

<b>Local Procedure Title</b>	<b>Assessment for Learning</b>
<b>Site</b>	<b>TOR VIEW SCHOOL</b>
<b>ACS Policy number and title</b>	<b>ACS 30 Assessment for Learning</b>
<b>Local Procedure template reference</b>	<b>ACS LP 30</b>
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<b>Local Procedure Author(s)</b>	J Gordon
<b>Local Procedure Ratification</b>	Checked and Approved by: N O'Regan

<b>Contents Checklist</b> (Local Sites may add additional items – this is a core list)		
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### **1. Summary diagram**

The diagram summarises the annual cycle of tasks that stem from the initial baseline assessment from when a pupil first arrives at Tor View School. The same process will follow where a new subject is introduced.

### **2. Arrangements for baseline assessments**

Assessment of progress at TVS is established via the following aspects;

- EHCP targets
- Short & medium term SMART targets in Individual Education Plan
- PHSE & SEMH using Progression lines and Motional IO
- Literacy & Numeracy using Progression Lines where appropriate, as well as standardised tests
- Other subjects using Progression Lines

Literacy and numeracy are vitally important life skills, we can support, observe and gather evidence of learning and progress also in SEMH and PHSE skills even if the pupil does not have the age-appropriate ability in literacy and numeracy skills.

We recognise the needs of pupils are different to other school communities and recognise that we must prioritise for the benefit of the pupils and their long-term outcomes, with additional progress enhancing their experiences and potentially broadening further opportunities.

On arrival staff will use information from previous setting and/or other professionals to determine needs and potential starting points. This can be seen in more detail in the SEND Framework Local Procedure. The information gathered through the referral process determines the group setting which includes consideration of pupil cognitive ability to engage with curriculum content. Pupils follow a curriculum pathway that has been specifically designed for SEND pupils. The Curriculum pathways include; Informal, Semi-Formal and Formal. Different pathways will use and access different assessment tools that are appropriate to the level of content and learning outcomes.

Up to three months may be required for staff to determine accurate baselines for subject areas and identifying targets for the individual education plan documents that will support the EHCP. This may be dependent on the level of attendance and engagement.

### **3. How are children and young people assessed?**

EHCP targets are supported through short and medium targets devised by staff through 'SMART' IEP targets, to ensure that the EHCP targets are reached or adapted as appropriate in the annual review process. Staff put these targets at the core of their planning which ensures that learning pathways are as personalised as possible. Staff use professional judgment, the information and resources around them to gather valid evidence for progress in these targets. This may be written, observed, or recorded to provide teachers and teaching assistants evidence they will be planning to recognise.

Staff will need to know the pupils needs and intended learning outcomes, to be able to recognise the evidence and notice progress so they can then record this in the appropriate means. This may be through annotation of a learning journal or work, progress meeting, or other system such as Earwig.

The online evidence platform 'Earwig' has been adopted and in use since January 2026.

Emotional development and personal improvement are tracked through developments in the students 'Motional IO' scores. We recognise that progression for our students is not linear, nor is it solely measured in academic form. The system supports the social and emotional developmental interruptions that have been identified (as part of the Trauma Informed School approach)

***For those working within the National Curriculum*** the Academic progress at TVS is reviewed termly (three times each year) and built around the use of an assessment system called "Progression Lines". This is an assessment tool used by staff to assess current progression based upon a trajectory towards outcomes at the end of year 13. The "Steps" are based upon National Curriculum progression from Early Learning Goals through to GCSE examinations and allows staff to follow where the student is in their academic progress in relation to the key subject component based on the National Curriculum content. (See example in appendix 1 for PE)

Pupils will be provided opportunities to complete diagnostic literacy, oracy and numeracy assessments (as appropriate) as well as spend vital time interacting with staff to establish secure relationships. We use our judgment to establish how and when we will set these assessments to ensure we get the most accurate measure of these aspects.

Subject progress and target setting is based on the following principals.

- 1) Teachers can make informed judgements of student ability for their subject specialism, using their experience, knowledge and skills once a positive working and learning relationship has been established with the student.
- 2) This judgement uses a 'best-fit' approach and the Primum Progression Lines Resource (based on the National Curriculum and accreditation outcome content)
- 3) Staff work collaboratively to moderate and quality assure their judgements of student baselines, progress and outcomes.
- 4) The time the students have remaining on roll at Tor View School determines how much progress we would expect them to make. e.g. a student that has ten months remaining would not be expected to make the same level of progress of one that had been on roll for two years.

