



Play • Learn • Laugh • Succeed

ASSESSMENT POLICY

Review Date July 2027			
Statutory Policy? No	Governors Approval Yes	Responsibility of J. Dowling	Date first written 9/2/21

Date	Page	Details of Change	Amended by	To be Ratified
1/10/19		Full revision	J. Dowling	Yes
9/2/21	3/5	Progress and Standardised testing	J. Dowling	No
26/1/23	2 3 5	QR codes for assessment added Engagement model added Ends of key stage assessments added	J. Dowling	No
1/9/25	3, 6-12	Addition of EHCP assessment, crib sheets Pathways	J. Dowling	No

Our assessment system functions as a set of **personalised learning pathways**, equivalent in clarity and ambition to pre-formal, semi-formal, and formal curriculum pathways commonly referenced in national frameworks. These pathways are charted through the **Layers of Learning framework/APP**, MAPP, the Engagement Model, and EHCP-linked SMART targets. Together, they provide a structured and sequential view of pupil progress over time. In this way, we can show new staff and external stakeholders how each pupil's learning journey is purposeful, coherent, and ambitious, even though it does not follow a single, standardised model. Evidence is gathered through case studies, pupil voice, work samples, and classroom observation, ensuring progress is both meaningful and visible.

Principles

Using the principles and processes of assessment, we aim to:

- Monitor progress and support learning by checking what a child understands and what they need to learn next
- Recognise the achievements of children and identify any areas of development
- Inform children of their progress and next steps
- Guide planning, teaching, additional support curriculum development and resources
- Inform parents of their child's achievement and how they can support their child's learning
- Enable the active involvement of children in their own learning
- Drive improvement for pupils and teachers
- Ensure that the school is keeping up with external best practice and innovation.

In Practice

- At Fort Royal assessment is the process of identifying and analysing information about the children's learning to provide evidence of progress and achievement
- Assessment is fundamental to be able to extend and challenge children's learning so they can reach their full potential
- By its very nature assessment is cyclical; using formative and summative assessment to inform next steps in children's learning and plot progress, therefore our aim is to make our process of tracking and assessing children rigorous and consistent across school
- Staff use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of, throughout and at the end of a lesson/unit of work
- Assessment records can be accessed in pupil books and electronically, these are working documents to be annotated and dated at least at the end of every two week block of learning.

Fort Royal Assessment (Layers of Learning)

- At Fort Royal learning outcomes are determined following robust assessment using Layers of learning and National Curriculum end of year expectations using the school's own adapted and extended assessment system
- This enables us to set end of year and Key Stage target expectations that span levels into the National Curriculum end of year expectations and facilitates tracking of progress over a year and between Key Stages in one seamless and coherent system. Pre-Key Stage standards have been incorporated in the layers of learning and are used for statutory assessment at the end of Key Stage.

Expected Progress

- The progress the Pupils are expected to make is calculated using the Quartile National Benchmarks found in Progression 2010-2011 published by the Department for education and the subsequent Primary School accountability data
- We have integrated these National Benchmarks with our own extended assessment framework to encompass the end of year expectations of the revised National Curriculum
- All pupils are set an Upper Quartile end of year and end of Key Stage progress target unless specifically agreed with a member of SLT (then a mid-quartile target is set)
- The amount of progress that a pupil is expected to make to achieve an Upper Quartile progress score will depend on their starting level at the beginning of the Key Stage.

Annual target setting tool							
Start level		Progress per year for expected expectations		Progress per year for exceeds expectations			
1i		0.2		0.2			
1ii		0.2		0.4			
2i		0.2		0.4			
2ii		0.2		0.4			
3i		0.2		0.4			
3ii a/b		0.2		0.4			
4		0.4		0.8			
5		0.5		0.8			
6		0.8		1.2			
7 and above		0.8		1.2			
FRS layers of learning onto Progression Guidance Quartile tables and relating to National Curriculum year expectations							
Attainment at end of KS1		LQ attainment at end of KS2		MQ attainment at end of KS2		UQ attainment at end of KS2	
1i		1i		1ii		2i	
1ii		1ii		2i		2ii	

2i	2i	2i	3i
2ii	3i	3ii	4
3i	3i	4	4
3ii a/b	4	5	5
4	5	6	6
5	6	7	8
6	8	9	11
7	9	11	14
8	11	12	15

Fort Royal APP Assessment Level Equivalences

Bridge

1i	1ii	2i	2ii	3i	3iia	3iiB	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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Fort Royal Assessment Levels (Layers of Learning)

Y1L	Y1S	Y1H	Y2L	Y2S	Y2H	Y3L	Y3S	Y3H
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Old National Curriculum Year Expectations

