



Assessment and Reporting Policy

DATE CREATED	September 2025	DATE OF NEXT REVIEW	September 2026
POLICY OWNER(S)	Director of Adult Learning		
DESIGNATION	College and Sixth Form		

Purpose of policy	To provide details of the assessment and reporting for the curriculum within 16 – 25 provision
Intended audience	All college and sixth form staff
Links to other policies	Curriculum and accreditation policy, Equality, Equity, Diversity and Inclusion policy

Our Aim:

Safeguarding - Ensure the welfare and protection of children, young people and adults remains at the heart of our Safeguarding practices, policies and procedures

Inclusion - Ensuring participation throughout the curriculum is inclusive and representative of the needs of all students and learners.

Leadership and governance - Sustainable opportunities for growth are realised across post 16.

Meeting skills needs - Contribute to economic growth through partnership development extending employment opportunities for students/learners

Curriculum, teaching and training - Curriculum for 16 – 25 years is delivered to the highest standards of learning ensuring learners gain the skill, knowledge and behaviours to be successful

Achievement - Raising standards in students and learners' attainment levels through high quality standards of teaching learning and assessment

Participation and development - Drive improvements in the curriculum for 16 – 25's so they progress into adulthood, individually achieving skills and knowledge so they live life to the full

Introduction

The college and sixth form curriculum and assessment frameworks are designed to meet the complex needs of individual learners. We offer provision for 16 - 25 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 a strong focus on work-related learning and work experience opportunities and independent living skills. Our on site vocational provision is adapted to ensure learners access and inclusive programme in either retail, horticulture, the arts and craft. Our enrichment provision provides opportunities for learners to engage in experiential, educational and fun learning, developing independence both in the community and on site.

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

College and Sixth form curriculum are evaluated differently. College uses Navigate framework, whereas Sixth form uses Earwig Academic. Both software packages enable staff to make comprehensive assessment quickly and easily. Navigate is a relatively new package for college and staff continue to develop their skills when completing. For the sixth form Earwig Academic is not a new package, however many of the team are new to using it and are also developing their skills.

Teaching and learning expectations

The day-to-day classroom experiences, in which our learners 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 and Lecturers should use data to inform their planning and the future delivery of topics, using it to respond to students'/learners' needs, knowledge and understanding in terms of immediate teaching strategies and longer-term plans. It is important for both staff and students to identify any gaps or misconceptions on a regular basis so that they can be corrected swiftly and progress made.

Teaching staff should also identify opportunities to scaffold work to support the learning of all learner groups. They 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.

Assessment strategy

The aim of assessment is to provide information, through observation and data, that helps students/learners 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 our students/learners and staff. The assessment models used are designed to:

- Develop, implement and maintain a clear system, understood by staff, students/learners and parents, which aims to provide high quality information about them
- Maximize students'/learners' progress
- Ensure that assessment for learning is an integral part of teaching and learning
- Provide feedback that allows students/learners to recognise the gaps in their learning
- Provide feedback to parents on the progress made by their son/daughter 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 and lecturers to inform planning for curriculum development, revisiting strategies and possible interventions for individuals.

Feedback and gap identification strategies

Students and learners will:

- receive feedback about their learning regularly, identifying how further progress can be made through formative assessment.
- feedback will be provided 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
 - Use of Navigate by students to evaluate their work, where appropriate
 - Use of Navigate to identify gaps in evidence
 - Written feedback recorded in books or on work
 - Peer feedback that could be either spoken or written

Summative assessment

Summative assessment is managed differently in each department as illustrated below:

Sixth Form

4 cycles of learning per year

Assessment is undertaken at the end of a cycle in the form of assessment week

Followed by super teach week to address any trends/gaps

Teachers review data at the end of every cycle to inform them on planning for next cycle

College

3 terms per year

Assessment is undertaken at the end of every half term during assessment week

Followed by review of data and feedback

Both assessment methods are used to review progress against individual targets, EHCP outcomes and the curriculum.

Earwig and Navigate 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 learner / student interventions and/or identifying areas for revision.

Earwig Assessment of Learning

Earwig EHCP data is monitored throughout the sixth form year, with regular reviews through assessment weeks, 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. 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.

Navigate Assessment of Learning

Navigate is used across college by all academic staff. EHCP outcomes are set with short term targets to monitor progress from starting point. Evidence is uploaded to the system recording all activities, hours, work experience, and curriculum engagement.

Data is reviewed at least every half term through reporting of distance travelled in both preparation for adulthood and PMLD. Visuals provide an at a glance opportunity to identify individual and group progress. Data is monitored for quality assurance and is measured in terms of effectiveness of the curriculum in meeting learner progress and EHCP outcome. The data is presented through the annual review process.