#### Specialist/MDT assessments

Cognitive assessments are one type of assessment that an Educational Psychologist (EP) may carry out, this would always follow a discussion through consultation to ensure this would be purposeful and informative, rather than a standalone piece of work. These discussions will establish whether a cognitive assessment would be accessible for a CYP or appropriate at a given time and identify what the most useful type of assessment to provide the required information might be. For example, it might not be appropriate to complete a cognitive assessment if:

- A CYP cannot attend to an adult-led activity for the required amount of time;
- They have English as an Additional Language or identified communication needs which would impact their ability to understand the instructions or tasks; or
- A CYP is presenting with high levels of anxiety which would impact their performance and the experience could be detrimental for them.

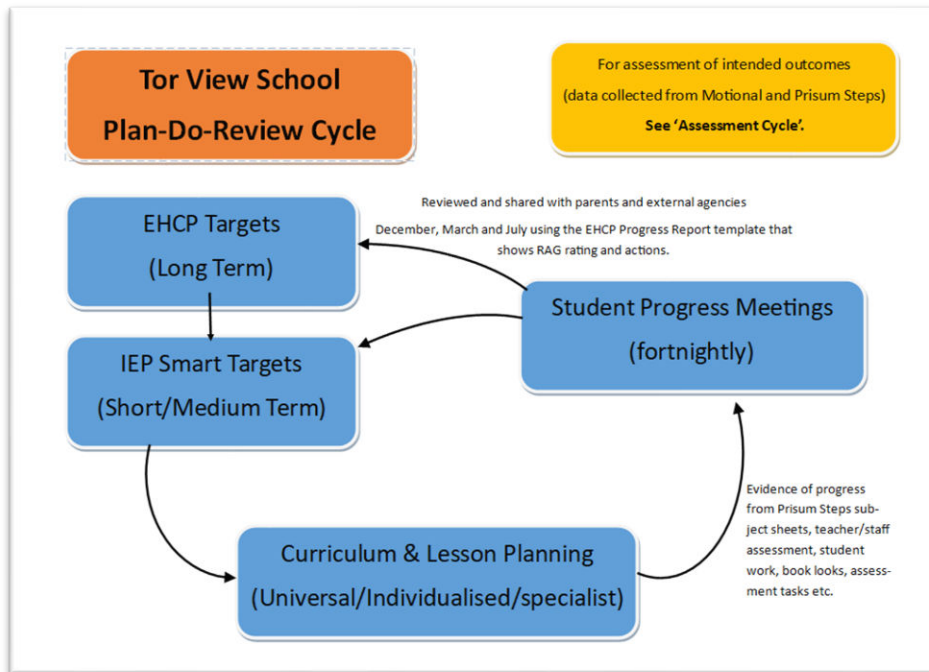
Similar considerations would be in place for other specialist assessments such as speech and language or occupational therapy involvement. Any assessment would be carried out as part of a holistic understanding of the CYP's strengths and needs and triangulated with other sources of

information (e.g. views from parent/ carer; CYP's views; information and assessment from the school/ setting or other services).

As part of our baseline assessment, our MDT team meet to review EHCP targets to provide teachers with a starting point.

**4. What are the monitoring systems in place?**

- Quality assurance Moderation activities of Prisum Progression Lines steps and 'Earwig' records.
- Progression Lines Steps Data collection and review as part of termly governance
- Motional is tracked and scores are shared as part of governance
- Earwig



**Earwig – Expectations in frequency of recording evidence**

<b>Daily (minimum)</b>	1 x Any subject/evidence category- link to EHCP/IEP targets	
<b>Weekly (minimum)</b>	1 x Topic project 1 x PHSE 1 x Numeracy 1 x Literacy or Communication 1 x Preparation for adulthood	1 x LOTC 1 x Creative Art 1 x MDT (if 1:1)

**5. How do we collect pupil work and give pupils feedback?**

We have different approaches determined by the learning pathway that the pupil/YP is on:

For Informal

Approaches within these pathways do not require a physical outcome or product. Learning is about the process and is delivered through meaningful and motivating, hands on practical experiences. Providing opportunities for learners to practise and gain skills & knowledge with an emphasis on EPIC (engagement, play, interaction and communication) through the application of the ' DfE Engagement model'. Any physical outcomes/work/evidence generated from tasks i.e. mark making is stored in a folder as a record over the year.

