



Assessment Policy

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Approved by:	Headteacher
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1. Introduction

At Leycroft Academy, our approach to progress, achievement, and assessment is rooted in a developmental and inclusive philosophy that recognises every learner's unique journey. We prioritise meaningful, personalised assessment that informs teaching, celebrates achievement, and supports holistic development. We use Evidence for Learning, to capture progress in real time, enabling staff to reflect on learning, share insights with families, and ensure that assessment is purposeful and responsive. Our approach ensures that assessment is not a standalone activity, but an integral part of a rich, engaging curriculum that supports every pupil to thrive. This policy outlines the principles, systems, and expectations that underpin assessment practice across all pathways at Leycroft Academy.

2. Rationale

The purpose of this Assessment Policy is to:

- Establish a clear and consistent framework for assessment across the school.
- Ensure assessment is meaningful, personalised, and aligned with pupil need.
- Provide clarity on how evidence is captured, recorded, and used to shape teaching.
- Support staff in meeting statutory requirements.
- Strengthen communication between school, families, and external professionals.

3. Principles

This policy is underpinned by the following core principle:

- **Personalised** – Assessment must reflect each child's unique profile, needs, and starting point.
- **Holistic** – We assess not only academic achievement but communication, engagement, independence, physical development, and social-emotional skills.
- **Meaningful** – We use assessment to directly inform curriculum planning and teaching.
- **Strengths-based** – Assessment celebrates what a learner *can do* and identifies next steps from a positive foundation.
- **Continuous** – Observations and evidence are collected throughout learning, showing progress over time.
- **Collaborative** – Pupils, families, teachers, therapists, and external professionals all contribute to the assessment process.

Assessment approaches are tailored to reflect each pupil's unique profile of needs, abilities, and learning pathways, acknowledging that progress may be demonstrated in a variety of ways and at different rates. Inclusive practice ensures that all pupils can meaningfully access assessment through adapted methods such as observation, practical activities, visual supports, or alternative communication systems where needed. A strengths-based approach is central, focusing on what pupils can do, celebrating achievements, and building confidence, rather than highlighting difficulties. Assessment should be ongoing, purposeful, and linked to Personalised Learning Goals, providing valuable information that informs teaching, supports development, and promotes positive, holistic outcomes for every learner.

4. Inclusion and accessibility

Leycroft Academy's assessment approach is fully inclusive:

- All pupils, including those with SLD, MLD, complex learning needs have meaningful assessment opportunities.
- Engagement, communication, and interaction are valued as key indicators of progress
- Pupils can demonstrate learning through a range of methods (visual, sensory, AAC, physical response)
- Assessment systems remove barriers and ensure equity of access
- Progress is recognised regardless of cognitive or communication differences

5. Types of Assessment

Leycroft Academy uses a multi-layered assessment approach to capture progress in the most meaningful way for each learner.

EHCP Outcomes and PLGs:

Long-term targets come from pupils' EHCP outcomes. These are broken down into Personal Learning Goals (PLGs) which are reviewed termly as part of the assessment cycle. These targets shape personalised planning and provision.

Subject-Specific Assessment (Leycroft Milestones):

For pupils accessing subject specific learning (Semi Formal or Formal Pathways), progress is tracked through the Leycroft Milestones, which provide step by step descriptors across curriculum areas.

Therapeutic Assessment:

Therapeutic targets (Speech and Language Therapy, OT input where applicable) are assessed alongside educational outcomes. These targets are integrated and monitored through pupils' learning plans.

Observational Assessment:

Staff use photos, videos, and narrative observations to record progress and engagement. Observations drive next steps in planning and provide a detailed understanding of learning

5b. Types of Assessment – based on Pathways

Assessment at Leycroft Academy is carefully adapted to reflect the pupil's curriculum pathway, ensuring that it is developmentally appropriate, meaningful, and aligned with how each pupil learns best. This approach recognises that pupils at different stages of development require different assessment methods in order to accurately capture their progress.

Pre-formal Pathway (Seeker):

For pupils working within the Seeker pathway, assessment focuses on the earliest stages of learning, where engagement, interaction, and responsiveness are key indicators of progress. Pupils may not yet be accessing subject-specific learning, therefore assessment is primarily informed by observations:

Staff assess how pupils:

- Respond to stimuli and experiences
- Initiate or sustain interaction
- Demonstrate curiosity or preference

Assessment in this pathway is largely observational and captured through rich evidence such as photos, videos, and narrative descriptions. The emphasis is on understanding how a pupil learns rather than what they learn.

Semi-formal Pathway (Explorer):

Pupils in the Explorer pathway are beginning to bridge the gap between engagement-based learning and subject-specific learning. Assessment therefore combines both developmental and curriculum-based approaches.

In this pathway:

- Observations continue to capture rich evidence such as photos, videos, and narrative descriptions.
- Leycroft Milestones capture emerging knowledge, skills, and understanding across subject areas
- Staff assess both the pupil's level of engagement and their developing subject-specific skills

Assessment focuses on:

- Applying skills in meaningful, often practical contexts
- Building independence and communication
- Demonstrating understanding through supported or structured activities

This blended approach ensures that pupils are supported in progressing towards more formalised learning while

still recognising the importance of engagement and individual learning styles.

Formal Pathway (Connector):

For pupils accessing the Connector pathway, assessment is centered around structured, subject-specific learning with clear progression over time. Pupils are expected to engage more consistently with the curriculum, although teaching and assessment remain adapted to meet their individual needs.