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,

Pathway Assessment Frameworks

The pathways in Sixth form have 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:

Pathway 1	Pathway 2	Pathway 3
Food technology Literacy Numeracy PSHE RE Preparation for Adulthood	Cognition and learning Communication and interaction Physical and sensory SEMH RE Preparation for Adulthood	Cognition and learning Communication and interaction Physical and sensory SEMH Personal Learning Intentions (MAPP) Preparation for Adulthood RE

These frameworks have been developed using the following

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 the sixth form, it is important that there is provision for the development of independent living and work skills. 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, vocational provision, work related learning 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.

The pathways in College have 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:

Pathway 1	Pathway 2	Pathway 3
Preparation for Adulthood with individualised timetables.	Preparation for Adulthood with individualised timetables.	Experiential PMLD therapeutic individualised programme including:
Core provision of Sports, personal development, health and safety, community, history, science, geography, independence the arts, therapy, tutorials and careers guidance	Core provision of Sports, personal development, health and safety, community, history, science, geography, independence the arts, therapy, tutorials and careers guidance	Core provision of Sports, personal development, health and safety, community, history, science, geography, independence the arts, therapy, tutorials and careers guidance
Work related learning / Work experience	Work related learning / Work experience (where appropriate)	Work related learning
City and Guilds to Entry 3, Skills for Working Life.	City and Guilds Personal Progress E1.	City and Guilds Personal Progress E1
City and Guilds Functional Skills in English and Mathematics to Entry 3.	City and Guilds Functional Skills in English and Mathematics to Entry 1 and 2	

Preparation for Adulthood

For learners, 19 + provision focusses on the next steps for their life after college. Transition starts at the beginning of the placement and is adapted dependent on placement length, the maximum of which is three years. For learners, specifically in pathway 1, the PfA framework is

designed in accordance with the Gatsby Benchmark. For learners in pathway 3 aged 19+ and above, the PMLD and PfA frameworks are used.

British Values

Our curriculum embeds British Values as defined by the government:

definition of 'British Values' in the 'Prevent Strategy' (2011), which was designed to prevent the extremism and religious radicalization of young people. British values are considered by the government to be;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We place significant emphasis on the celebration of individuality and difference within our communities and our calling to work for the Common Good, in the service of others. Our Catholic ethos, which includes explicit reference to Christian and British values, makes a tangible difference to the way we work together and with our wider communities. Within this framework it would be impossible to overlook the government's view of British values expressed as 'democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs'. The examples that follow are an indication of some of the many ways we seek to embed British values at St Elizabeth's Centre (college and sixth form) and should be seen as an indication of our approach rather than an exhaustive list. At St Elizabeth's, we recognise, not only the importance of helping learners to flourish academically, but also spiritually, morally, socially and culturally. This approach ensures that they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the common good of all. We teach the importance of British values by going much deeper into the meaning of what it means to live a good life, through a broad and balanced curriculum that prepares our learners for modern life in Britain.

Democracy: Democratic values are an explicit part of the ethos at St Elizabeth's Centre and the learner voice has a high profile. All adults listen to the views of the learners and respect their opinions. Learners are actively involved in agreeing class rules and understand the rewards of following agreed rules and the consequences of failing to adhere to the rules that have been agreed.

Learner Voice Policy The Rule of Law: The importance of laws and rules are consistently reinforced in the college and sixth form learning, as well as through sixth form assemblies. Learners are taught to understand the need for laws- that they are there for individual protection, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty: Learners are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a 16 – 25 provider we educate and provide boundaries for learners to make choices safely, through the provision of a safe environment and an empowering education. We encourage learners to see themselves as unique individuals able to make a unique contribution to building their community. Developing their self-esteem and self confidence is very important. Learners are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through discussions of E-Safety.

All learners are keen to support charities, whether local, national or global. They are taught consideration for others through our Personal Development and Religious Education curriculum.

Mutual Respect: Learners and staff alike model respect. We promote respect for others, and this is reinforced through assemblies, events, celebrations, within our classrooms and other learning environments, as well as extra-curricular activities such as sport. In line with our commitment to democracy, learners are always able to voice their opinions as we foster an environment where they can debate ideas and are safe to disagree with each other. We encourage all learners to communicate honestly and openly and to understand the value of co-operation and consensus as well as decision making through voting. Our emphasis on fairness and justice means that we ask our learners to ensure that they look out for those who might be marginalised and disadvantaged. We work hard to promote anti-bullying through a focus on strategies to enable respect for difference and tolerance.

Tolerance of Those of Different Faiths and Beliefs: As part of a Catholic worshipping community, learners are equipped with the ability to develop positive values and understand their own beliefs within a culturally diverse society. We enable learners opportunities to experience such diversity within the wider community through visits, for example, to the local Hindu Temple and through members of different faiths or religions being invited to attend to share their knowledge and enhance learning within assemblies and in class. Assemblies for sixth form and class work promote the diversity of society and the right for each person to be respected and valued equally regardless of ability, gender, faith, heritage or race. St Elizabeth's promotes all requirements within the Equality Act and employs a Catholic Ethos advocate who contributes to the pupils' acknowledgment and understanding of cultural differences and individual *spirituality*.

