UNLOCKING POTENTIAL

LEVELLING THE SOCIAL AND ACADEMIC ARENA

Assessment, Recording and Reporting Policy

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated through trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

This policy covers all premises known as The Levels School.

Date of policy	**October 2025**
Next review date	October 2027
Frequency of policy review (annually, every two years)	Every 2 years
Policy owner	Caroline Cook – Head teacher
Published policy	Yes ☐ No ☒
List of connected policies	Data protection policy and associated procedures, Privacy policies, Curriculum Policy, Therapy Policy, SEND Policy, SMSC policy, Relational Policy
Approved by and Date	Governing Body

The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.

The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.

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Introduction

Assessment is a key component within the school. We need to bring out the best in each of our students and this is incorporated in our approach towards assessment, feedback, recording and reporting. Providing an accurate, clear, robust and up-to-date image of each student's performance and progress across all aspects of learning is key to enable teachers to tailor lessons to encourage engagement, develop a love of learning and report progress being made. Support and guidance can be focused and individualised to improve the outcomes for each individual.

We recognise that our students will have a greater anxiety than others around assessment, having previously struggled through their learning differences to demonstrate what they know clearly and concisely under the usual test conditions. We need to bring out the best in each of our students and this is incorporated in our approach towards assessment, feedback, recording and reporting.

To provide a supportive education for students with SEN, The Levels School is committed to developing an inclusive environment where everyone can thrive. Assessment and feedback should be a positive experience for students to maximise engagement. Teachers will record and report on assessments throughout the academic year. Ultimately, the aim of assessment is to help children learn more effectively. All students will supported in using exam access arrangements according to their individual specific needs. Teachers will liaise closely with the SENDCO on all aspects of EAA.

Our Aims

Every Student should be aware of how they are doing and understands what they need to do to improve and how to get there. They get the support they need and receive creative and imaginative, individualised interventions when necessary to ensure they can overcome their barriers to learning and begin to show increased understanding and progress. This primarily occurs verbally and on a 1.1 basis. Students are reassured and encouraged through collaborative marking. Our assessment and feedback philosophy supports students' anxiety around failure whilst supporting progress.

All Staff can make well-founded judgements about student attainment, understanding the concepts and principles of progression. Staff know how to use their assessment judgements to forward plan, particularly for students who are finding it difficult to access differentiated work and so are at risk of not reaching their potential in a particular area. Staff also understand the concepts and principles of supporting social progression and know how to use their assessment judgements to plan, particularly for students who are not fulfilling their potential.

Every Parent and Carer should be aware of what their child is achieving, what their young person needs to improve, and how they can support them and the school staff. Parents and carers are provided with regular feedback on the progress of their child. Parents and carers are welcome to discuss their child's progress at any time with any member of staff.

Parents receive feedback on a students effort and attainment at five points through the year. A progress review is sent out at October and February half term, providing a snapshot to parents with respect to student effort and attainment in line with target grades. A progress report is sent out at the end of the Autumn term in December and in May. This is a more detailed report showing progress, attitude to learning and a comment from each subject teacher. In September parents are invited in to meet the students tutor.

Progress Reviews – these are sent home in October and February and provide a snapshot of effort and attainment following a review of progress in school in the preceding half term.
Progress reports – these are sent home in December and May. A more detailed report is provided with comments from each subject teacher and the tutor.
Consultation meetings – these occur through the year. An opportunity to meet new tutors is provided in September. Parent/Carers are invited to meet subject teachers occurs at different points through the year. These can be face to face or remote.
We remain responsive to the needs of the student and staff will contact parents at any time throughout the year should there be any concerns regarding student progress. Parents are encouraged to do the same.

On a day to day basis teachers ensure assessment is an integral part of learning and teaching. This is achieved by planning activities whereby assessment can be between learners and teachers, learners and tutors, learners and therapists, and learners and learners. We understand that assessment will lead to increased anxiety for our students and so all work together to develop strategies to support this as well as improving accessibility.

Types of Assessment

Teachers regularly assess and report on student attainment in each subject. This provides feedback to students as well as to teachers who can identify different approaches to learning, encompassing student effort and approach to learning into the reporting structure.

Assessment includes formative, summative and diagnostic assessment:

Formative assessment - this involves a teacher's ongoing evaluation of students' understanding and progress, to build up a detailed picture of an individual student's learning and enable the learner to advance and develop to the next stage. It encompasses conversations between teachers and students, prompt and regular feedback on work, suggestions for improvement and reflection and discussions about learning following the feedback.