Assessment in this pathway:

- Primarily uses Leycroft Milestones to track progress across curriculum subjects
- Focuses on the acquisition, application, and generalisation of knowledge and skills
- Includes both formative (ongoing) and summative (termly) judgements

Staff assess:

- Understanding of key concepts
- Ability to apply skills across different contexts
- Progression within curriculum areas

Evidence continues to be captured through EfL, ensuring that learning is documented in a meaningful and accessible way, even where learning is more formalised.

Overall, this pathway-based approach ensures that assessment at Leycroft is inclusive, equitable, and tailored to each pupil's developmental stage, allowing all learners to demonstrate progress in a way that is appropriate and meaningful to them.

6. Assessment Cycle

Assessment at Leycroft follows a structured annual cycle that includes:

- Baseline assessments for new pupils – within 6 weeks of them starting school.
- Termly professional judgements for PLGs/
- Termly subject specific assessments (Leycroft Milestones)
- Termly Phonic assessments
- Termly PIRA assessments (where appropriate)
- Statutory assessments (EYFSP where appropriate)
- Moderation meetings and SLT quality assurance
- Pupil Progress Meetings
- End of year professional judgements

Assessment deadlines are published annually in the Assessment Handbook, and staff are expected to work in line with the agreed timeline.

6a. Evidence for Learning (EfL)

EfL is the school's main system for capturing, storing, and analysing learning evidence. Through EfL, staff can:

- Record observations, videos, and comments
- Link learning to specific PLG, or subject specific bands
- Create PLGs and track progress over time
- Share evidence with families to support home-school collaboration

EfL ensures assessment is meaningful, inclusive, and personalised.

6b. Floor Books

Floor books are used to:

- Capture children's learning in a visual, accessible format
- Include pupil voice (photos, quotes, symbols, or expressive communication)
- Show intent, implementation, and impact
- Document progress within topics such as Expressive Art and Design, Understanding the World, Personal Development.

Each class maintains a floor book unique to their learners, following the guidelines in the Assessment Handbook

7. Moderation and Quality Assurance

Moderation ensures consistency, accuracy, and robustness. This occurs through:

- Cross pathway internal moderation
- Regular evidence reviews
- Moderation of subject-specific bands and PLG assessments
- SLT quality assurance of EFL observations, floor books, and PLGs
- Assessment network meetings across FET schools

Moderation strengthens shared understanding and supports high-quality professional judgement.

8. Roles and Responsibilities

Senior Leadership Team (SLT)

- Oversees assessment policy implementation
- Ensures quality assurance and moderation systems are robust
- Provides staff training

Assessment Lead

- Monitors assessment consistency
- Ensures effective assessment systems and compliance
- Supports staff with EFL and data interpretation
- Leads moderation, professional learning and analysis
- Monitors assessment quality and impact
- Provides strategic direction and staff training

Teachers

- Set, monitor, and review PLGs/IEPs
- Record observations and evidence on EFL
- Use engagement scales where required
- Contribute to floor books
- Use assessment to inform teaching and learning
- Work collaboratively with therapists and families

Support Staff

- Contribute observations
- Assist with evidence gathering
- Support pupils to engage with learning

Families

- Contribute to target setting and reviews

9. Reporting to Parents/ Carers and Key stakeholders

Leycroft Academy is committed to ensuring that assessment information is communicated clearly, regularly, and meaningfully to families and key stakeholders. Reporting focuses on providing a holistic understanding of each pupil's progress, celebrating achievements, and identifying next steps.

Communication with Parents and Carers

Families receive regular updates on their child's progress through:

- Termly PLG Reviews

These outline progress against targets across the four EHCP areas, using the Trust's professional judgement scale (Not Met, Partially Met, Met, Not Applicable). They identify strengths, areas of development, and next steps for learning.

- Annual EHCP Review Meetings

These statutory meetings involve parents/carers, school staff, and relevant professionals. They provide a comprehensive overview of the pupil's progress over the year and ensure that EHCP outcomes remain appropriate and aspirational.

- End-of-Year Reports

Written reports summarise progress across curriculum areas, including subject-specific learning and, where appropriate, engagement development. Reports provide a clear narrative of the pupil's achievements and development over time.

Communication with key stakeholders

Assessment information is also used to inform strategic oversight and governance:

- Pupil Progress Meetings (PPMs)

Termly meetings involving teaching staff and senior leaders to review individual and group progress, identify trends, and plan targeted support.

- School-Level Data Analysis

Assessment data, including PLG outcomes and curriculum progress, is analysed by SLT to monitor the effectiveness of provision and inform school improvement priorities.

- Trust Achievement and Progress Reviews

Termly reviews with the Forward Education Trust evaluate outcomes across the school and ensure consistency, accountability, and high expectations.

- Reporting to the Local Academy Committee (LAC) and Trustees

Summarised assessment data and key findings are shared through reports and meetings. This enables governors and trustees to:

- o Monitor pupil progress and outcomes
- o Evaluate the impact of teaching and interventions
- o Ensure statutory duties and Trust expectations are met
- o Provide challenge and support to school leadership

10. Compliance and Review

This policy complies with:

- SEND Code of Practice
- The Engagement Model statutory guidance
- Forward Education Trust assessment expectations

The policy is reviewed annually by the Assessment Lead and approved by the Local Academy Committee.

11. Links to Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- SEND Policy
- Curriculum Handbook