Training and Development: St Elizabeth's delivers a comprehensive training programme for its staff, with the staff and Governors undertaking the PREVENT training.

Recording Data

Tracking of Data - Earwig

Measuring impact is crucial, so we have specifically designed our assessment frameworks to reflect the targets that learners are aiming for. This includes individualised EHCP outcomes and 'preparing for adulthood' outcomes, regularly assessed and reviewed using the 'Earwig' progress tracking system. Learners have daily qualitative evidence assessed towards personalised targets. There is then an official assessment week and a review week built into each cycle to ensure consistent updating and reporting of progress data. The therapy team work collaboratively with the Sixth form to ensure continuity of approach with learners working towards therapeutic goals. Yearly annual reviews are held to report on EHCP progress. Careful assessment across disciplines feeds directly into planning and informs teaching and learning moving forwards using obtained data from Earwig.

Monitoring Learning in Sixth Form

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.



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.

RECORD FLAGS

KEY RECORD

EXEMPLAR

SUPPORT LEVELS

FULL PHYSICAL PROMPT (FPF)

MODEL WITH CORRECTIONS

MODEL (M)

GESTURAL PROMPTS WITH CORRECTIONS (GPC)

VERBAL PROMPTS WITH CORRECTIONS (VPC)

VERBAL PROMPTS (VP)

INDEPENDENT WITH CORRECTIONS (IC)

INDEPENDENT (I)

MASTERED (M)

ENGAGEMENT MODEL TAGS

EXPLORATION

REALISATION

ANTICIPATION

PERSISTENCE

INITIATION

Tracking of Data - Navigate

Navigate is the primary system used across the college by all academic staff to monitor learner progress against EHCP outcomes, Preparation for Adulthood and curriculum engagement. Staff are required to upload evidence daily, including activities completed, hours worked, and curriculum participation, ensuring accurate and timely data entry.

Data is reviewed on a half-termly basis, focusing on measuring 'distance travelled' in key areas such as Preparation for Adulthood and PMLD (Profound and Multiple Learning Disabilities). Navigate provides visual dashboards for quick identification of individual and group progress, with the ability to filter by attributes such as gender, class, and assessment criteria for detailed analysis.

Continuous monitoring throughout the year ensures data integrity and effectiveness. This process is supported by scheduled assessment weeks and reinforced through daily formative assessments following each lesson, creating a robust cycle of evaluation and improvement.

Monitoring Learning in College

Assessment for Learning (AfL) is a core element of our teaching approach, ensuring that every learner makes sustained and meaningful progress. AfL uses ongoing, formative assessment within lessons to identify gaps in understanding, misconceptions, and next steps for learning. Lecturers systematically check knowledge and skills throughout the learning process, adapting planning and delivery to meet individual needs. Feedback is timely, constructive, and personalised, enabling learners to understand what they have achieved and what they need to do to improve.

Strategies include effective questioning, peer and self-assessment, and the use of digital tools such as Navigate to track progress and inform interventions. Learners also benefit from weekly tutorials, providing one-to-one support and guidance to reflect on their progress against City & Guilds qualifications. These sessions allow for personalised planning and the creation of clear action plans to achieve the next learning outcomes.

This continuous cycle of assessment underpins high-quality teaching and ensures learning is purposeful, personalised, and impactful. Learning and development are rigorously reviewed through weekly team briefings, staff supervisions, appraisals, and Multi-Disciplinary Team (MDT) meetings. The key aim is to proactively identify any concerns and implement supportive measures to accelerate learner's progress.

Assessment Impact

Our assessment procedures provide a robust and clear structure which enables us to monitor the curriculum, teaching and learning. The curriculum and breadth of opportunity are reviewed on a regular basis to ensure that they meet the needs of all stakeholders, through classroom monitoring of data, Pathway monitoring and through learning walks/observations and performance management.

Learning reviews take place frequently throughout the year through learning walks which provide regular feedback on teaching and learning, and ensuring the curriculum is impactful, effectively delivered and focused. Supervision and appraisal are used to formalise cpd and professional development.

The 'Must Have's'

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 resourced
7. Evidence of holistic needs being met

Additionally,

- Staff have a firm and clear understanding of the intended curriculum and what it means for their practice.
- The implementation of the curriculum ensures learners develop skill, knowledge and understanding to equip them for adulthood.
- Holistic approaches are embedded and applied consistently ensuring learners and students are fully supported to access the curriculum.
- The effectiveness of teaching and assessment methods with regard to: stretch and challenge, inspiring learners and meeting their individual needs.
- Delivery focusses on learners achieving the best possible outcomes. The impact of learning accelerates progress and supports learners to realise their potential.
- Learners have access to high quality information, advice and careers guidance. Staff work closely with Services for Young People in aligning action planning and aspirations with planning.
- That supporting adults are deployed effectively, are clear about what is required of them and enable learners to progress rapidly.
- Staff ensure that learning is tailored to enable all learners to make at least good progress.
- Assessment of learner progress is timely, appropriate, informative and fair.

