequency and quality assurance processes. This includes regular opportunities for class teams to discuss

and monitor progress during weekly class progress meetings, to ensure that learning is planned to meet the targets set out in the EHCP.

Data is reported and shared during annual reviews, mid-year and end of year reports and subsequent progress meetings.

RAP meetings

RAP meetings provide pathway teams with the opportunity to discuss the Earwig data and progress made in a learning cycle, providing a support network to celebrate success or to find solutions where learners may be experiencing challenges. This can be achieved through discussion about targets, examination of earwig reports, work scrutiny or exploring ways of filling gaps in data frameworks. The information from these review meetings provides quality assurance for the tracking and analysis of Earwig data as well as providing evidence for future developments within curriculum and assessment provision.

10. Monitoring Learning

Both EHCP and curriculum levels are rated using the following descriptors. Teachers are required to RAG rate both the EHCP and Curriculum areas regularly, whether the target is **emerging**, **developing** or **secured**. This is through evidence recorded each week, class progress meetings, monitoring of target areas and the cycle assessment week.

EHCP and Curriculum attainment data is collected at the end of the cycle and monitoring using the following descriptors.

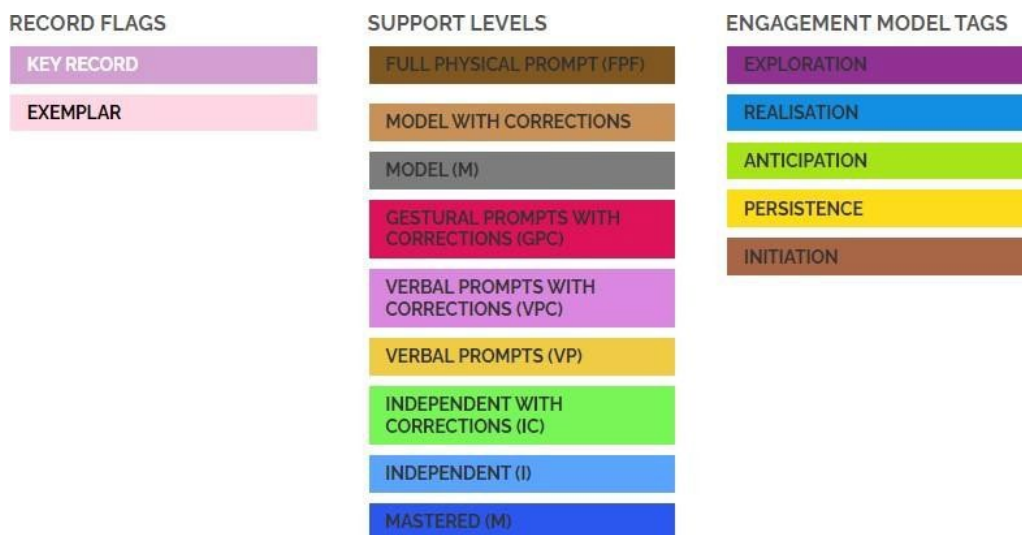
Attainment descriptor	Description
Emerging	Learner has started to show some level of understanding and skills within this area normally with modelling and/or full physical, verbal, and gestural prompt.
Developing	Learner has begun to show understanding within this area, with attempts to complete tasks or share knowledge with smaller amounts of support.
Secured	Learners can complete targets in this area independently; they have demonstrated it several times and within different contexts.

For our learners in pathway 3, the curriculum framework has been adapted to use a 10-point scale to measure progress. This will allow for the small steps of progress that our more complex learners make to be more accurately measured and tracked over time.



11. Levels of Support and Engagement

Staff also record the level of support provided with each piece of evidence, to provide an accurate picture of the students' progress. Within pathway 3, our assessment for learning is based on the engagement model (DfE July 2020) principles where feedback and marking are an integral part of our students personalised educational progress.



12. Assessment Impact

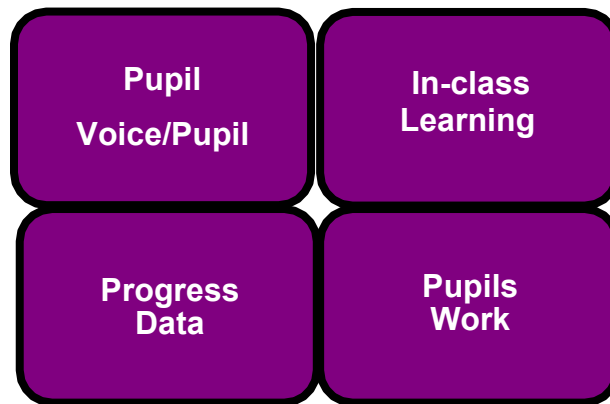
Our assessment procedures provide a robust and clear structure which enables us to monitor the curriculum, teaching and learning. The curriculum and wider opportunities are reviewed on a regular basis to ensure that they meet the needs of all stakeholders. This is through classroom monitoring of Earwig data, Pathway monitoring in the form of RAP reports and through the St Elizabeth's Learning Review.

