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Assessment Policy

Policy Issued: September 2026

Policy History		
Policy Date	**Summary of Change**	**Review Date**
01.09.2024	None – Initial Version	01.09.2025
11.09.2025	Amendments made by Alison Adams Factual accuracy check Introduction updated Rationale updated Initial Assessment Updated Feedback and Marking updated	11.09.2026
04.09.2026	Policy review by Alison Adams. All sections of the policy have been reviewed and updated to strengthen the inclusion of Additional Learning Needs (ALN) practices. The policy has also been amended to reflect current Welsh legislation, statutory guidance, Estyn expectations, and relevant compliance requirements.	04.09.2027

Amendments: Alison Adams (Deputy Headteacher)

Reviewed: Kevin Gallagher(Proprietor) and Sioned Davies (Headteacher) ,

Amberleigh Therapeutic School is committed to ensuring that assessment practices contribute to the delivery of a high-quality, inclusive education that meets the requirements of the Independent School Standards (Wales) Regulations 2024. Assessment arrangements are designed to support the educational, social, emotional and personal development of all pupils and to ensure that teaching is appropriately matched to individual needs, aptitudes and abilities. [legislation.gov.uk], [gov.wales]

The school will ensure that:

- Assessment is used to monitor and promote pupil progress, attainment and personal development across all curriculum areas.
- Teaching staff use assessment information effectively to inform planning, differentiation and intervention.
- Assessment arrangements enable pupils to make progress in relation to their age, ability, aptitude and any Additional Learning Needs (ALN).
- Robust systems are in place for recording, analysing and monitoring attainment, achievement, attendance, engagement and wider developmental outcomes.
- Assessment information is used to identify underachievement and implement appropriate support, intervention and challenge.
- Pupils receive regular feedback that enables them to understand their strengths, recognise achievements and identify next steps in learning.
- Parents/carers, local authorities, social workers and other relevant professionals are provided with accurate information regarding pupil attainment, progress and achievement through reports, reviews and statutory meetings where appropriate.
- Assessment contributes to the school's self-evaluation processes, School Development Planning and continuous improvement activities.
- Assessment systems promote equality, inclusion and accessibility, ensuring that no pupil is disadvantaged as a result of disability, Additional Learning Needs, language, culture, protected characteristics or personal circumstances.
- All assessment arrangements support pupils' emotional wellbeing, engagement and participation in education and reflect the school's therapeutic approach to learning and development.
- Assessment information is reviewed by senior leaders to evaluate the effectiveness of the curriculum, teaching, interventions and wider provision.
- The school maintains secure and accurate assessment records in accordance with data protection legislation and Welsh Government guidance.

Assessment evidence, attainment data, pupil progress information, work scrutiny findings, pupil voice activities and review outcomes will contribute to the school's annual self-evaluation process and provide evidence that pupils are making

progress and receiving an education that meets the Independent School Standards (Wales) Regulations 2024

Introduction

In accordance with the Curriculum for Wales, assessment at Amberleigh Therapeutic School will focus on supporting learner progression rather than solely measuring attainment. Assessment will help practitioners understand where pupils are in their learning, identify appropriate next steps and determine the support required to enable continued progress.

Assessment is an ongoing process that involves gathering, interpreting and using information about what pupils know, understand and can do in order to support and enhance learning. Effective assessment enables staff to identify strengths, recognise achievement, plan next steps, and ensure that all pupils make appropriate progress. Assessment takes place through a range of approaches, including day-to-day formative assessment activities, informal observations, questioning, practical tasks and discussions, as well as more structured assessments such as class tests, accredited programmes and nationally recognised qualifications.

This policy sets out the school's rationale, principles and procedures for assessment and reflects statutory requirements, current educational practice and recognised research. It provides a clear framework for the assessment, monitoring, recording and reporting of pupil achievement and progress.

The policy applies across all Golfa stages and aims to ensure that assessment processes are consistent, inclusive and clearly understood by all staff. It recognises and celebrates the individual achievements and progress of every pupil, regardless of their starting point, and provides a coherent system for tracking attainment, progress and personal development throughout each pupil's educational journey.

Assessment practices at Amberleigh Therapeutic School recognise that pupils enter the school with a wide range of experiences, abilities and additional learning needs. Assessment arrangements are designed to be inclusive, accessible and responsive to individual needs, ensuring that pupils with Additional Learning Needs (ALN) are provided with appropriate support, reasonable adjustments and personalised learning opportunities. The school is committed to recognising and celebrating progress from each pupil's individual starting point, ensuring that all achievements are valued and acknowledged.

Assessment information is used to inform teaching and learning, support effective target setting, identify areas for development and celebrate success. Through a consistent approach to feedback, monitoring and assessment for learning, the school seeks to maximise opportunities for pupil progress and achievement. Effective communication, moderation and the sharing of good practice amongst staff are

integral to ensuring the reliability and consistency of assessment practices and to promoting continuous improvement in teaching, learning and pupil outcomes.