- Review of progress provides learners with constructive opportunities to reflect on how well they are doing, what they need to do to improve and is mapped to their individual needs.
- Resources are of high quality, learner centred, age appropriate and promote independence.
- Pedagogy and andragogy training needs are identified and appropriate opportunities are implemented
- The curriculum embeds safeguarding at its heart, including prevent

Staff will consistently apply a range of methods to drive improvement including, but not limited to:

- Teachers/Lecturers have high expectations
- Effective planning (enabling each learner to learn exceptionally well across the curriculum)
- Assessment of learning (Lecturers/Teachers systematically and effectively check understanding throughout the lesson, intervene to make impact)
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum
- Teachers / Lecturers and staff generate high levels of engagement and commitment to learning across the whole college
- Consistently constructive feedback from staff ensures learners/students make rapid gains
- Safeguarding is at the heart of the learner journey
- Contextualized safeguarding is understood by staff with active promotion of Fundamental British Values.

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

- Learners are required to retrieve and demonstrate knowledge learned and embedded
- Learners are ready and engaged (not just busy)
- Provision is accessible for all learners, strategies to reduce barriers are applied consistently throughout
- Questioning is used effectively to make learners think.
- The teacher/lecturer uses structures (i.e. scaffolding, activities, processes, models and routines) that support learning and embed practise.

Learner Voice: it is essential to source feedback from the learners throughout the assessment process

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 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 learners taught by the teacher/lecturer.

Progress data- the reviewer will consider the progress data available for the class on Earwig/Navigate. This should reflect learners' progress through the curriculum and through realistic achievable targets in relation to their progress within the EHCP. The evidence should demonstrate learners 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 student/learner group being reviewed. Relevant performance data might include summative assessment data, progress data, attitude towards learning interventions and individual characteristics.

Contextualizing data, evidence, observation and feedback will inform quality of provision and assure arrangements for high quality teaching, training and learning by considering:

How effective is teaching learning and assessment in meeting the complex needs of students/learners and that the quality of education of the highest standards.

Teacher' Standards

- Teachers have a deep and up to date understanding of their outcome areas/pathways 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 practice.
- 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 provision; 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 three pieces of evidence per week.

Earwig and Navigate 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.

College learner progress is shared with parents daily on the Nooa app.

Sixth form learner progress is shared with parents via Earwig weekly

Learning Support Assistants (LSAs)

- Collect evidence (photos, work products)
- Add comments to evidence (work products, witness statements and in Navigate/Earwig).
- Ensure all observations record include support levels, engagement indicators, and learning outcomes.
- Collect and comment on evidence, adding performance indicators.
- Collaborate with lecturers regarding the progress made and next steps of learning

Teachers/Lecturers

- Ensure one piece of evidence per learner per day.
- Monitor frequency and quality of evidence recorded.
- Link evidence to EHCP, PfA and short-term targets.
- Complete RAG ratings for EHCP outcomes during assessment week and report writing.
- Liaise with academic teams regarding progress ensure LSA's understand learner targets and adapt teaching support accordingly.
- Seek support from the leadership team when required
- Promptly address any areas of concern with the Deputy Head to identify appropriate interventions that can be applied.
- Communicate learners progress weekly to parents using the specified method of communication e.g. weekly email home, communication book or telephone call home.

Senior Leadership Team (SLT)

- Monitor feedback from lecturers/teachers.
- Address issues through learning walks, team meetings, CPD, and strategic planning.
- Liaise with relevant disciplines (e.g. therapy teams and residential and supported living) to ensure the correct support is promptly identified for the learner.

- Support lecturers/teachers through mentoring, supervisions and appraisals to ensure they are effective in their delivery and learners continue to make progress.
- Analyse assessment week data to highlight priority areas and collaborate with staff to ensure timely and effective support for learners' progress.
- Review assessment week outcomes to monitor trends, address barriers and support lecturers to adapt teaching plans to maximise achievement.

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 rag rating is the end of week 8 – this will highlight any gaps which need to be addressed for the cycle, allowing teachers to plan learning activities in order to gain that evidence.

Assessment week monitoring

Sixth form Teachers 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 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 ensuring that the rating 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

September 2025

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 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 rag rated 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 Raggged 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 Raggged.
- 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

- Teachers 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: Every 1 year

Date created: January 2026

Version history:

Date	Approved by	Added to policy log
February 2026	Executive Team	March 2026