Photos, videos and teacher observations of progress and next steps are recorded through EFL (Evidence For Learning) and form a comprehensive assessment & recording tool.

#### For Semi-formal and Formal

In these pathways there is a greater likelihood that learning activities will have 'products' such as writing, a drawing and quiz sheet etc. Work such as this will be saved in an individual folder/workbook for each pupil, stored in the classroom for the pupils to access whenever required. Where a pupil prefers to use an exercise book for any particular area, this will also be provided.

For all pathways, staff will give feedback in the most appropriate form, considering that we are supporting the pupils in working independently wherever possible. This may be verbal dialogue, praise for effort/completion etc. For the pupils where there is a product or opportunity for the work to be developed, the teacher/TA will annotate with 'Next steps'. There will be no other mandatory annotations or codes that staff will be required to use.

#### **6. Describe the interventions that take place when progress is an issue**

- The Plan-do-review cycle includes regular opportunities for issues to be identified.
- Adaptations to daily, weekly and termly planning are the priority changes as these are likely to have greater impact on delayed progress.
- Professional advice is sought from the internal MDT.
- Short term additional activities such as increased 1:1 time with the teacher, preferred support staff.
- Increased frequency of activities to allow repetition and consolidation of learning.

#### **7. Procedures for formative and summative assessment**

- On-going teacher assessment with outcomes reported tri-annually to parents and governance.
- Teachers can use on-line learning and assessment resources that include IXL (maths & literacy)
- Quantitative data drop based on teacher assessment, each term to SLT.
- For YP on the Formal Learning pathway: Staff provide best-fit step numbers to enable target setting and analysis of group trends, summary data for long term trends. The Primum Progression Lines system allows staff to be able to monitor progress easily as well as report numerically if required.
- For all pupils: staff provide a 'judgement' of the EHCP and IEP target progress to date on a termly (x3) basis in the Earwig assessment book.
- Staff follow the assessment, reporting and recording calendar that includes baselines for new pupils, pupil progress meetings, IEP reviews, EHCP progress reports, subject reports, moderation of evidence, parents meetings.

## 8. Examination process or link to separate procedure


See the Exams Local Policy for Tor View School.

## 9. Working below National Curriculum level

For many of the pupils, the measure of academic progress is not appropriate as involvement in such content is not possible.

### DfE Engagement Model

The Engagement Model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use The Engagement Model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2. **As an independent school we are opting to follow this model as it represents best practice based on research.** The Engagement Model was adapted from the 7 aspects of engagement, which was devised by Professor Barry Carpenter in the DfE-funded Complex Learning Disabilities and Difficulties project in 2011. The Engagement Model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.

1 Carpenter, B., Egerton, J., Brooks, T., Cockbill, B., Fotheringham, J. and Rawson, H. (2011) The Complex Learning Difficulties and Disabilities Research Project; developing pathways to personalised learning. Final Report.  <https://barrycarpentereducation.com/tag/cldd/>

### 1.1.1 How will pupils be assessed?

The Engagement Model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge, and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

 [Link to DfE pdf of Engagement Model guidance](#)

The assessment framework for this is in place in the Evidence For Learning App to enable recording, reporting and assessment of these aspects.

Children's Services:  
Local Procedure



A Pupil Engagement and Motivator Profile is created and updated regularly with any additional information.

Aspris Children's Services Engagement Model

Name:

Exploration

Initiation

Anticipation

Persistence

Realisation

Children's Services:  
Local Procedure

The form is titled 'Aspris Children's Services Engagement Model Motivators'. It features a header with the Aspris logo and a 'For Your School' logo. The main body of the form consists of six rectangular boxes arranged in two rows of three. The top row contains boxes for 'Resources/Subjects', 'Name', and 'Activities'. The middle row contains boxes for 'Rooms/Environments', 'Times/Days/Events', and 'Support/Activities/Provide'. A central circle is positioned between the 'Name' and 'Activities' boxes. The form is framed by a blue border with yellow highlights at the top and bottom.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
26 June 2023	J Gordon	Reference to DfE Engagement model. MDT assessment. Review cycle diagram added. Learning pathway table. Frequency of use for Evidence for Learning
26 September 2023	J Gordon	Reference to Formal learning pathway, EFL frequency of judgements. Collection of work and feedback to pupils.
16 January 2024	N Cutler	Reference diagram on how progress is measured using the Engagement Model and the Engagement Profile and Motivators recording sheet
24 Feb. 26	N Statton	Update with Earwig, made adaptations to match current curriculum.