EYFS Range

1	2	3	4	5	6
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Pre key stage standards

Standard 1 Writing	Standard 2 Writing	Standard 3 Writing	Standard 4 Writing	Standard 5 Writing	Standard 6 Writing
Standard 1 Reading	Standard 2 Reading	Standard 3 Reading	Standard 4 Reading	Standard 5 Reading	Standard 6 Reading

Standard 1 Maths

Standard 2 Maths	S3 Maths	Standard 4 Maths	Standard 5 Maths	Standard 6 Maths
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0-5 months	5-12 months	1-2 yrs.	3-4yrs	5yrs	6yrs	7yrs	8yrs
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Planning for Progress Within the Curriculum

- APP objectives will form the basis of planning for progress within the curriculum
- The statements have been broken down into smaller steps and this enables the pupils to demonstrate progress.
- To demonstrate smaller steps of progress we have created bridging levels (9 and 10) to 'close the gap' towards National curriculum end of year expectations and now represent national curriculum expectations as follows:
- End of year 1 expectations: 11 (low), 12 (secure), 13 (high)
- End of year 2 expectations: 14 (low), 15 (secure), 16 (high)

Standardisation and Moderation

- The process of moderation is an essential part of the assessment system.
- Teaching staff are involved in the moderation process to mutually agree on criteria for the children's attainment within school and through cross school moderation with other special schools and mainstream schools
- Where appropriate pupils will be entered for phonics screening, end of key stage assessments and multiplication tests.

Classroom Assessment

- Formative assessment (Assessment for Learning) is a powerful way of raising children's achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
- Planning should focus on learning objectives, outcomes defined by success criteria and questioning designed to assess the progress of children through the lesson.
- Teaching and learning is differentiated and adapted to ensure progress. Questioning is used to stretch learning and continually assess the children's progress
- Children's responses to questioning can determine whether teaching needs to be reshaped during the lesson or additional, prompt intervention should be provided

Measuring Attainment and Progress Outcomes

- Summative assessment (Assessment of Learning) is important for informing both parents/carers and teachers of a child's attainment and progress.
- This will also inform whole school target setting and prediction of a cohort's future attainment.
- Books are key sources of evidence of children's progress. They must be kept up to date and marked according to the school policy
- Pupils assessment sheets are annotated to show progress, this may involve highlighting the

objective if achieved or noted as emerging or developing depending on the skills observed

- Data will be collected twice a year to provide an overview of attainment and progress and set new targets

Linking EHCP Outcomes, SMART Targets and Assessment.

Rationale

This school's approach to assessing pupil progress against their EHCP outcomes through a system that is fully personalised, inclusive, and outcome focused. The aim is to ensure that every pupil's learning is meaningful and measurable and to ensure pupils .

Principles

- Progress should be meaningful, functional, and relevant to pupils' personal development
- EHCP outcomes are the foundation for target-setting and assessment
- Assessment should inform planning, teaching, and review
- Progress should be shared meaningfully with parents, carers, and professionals

EHCP Outcomes

Each pupil's EHCP includes long-term outcomes across four key areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These outcomes are reviewed annually and broken down into short-term SMART targets as part of the Annual Review and termly provision planning processes.

1. SMART Targets

All targets derived from EHCP outcomes must be:

- Specific - clearly defined
- Measurable - able to show progress
- Achievable - realistic for the pupil

- Relevant - directly linked to EHCP outcomes and curriculum intent
- Time-bound - to be achieved within a defined period

SMART targets are reviewed at least termly and updated as needed in response to progress or changing need.

The Assessment Tool

- Target Selection: Teachers derive personalised SMART targets from EHCP outcomes
- Baseline Assessment: Pupils are assessed using MAPP to establish starting points across all four dimensions
- Progress Monitoring: Staff use MAPP scoring descriptors to track development weekly and to focus their observations (See appendix 1 and 2)
- Termly Reviews: Progress is reviewed termly using MAPP data to inform next steps, provision, and Annual Review updates
- Annual Summary: A cumulative MAPP report is used to evidence EHCP progress at the Annual Review

For pupils working at layer of learning 5 and above MAPP assesses progress in four key areas:

1. Independence
2. Fluency
3. Maintenance
4. Generalisation

Each SMART target is mapped against these dimensions to generate a progress profile.

The Engagement Model is used to assess pupils not yet engaged in subject-specific learning. (Layer of learning 4 and below) It focuses on how pupils engage with learning experiences and is underpinned by the belief that engagement is the foundation of progress for pupils with the most complex needs.