The accumulation of the **St Elizabeth's Learning Review** process is represented below. These four areas of focus are analysed overtime to identify whether teachers are achieving the **St Elizabeth Teacher Standards** in terms of their quality of teaching and learning or not. Learning reviews happen regularly through learning walks, providing regular feedback on teaching, and learning in a high frequency and low-pressure method. Formal learning reviews and lesson observations may be planned for specific focus areas related to the school strategic plan. The learning review will also feed into the school's appraisal process, providing further evidence for professional development.

The St Elizabeth's Learning Review should aim to provide evidence against seven areas of provision, which give an indication of the quality of inputs to the learning process. These are: -

1. Engagement and behaviour
2. Staff knowledge of targets and intent of the lesson
3. Evidence of prior learning and routine
4. Evidence of assessment for learning
5. Deployment and effectiveness of LSAs
6. Lessons are planned and resources
7. Evidence of holistic needs being met.

13. St Elizabeth's Learning Review - the 4 Elements



In lesson learning

In the short-term, lesson by lesson, we cannot observe learning taking place within a classroom. It is not possible to peer inside the heads of students to see the neurons making connections with new thoughts and ideas forming. Nevertheless, as educators we can still create the conditions to nurture learning and look for the signs that it is taking place. Real learning is most likely to take place when students are engaged in their learning, they are challenged and thinking hard, and this happens in an environment where the teacher structures experiences that support collaborative learning. Therefore, at St Elizabeth's, we believe that there is a clear difference between performance (based on short term outcomes seen in individual lessons) and learning (based on long term retention of knowledge and using it to think about new concepts). This will always take into account the vast range of complex needs displayed by the learners.

In summary, learning is most likely to take place where:

1. Learners are required to retrieve and demonstrate knowledge learned and embedded
2. Learners are engaged (not just busy)
3. Learners are dealing with difficulty and working at their challenge threshold, consider this section specifically for SEND

4. Questioning is used effectively to make learners think.
5. The teacher uses structures (i.e. activities, processes, models and routines) that support learning and embed practise.

Student Voice

During the **St Elizabeth's Learning Review** several learners may be spoken to about their learning the focus of these communications is about the student and their learning. In classrooms when this is not appropriate, student engagement will be depicted by the observer.

Examples of questions could be:

- Have you enjoyed your learning in class this year?
- How do you know when you are learning well?
- What happens when you find work difficult?
- What is your favourite part of the school day?
- How is your teacher able to help you with your learning?
- How do support staff help you?
- Does the class environment allow you to participate?
- Do you feel safe?

Students' Work

All work can be considered during the review to identify progress. A sample of work will also be brought to the feedback where reviewer and reviewee will discuss the evidence across a range of work and a sample representative of students taught by the teacher.

Progress Data

the reviewer will consider the progress data available for the class on Earwig. This should reflect students' progress through the curriculum and through realistic achievable targets in relation to their progress within the EHCP. The evidence should demonstrate students building on their prior knowledge in a systematic way so that they acquire deeper understanding of the subject specific concepts.

All relevant information will be considered to contextualise the performance of the class being reviewed. Relevant performance data might include summative assessment data, progress data, attitude towards learning interventions and students' characteristics.

These **four components** of the **St Elizabeth's Learning Review** do not sit in isolation, far from it. The outcomes from each component are connected in a meaningful way to provide an evidence based overarching picture of the teacher effectiveness and the quality of education. The evidence from student voice progress data lesson observations and work scrutiny is all directed towards answering the fundamental question.

‘How effective has the teacher been in enabling their students to learn the intended curriculum securely?’

14. Assessing the Quality of Teaching and Learning –The St Elizabeth's Learning Review

To assess the quality of teaching and learning as part of the St Elizabeth's Teacher Standards a holistic approach is used. Those areas of the St Elizabeth's Teacher Standards pertinent to the quality of education are highlighted in the table below.