Expectations surrounding marking and feedback are discussed later in the document. Greater detail around a department 'Marking policy' will be outlined by each individual department and will be documented in a department handbook.

Summative assessment - this is a measure of a student's achievement at the end of a particular unit or topic of learning. It is measured against a benchmarked standard.

Summative assessments may occur at the end of a unit or topic, at end of year internal examinations and during nationally standardised public examinations (GCSEs for example).

Summative assessment takes place regularly throughout the year in line with when that is best for each individual subject. The Current Working Grade reflects a student's current level of attainment in a particular subject, based on recent assessments.

The criteria against which students are evaluated for summative assessment should be consistent within subjects and clearly communicated to students. The subject teacher is to ensure a consistent, reliable application of clear assessment criteria and punctual recording and reporting of grades. This will be monitored by the individual responsible for tracking and will be over seen by the Head teacher.

Diagnostic assessment – this is a measure which provides information about a student to best inform the teaching and support of all. We will be formally assessing for Literacy and Numeracy as outlined in the SEND Policy. These scores will go on to the Student Passport and be shared with all teachers. A range of assessment tools are used.

Each department will assess discreetly and relevant to their subject at different points through the academic year and will tailor learning and therefore assessments for each pupil specifically to them. We will look for the gaps in an individual's learning and then work to fill them. The work and assessments that we plan for each student may not be in line with the child's chronological age but will be bespoke to that individual with the sole purpose of increasing their understanding towards a level that is aspirational for them. This will be done skilfully so that the student is able to gain confidence and resilience in their abilities as an independent learner.

The Levels School has a system to record and monitor individual student progress through the system of Target grades. Target grades are awarded in bands. The grade band narrows as the student gets nearer year 11 and the accuracy with which teachers can pinpoint grades increases. The target grade will reflect the starting point within that band and be aspirational, realistic and achievable in the time frame available with motivation, desire and the specialist teaching and support for each individual student that we provide. This will build into a system to monitor student progress term by term, year on year, and will allow progress to be compared subject by subject, indicating the strengths and weaknesses of individual students in comparison to their expected rate of process as indicated by personalised data.

Recording

Assessment information is retained in students' progress files using the school MIS system for all years and is available to all teachers, the Head teacher and the Board of governors.

This ensures that:

- A rigorous data assessment and progress checking cycle is an integral aspect of teaching and learning.
- Assessment data is recorded and then used in a way that is meaningful and supports progress
- Individual classroom teachers are held responsible for the progress of their students.

Targets

Targets are set so that expected minimum progress within each key stage is tracked. This ensures students are progressing towards ARE (Age related expectations) at KS2, or an expected grade at GCSE or equivalent KS4 outcome for the student projected from baseline assessments that teachers and therapists have carried out.

All subjects assess students in their first half term within the school using a variety of assessment tools that are relevant to their subject and provide student and teacher with the information required.

Subject teachers should be able to clearly show evidence of the progress every individual student makes. The information gathered regularly through this focussed knowledge of student progress, will influence whole school thinking, lesson planning and content to ensure students are always making good progress.

In addition to this all students will be assessed on entry for literacy and numeracy ability by the SENDCo supported by other Specialist Teachers. All of these test scores are shared on the Student Passport. Targets relating to these assessments and linked to relevant EHCP outcomes will be reviewed on a student outcomes document that is completed prior to an Annula Review. These targets will be shared with the relevant subject teachers and may be worked towards in their lessons or may be subject to a specific intervention led by the SENDCo.

Tracking, monitoring, improving and updating the SEF

Middle Leaders monitor progress and discuss student outcomes and any interventions required at curriculum meetings that follow a reporting window. The Head teacher will challenge under achievement and intervention strategies will be scrutinised to improve achievement. Intervention strategies will be provided by the subject teacher with the support of the SENDCo and students tutor if necessary. There is a continual focus on ensuring our students are making good progress.

The Board of governors are interested in progress across the year and are responsible for monitoring this.

Reporting and communication with parents

Reports and parent consultations are essential to the communication between teachers, tutors, students and parents/carers. They are intended to provide accurate information about an individual student's attainment, approaches to learning and, where appropriate attitude towards their studies and other activities. This is with a view to positive recognition of achievement and encouragement to enable a student to achieve their full potential.

Written reports and grades are produced over the academic year. This is supported by parent consultations. If a parent has a concern between these times, they are encouraged to contact the child's tutor in the first instance.