The model assesses pupils' responses in five key areas:

1. Exploration
2. Realisation
3. Anticipation
4. Persistence

5. Initiation

Integration with EHCP and MAPP

- The assessment tools are used to capture both engagement and progress toward EHCP outcomes
- Observational assessments inform SMART targets that link to EHCP priorities, especially in areas such as communication, sensory development, and emotional regulation
- Evidence is recorded weekly through structured observation, video, photos or annotation using post it notes and shared during termly reviews and the Annual Review process
- Observations are added to the pupils individual target sheets which are clearly displayed on the wall on or around the progress board. These are then analysed and used to complete the assessment tool.

Roles and Responsibilities

- Class Teachers: Set SMART targets, record MAPP progress, and share outcomes with parents
- Leaders: Ensure targets are EHCP-linked, lead moderation, and support analysis of MAPP data. Monitor the effectiveness of assessment processes and ensure high-quality provision
- Parents/Carers: Engaged in the review and setting of targets and informed of progress
- Pupils: Where appropriate, contribute to target setting and reflect on their own progress
- Assessment data is analysed termly to identify progress patterns and inform teaching
- Outcomes from MAPP contribute to the school's overall evaluation of SEND provision and are reported to governors

From passive		<u>Exploration</u>		To reactive	
The pupil shows some fleeting interest or curiosity towards a stimulus or activity		The pupil shows an increasing curiosity and interest towards a stimulus or activity		The pupil builds on reactions to the stimulus or activity	
1	2	3	4	5	6
					7
					8
					9
					10



From imperception		<u>Realisation</u>		To perception	
The pupil is provided with support through modelling when using activities or stimuli and shows some reaction to this.		Pupils show they want more control of the stimulus or activity by mimicking the adults actions.		Pupils take control of the stimulus or activity, for example by stopping it or trying to make changes to it.	
1	2	3	4	5	6
					7
					8
					9
					10



From uncertain		<u>Anticipation</u>		To certain	
The pupil shows some anticipation when a familiar activity or event occurs.		Pupils show anticipation that a familiar activity or event is about to start by interpreting cues or prompts such as auditory, tactile and visual.		Pupils show anticipation that a familiar activity or event is about to start and finish by interpreting cues or prompts such as auditory, tactile and visual.	
1	2	3	4	5	6
					7
					8
					9
					10



From undetermined		<u>Persistence</u>		To determined	
Pupils show inconsistent effort in interacting with activities or stimuli. It mostly occurs through adult facilitation.		Pupils show intentional changes such as changes in their gaze, posture and hand movement towards and activity or stimuli.		Pupils sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it	
1	2	3	4	5	6
					7
					8
					9
					10



From inactive		<u>Initiation</u>		To proactive	
Little or no investigation into a stimulus or activity in order to bring about a desired outcome.		Pupil looks for acts of spontaneity and independence during a familiar activity after being given directions/prompts.		Pupil looks for acts of spontaneity and independence during a familiar activity without waiting for direction.	
1	2	3	4	5	6
					7
					8
					9
					10

Continuum of Skill Development: Layer of Learning 5 and above

<i>From dependent</i>  <u>Prompting</u>  <i>To independent</i>									
The pupil completes tasks independently.									
The pupil is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.		Support is still provided but there is a reduction in the level or frequency of prompting given.			The task is completed with minimal prompting. The learner performs independently but this needs consolidation to become consistent.			The pupil completes the task independently. Encouragement may be given but no prompting relates directly to the task.	
1	2	3	4	5	6	7	8	9	10

<i>From approximate</i>  <u>Fluency</u>  <i>To accurate</i>									
Pupils reach a level of mastery combining speed and accuracy.									
The skill is approximate and the pupil's behaviour needs considerable shaping in order to accomplish the task.		The pupil's performance is increasingly purposeful and coordinated, but not yet sufficiently accurate to effectively accomplish the task.			The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The pupil starts and completes the task with few faults or hesitation.			The skill is smooth, swift and accurate. No further refinement is needed.	
1	2	3	4	5	6	7	8	9	10

<i>From inconsistent</i>  <u>Maintenance</u>  <i>To consistent</i>									
Pupils maintain competency over time through repetition. They remember how to do a task after a break.									
The skill has been observed on a single occasion only.		The skill is observed on more than one occasion but only intermittently.			The skill is reliably repeated but may need refreshing after a break.			The skill is consolidated and maintained over time. It is remembered after a break.	
1	2	3	4	5	6	7	8	9	10

<i>From single context</i>  <u>Generalisation</u>  <i>To many contexts</i>									
Pupils achieve mastery in different settings or contexts, with different stimuli or with different staff.									
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.		The skill is repeated but with some variation in setting, context, materials or staff.			The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.			Skills are reliably demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	
1	2	3	4	5	6	7	8	9	10