- Teachers have a deep and up to date understanding of their subjects and the curriculum they teach.
- Teachers take responsibility for pupil progress and outcomes relating to academic learning, behaviour and attitudes and personal development, character and learning power.
- Teachers are explicitly enthusiastic, passionate, and positive in their practise.
- Teachers effectively engage learners through relevant, emotive, and interesting learning opportunities.
- Teachers ensure students can develop a love of learning in a safe and positive environment.
- Teachers apply effective pedagogy within the classroom.
- Teachers set high expectations of all learners.
- Teachers ensure learners are given the necessary guidance and support to manage difficulty and operate at their "challenge threshold".
- Teachers know the needs of all learners in their care and give every child the provision to ensure that they can achieve their potential.
- Teachers use high level questioning and feedback effectively to ensure all pupils make appropriate progress.
- Teachers ensure the preservation and development of the quality and distinctive nature of St. Elizabeth's as a Catholic School; the ethos and values of St Elizabeth's and aspirations to live life to the fullest.
- Teachers ensure that every child and young person individual education, health, safety, and care needs are met

Appendix 1: Protocol for Recording and Monitoring Data

September 2025

Protocol for Recording and Monitoring data

To ensure that our data is robust, and therefore backed up by solid evidence, the expectation is that we will upload at least one piece of evidence per learner per day. This needs to be recorded across the curriculum areas. There should be a piece of evidence per week for literacy/communication, numeracy/cognition, and RE. Other curriculum areas should be covered evenly over the cycle. Evidence should be linked to the EHCP and the curriculum targets.

There should be at least two pieces of evidence allocated as External to ensure that parents/carers are able to access the reports online.

Earwig reports should be completed on the day of the evidence – either by building in time at the end of the lesson or at the end of the day, ensuring that it is clear which staff should write each record. Teachers are then able to complete their tagging and ragging of targets in good time.

It is the responsibility of: -

LSAs

- To collect evidence through photos or as a text record
- To make comments on the evidence – external and internal
- To add tags, support levels, engagement model
- To inform teachers that evidence has been recorded.

Senior LSAs

- To collect evidence through photos or as a text record, including making comments on the evidence and adding other performance indicators
- Ensure that the class team are well supported in how they use Earwig, guiding both new and experienced LSAs in how to record evidence accurately and purposefully
- Support the teacher in monitoring the frequency and quality of the Earwig records over the week
- RAG and tag evidence in collaboration with the teacher.

Teachers

- To oversee the evidence collected, ensuring that there is one piece recorded per learner per day.
- To link the evidence to the curriculum and EHCP targets, ensuring that they are matching evidence for the levels that the learners are working within or its next steps. Change the RAG for the target if appropriate.
- To monitor the timeline – ensure that all evidence recorded has been linked to targets.

- Be responsible for Ragging all curriculum frameworks within the given timeframe, as part of assessment week.
- Lead class progress meetings, ensuring that the learners targets are at the forefront of all work in the classroom; that the staff team is knowledgeable about the individual targets and are aware of how to adapt learning opportunities to meet the needs of the learners.
- To discuss with pathway leaders if further support is needed.

Pathway leaders

- To monitor, weekly, the timelines of the classes in the pathway. This will be recorded on the form given by the following Monday, providing up to date feedback to SLT.
- To lead RAP meetings, in order to monitor and support data collection throughout the cycle.
- Ensure that pathway teams are within deadlines for assessment week data collection.

SLT

- To monitor feedback from pathway leaders
- To follow up any developments or issues through teacher's meetings, CPD, strategic planning etc.

Week 7 – RAP meeting

Pathway teams will meet together to discuss the Earwig data for the cycle. This could include discussing opportunities for filling gaps in the data, sharing earwig reports for quality assurance, monitoring data as a group and dealing with any other issues which may have arisen during the cycle. This will then feed into the RAP reports for the cycle.

Week 8 - Assessment Week

It is good practice for teachers to monitor the Earwig data throughout the cycle. As teachers tag evidence to curriculum and EHCP targets, it is a good time to monitor other targets and to rag as appropriate. This allows for data to be collected across the whole cycle rather than leaving it all until assessment week.

However, assessment week does provide a clear opportunity to review and update EHCP and curriculum data, measuring the impact of the learning cycle. In order to ensure that this information is accurate, the following actions need to take place during Assessment week: -

EHCP targets

- Monitor EHCP targets, ensuring that there is evidence gathered across the target areas.
- RAG the EHCP targets.
- If a short-term target has been met, add new short-term targets as appropriate.