At The Levels School we believe effective learning is best achieved when students know the level they are working at, they can recognise the progress they are making and this can be supported by parents who fully understand the assessment process. Communicating progress and targets to students and parents is critical in achieving this.

Marking and feedback expectations

In all year groups students will have both formative and summative assessments. Formative assessment will focus on Praise (what went well) and Next Steps. As new material is being taught, work will be marked regularly. Comments may be given verbally or in writing. Next steps will also be recorded where necessary in the student's book or file, on their work where relevant. This can be verbal and addressed in 1.1 with individual students. This is the most effective way that the students are supported to see errors, misconceptions, understand these and move their learning forward. The teacher will always be assessing the students' progress made alongside the learning objectives and/or knowledge outcomes using the success criteria as specified in the Schemes of work.

All teacher notation used in student books should be made in green pen. Different subjects may operate a variation around this. For example, in Art feedback may be provided and responded to using post its. In P.E, Sport and Music lessons feedback may be predominantly verbal. Evidence of next steps will be shown via the target setting and reporting process indicating that progress is being continuously made.

Teachers may use a variety of stamps and stickers personal to them that highlight student achievement, motivate and indicate where student progress is being made. Immediate feedback is often given verbally in class.

Where progress has not been made in a particular area the teacher and student will work together to explore an intervention/s that could further support. This will be flagged within

the staff team so that all are aware. A time frame will be set for the intervention with a new set of success criteria identified. Interventions once identified, will be implemented and monitored and if unsuccessful in increasing progress, reviewed again. The success of interventions are discussed on a weekly basis throughout the staff team in daily briefings and through regular contact with the therapy and pastoral team that exists around the student. Student progress and successful interventions are discussed during curriculum meetings which occur half termly. Parents will be informed through the reporting process.

Presentation of Work

Student books and files are a reflection of the hard work involved in developing new skills and ideas. They also form a record of work undertaken and as such should be a source of pride for individuals. Teachers should be aware that some students have difficulties with organisation and spatial awareness. Students are supported and encouraged to work independently; presentation can be a source of anxiety.

Self-Assessment

Opportunities for self-assessment and peer review should form part of each module of work. Assessment objectives should be shared with students who mark work against these objectives. Students should then give feedback to their peers using PEN: Praise (www), Even better if (ebi) … and 'Next Steps'. This can be done collaboratively as a class; guidance is given for peer and self-assessment. It is often more appropriate for the teacher to guide/oversee or complete the 'Next Steps' to support the student making progress towards the success criteria as outlined in the schemes of work.

Spelling and Key Terms

Written work will be marked for content not spelling. However, it is imperative that students are made aware of the correct verbal pronunciation of some keywords e.g.: Photosynthesis. Teachers should be sensitive to errors but work with the students so that links can be made verbally. Making the students individual SALT therapist aware can also be very productive.

We recognise that spelling presents a particular difficulty for learners with dyslexia. A multi-sensory approach to spelling should always be used where specific keywords need to be mastered.

Annual Review of EHCP

The majority of students at The Levels School have an Educational Health and Care Plan (EHCP) which is reviewed annually in line with statutory guidance.

All teaching staff contribute to the annual review process. This is coordinated by the SENDCo and the head of therapy. At the start of the year the schedule of annual reviews is

released to all relevant staff stating the date for review documentation to reach the school. The Head teacher quality assures all documentation.

The review paperwork is circulated to parents/carers, the relevant county (central SEN) and all relevant representatives of the agencies working with the young person two weeks prior to the meeting. Any other agencies involved in the welfare of the child will be invited to attend review meetings and contribute to them.

The review is usually held in school. At the meeting, the young person and guests are welcomed and all present have opportunities to voice their contributions. All records of the meeting are sent to central SEND department of the Local Authority, participants of the meeting and any colleagues who have sent apologies.

At the annual review, decisions will be made on the appropriateness of the existing EHCP, and whether any information contained within needs to be amended. Targets are then set for the next twelve months. Year 9 and year 11 students are subject to 'Transition' review procedures which will include input from the appropriate representatives to support the process.

At any time if there is significant concern regarding a child in our care an additional interim emergency review may be called.

Baseline Testing, Targets and Target Grades at KS2

All students will be assessed in each subject, at the start of each academic year as well as on entering the school. After the baseline literacy and numeracy tests have been completed, the English and Maths teacher will liaise with the SENDCo to set targets. The teacher will then share them with the students and work towards achieving them within the English and Maths lessons. If these map to EHC plan outcomes, they may also be recorded on the Student Passport. Targets will be built around the next stages in the development of skills.