Curriculum targets

- RAG targets across the curriculum areas, ensuring that assessments are accurate

The deadline for ragging targets is the end of week 8 – this will highlight any gaps which need to be filled for the cycle, allowing teachers to plan learning activities in order to gain that evidence.

Assessment week monitoring

Pathway leaders will review Earwig data from the classes within their pathway to verify that data collection has been consistent and accurate across curriculum areas for each cycle. This information will be used to inform the RAP report on the cycle and guide future planning.

Week 9 – Super Teach week

As a result of the above actions, Teachers need to

- Plan activities for week 9 in order to either provide evidence for EHCP targets (which have not yet been covered) or to check knowledge for curriculum targets, in ensure that the RAG is accurate.
- Ensure that the resulting evidence is recorded and the EHCP and curriculum data is updated accordingly.

Appendix 2: Protocol for Reviewing and amending EHCP targets

EHCP targets are consistently reviewed throughout the school year. Weekly class data meetings are designed to review the short-term EHCP targets for learners in the classroom, ensuring that they continue to be purposeful and relevant. If a learner is near to achieving a target, discussions should take place about either whether the target has been met or if there are extra activities or adaptations which could be put in place to ensure that they meet the target over the coming weeks. Class teams do not need to wait until week 8 to add new short-term targets; they can be Ragged as met and new targets added at any point during the learning cycle.

Week 8 (assessment week) still provides an opportunity to review the EHCP targets and a similar process of reviewing, implementing activities and further review can still happen across the Super teach week in week 9.

EHCP targets should be specific and broken down into smaller steps. When creating targets, teachers should keep the following time frames in mind:

EHCP outcome (pink) – with the aim that this would be achieved by the end of a key stage

Medium term target (blue) – with the aim that this would be achieved in a year – before the next annual review

Short term target (brown) – with the aim that it could be achieved by the end of a cycle.

Consideration is given to how many targets the learners will be focusing on. Limit pink EHCP targets to those which are focused on and appropriate for the classroom; ideally a maximum of two focused EHCP outcomes for each area. These can either be selected outcomes from the EHCP or, where they may be similar, a combination. Within an EHCP outcome, there should be maximum of two medium term outcomes, followed by only one or two short-term outcomes. This allows for learning to be focused more easily and increases the likelihood of targets being met over a cycle.

The Annual review process

The period of assessment for EHCP reviews will run from one annual review to the next – allowing for opportunities to discuss new targets with parents, carers and the wider team around a learner.

Preparation for the Annual review

Teachers and their staff team will:

- Review short term targets (brown) to ensure that they are accurately Ragged and that any new targets have been identified, which can then be shared in the review meeting.

- Review medium term (blue) targets – ensure they are accurately Ragged.
- Should the medium term (blue) target be met, prepare the next step towards to the outcome to bring to the meeting and discuss in a multidisciplinary forum. Also prepare short term targets to suggest as the first steps towards the new target (section 5 of the annual review).
- Should the EHCP outcome be met, prepare a new target to discuss with the LA, parents and multidisciplinary team.
- Ensure that any agreed new targets are written in a clear and concise manner, ensuring that the language is accessible and there is a clear outcome to the target.
- Review the rest of the EHCP (section B and F) – add comments for any changes or amendments and bring to the Annual review meeting.

During the Annual review

- Discuss any changes in targets with the parents and multidisciplinary team, using section 5 as your guide.
- Share any potential amendments to the EHCP with the local authority, allowing time for potential changes to be discussed with parents and the multi-disciplinary team.
- Minutes to be taken to record any changes or new targets.

After the Annual review

- Data officer will add any new targets to Earwig.
- Any targets which have previously been met will be removed from Earwig, allowing for the collation of progress to begin after the annual review.
- New targets will be shared with class teams, updating learning plans/classroom target aids where necessary.

For learners who have their annual review within the first half term of the school year, the previous teacher will assume responsibility for completing the annual review documentation as they will have greater knowledge of the learner and their targets.

Data Collection

- EHCP targets will be assessed continuously throughout the school year, with new brown targets being added once previous targets have been met.

- EHCP data collection will still follow the assessment process within each learning cycle, using the Assessment week and Super teach week to meet specific targets for data collection.
- Analysis of the EHCP data will be on an individual basis, measuring between the annual review and the next and exploring process through how the targets have been met and created over time.

Review: This policy will be reviewed yearly unless the policy owner recommends a review at an earlier date.

Date created: September 2026

Version history:

Date	Approved by	Added to policy log
September 2026	Executive Team	