The targets in English and Maths are based on age related expectations (ARE). A students progress towards that target is represented by whether they are at ARE above or below ARE.

Working below ARE	Below the expected for their chronological age
Working below +	Just below the expected for their chronological age
ARE	Working at age related expectation
ARE +	Above the expected for their chronological age

In the other subjects in Key stage 2 the target and current attainment grade (CAG) reflects the students attainment within their chronological age band. Students are either emerging, developing, or applying depending on the degree at which they are understanding the curriculum taught. The target grade represents the grade they could achieve at the end of year 6.

As students move into Year 7 they will be baselined and then placed onto the Secondary progress path with a target set for the end of key stage 4 (Year 11).

Baseline testing and target setting at KS3/4

All pupils will be assessed in each subject, at the start of each academic year as well as on entering the school. Teachers will use a range of assessment tools available within their subject that will help to identify the level of existing knowledge the student has and their ability to apply it.

Attainment grades

Each student will have a target grade. For **Year 7-11** this represents the grade they could achieve at the end of Year 11. This is based taking a range of factors into account. This occurs within a band, with the band getting narrower as the student progresses through the school and our accuracy increases as we gather more evidence. Target grades can be adjusted. It is our aim to present aspirational but realistic targets given the challenges that the young person is supported with daily holistically in school.
The students' progress towards that target is tracked. Students are either emerging, developing, or applying depending on the degree at which they are understanding the curriculum taught. A student that is reported to be **applying** their knowledge is on track to achieve the top end of their target grade as an outcome at the end of year 11.
This is reflected by the Current Attainment grade (CAG). The CAG is represented by six descriptors.
Teaching staff will then use a range of ongoing assessment techniques to ascertain the students' progress towards their target. This will be communicated using the on the table below:

Emerging	Demonstrating limited prior knowledge/skills. Beginning to retain and recall some information taught this term
Emerging +	Slightly more than emerging but not consistent enough to move to developing
Developing	Some prior knowledge and/or able to demonstrate recall of information taught so far, this term

Developing +	Slightly more than developing but not consistent enough to move to applying
Applying	Have a clear understanding of the curriculum taught and are able to apply this
Applying +	Are able to independent apply understanding fully

Approach to Learning Grades

Students are given a descriptor in each subject to show the level of application that they have demonstrated. It is important to note that **as expected** for A2L is as we would expect so anything on or above suggests the young person is applying themselves in those lessons to the best of their ability. Inconsistent as a descriptor for A2L suggests that the young person is showing us that they can apply themselves to their learning. It is not always happening on a consistent basis across the week.

A2L is …
Good
As Expected
Inconsistent
Poor

Pastoral targets and feedback

Tutor comment along with a target that comes from the tutor and links to the students' progress overall towards the targets on their ECHP/Student Passport and/or as a learner and/or overall personal development in school.

These comments accompany the progress report.

Tutor comments	
Targets from the Tutor	

Therapy Reports

Therapy report on progress towards targets and effort the same as subject staff for half termly progress review. Their termly progress report is separate. As it is funded by parents and the local authority, it is good to clearly show progress and be a highlighted section of the report. The number of therapy sessions per week would dictate the number of therapy targets required.

Example of a therapy report:

Target 1
To complete the auditory closure section of the Auditory Process Studio App with 95% accuracy.
How was this achieved through therapy activities?
Auditory Processing Studio app
What area of communication does this target?
Auditory Processing
Outcome & Comment : Achieved *Due to the remote delivery of therapy, we were unable to complete this section with background noise. However, with no background noise, xxx was able to complete these levels quickly. This shows she has a good ability to work out missing sounds and words.*

The above therapy report is sent out at the end of each term as part of the Progress report.

Tracking and Analysis of data

The data input points would be at the end of each half term. This would occur in the penultimate week to allow reports to be generated and sent to parents. Analysis of the data can also be conducted.

At this time teachers will revisit the success criteria as outlined on the schemes of work and assess students' progress towards these. This will be done in a variety of ways as outlined in the assessment policy.

Following analysis, tutors and teachers would have an overview of progress. The first week back after every break would be time for student discussions with tutor/teacher around any intervention if required. This would then be agreed and set up for the coming term.

Any interventions are discussed as part of curriculum meetings. If relevant these are shared with any other relevant staff including the SENDCo and tutor.

Reviewed by: C. Cook – October 2025