Rationale

Assessment is a fundamental part of the teaching and learning process and serves three key purposes:

- To support and enhance pupil learning.
- To enable teachers to plan effectively, personalise learning and meet the individual needs of pupils.
- To provide relevant and accurate information regarding pupil attainment, progress and achievement to pupils, parents/carers, staff and other professionals involved in supporting future pathways, qualifications and transitions.

Amberleigh Therapeutic School is committed to the effective use of a range of assessment approaches to ensure that the progress, attainment and achievements of all pupils are accurately identified, monitored and celebrated.

Legislative and Regulatory Framework

This Assessment Policy has been developed in accordance with Welsh legislation, national guidance, Estyn inspection expectations, and the Independent School Standards (Wales). Assessment practices within the school are designed to ensure that all pupils, including those with Additional Learning Needs (ALN), are able to demonstrate, celebrate and progress in their learning through fair, inclusive and meaningful assessment processes.

The policy is informed by:

- **Additional Learning Needs and Education Tribunal (Wales) Act 2018**, which places duties on schools to identify, support and monitor the progress of pupils with Additional Learning Needs and to involve pupils and their families/carers in decision-making. [legislation.gov.uk]

- **The Additional Learning Needs (Wales) Regulations 2021** and the **Additional Learning Needs Code for Wales 2021**, which provide statutory guidance regarding assessment, Individual Development Plans (IDPs) and learner-centred practice. [legislation.gov.uk], [gov.wales]

- **Curriculum for Wales Framework**, which promotes assessment as an ongoing process that supports learner progression, informs planning and enables pupils to understand their next steps in learning. [gov.wales]

- **Estyn Inspection Framework and Supplementary Guidance on Additional Learning Needs**, which emphasise high-quality assessment, inclusive practice, pupil progress, well-being and the effective use of assessment information to inform teaching and support individual pupil needs. [estyn.gov.wales], [estyn.gov.wales]

- **The Independent School Standards (Wales) Regulations**, which require schools to maintain effective systems for monitoring pupil achievement, recording progress and ensuring that teaching and assessment meet the needs of all pupils. Assessment information must be used to support pupil development and demonstrate educational progress.*(Independent School Standards (Wales) Regulations 2024, as amended.)*

Commitment to Inclusive Assessment

In line with Welsh legislation and Estyn expectations, the school recognises that pupils learn and demonstrate achievement in different ways. Assessment arrangements will therefore be suitably adapted, differentiated and accessible to ensure that pupils with ALN can fully participate and demonstrate their progress. Assessment outcomes will inform teaching, support the development of IDPs and EHCPs, where appropriate, and celebrate each pupils individual achievements and personal progress.

Initial Assessment

Initial assessment is the process of identifying a pupil's learning strengths, needs and support requirements at the beginning of their educational journey at Amberleigh Therapeutic School. This provides an accurate baseline from which progress can be measured and supports the development of an appropriate learning pathway for each pupil.

Initial assessment plays a key role in identifying strengths, barriers to learning and any additional learning needs that may impact educational progress. Information gathered through baseline assessments, previous school records, IDPs and EHCPs, professional reports and consultations with parents/carers and other agencies is used to develop personalised learning pathways, bespoke targets and appropriate interventions.

Initial assessment information is gathered through a range of measures, including:

- Subject-specific baseline assessments.
- Cognitive Ability Tests (CAT4).
- Reading assessments.
- GL assessments in science.
- NCFE assessments in Maths

- Information received from previous educational settings and external professionals where appropriate.

The information obtained through initial assessment is used to inform planning, target setting and the provision of appropriate support and challenge.

Formative Assessment

Formative assessment is an integral part of everyday teaching and learning. It provides ongoing evidence of pupils' knowledge, understanding and skills, enabling teachers to adapt their teaching and provide timely support where required.

Formative assessment is the process of seeking, interpreting and using evidence of learning to establish:

- Where pupils are in their learning.
- Where pupils need to go next.
- How they can best achieve their next steps.

Formative assessment strategies are adapted where necessary to ensure that pupils with ALN can actively engage in learning and demonstrate their understanding. This may include differentiated questioning, practical demonstrations, visual supports, assistive technology, alternative recording methods, scaffolded tasks and additional processing time. Teachers will ensure that assessment methods are appropriate to individual learning profiles and promote success for all pupils.

Through effective formative assessment, pupils are encouraged to develop an understanding of their own progress and become active participants in their learning journey.

This approach is commonly referred to as **Assessment for Learning (AfL).**

Key Principles of Assessment for Learning

Assessment for Learning supports high-quality teaching by:

- Helping teachers identify and plan pupils' next steps in learning.
- Enabling pupils to support one another through discussion, feedback and peer assessment.
- Encouraging pupils to reflect on and take responsibility for their own learning and development.

Assessment for Learning is underpinned by the following principles:

- Is an integral part of effective planning.
- Focuses on how pupils learn.
- Is central to classroom practice.

- Is a key professional skill for all staff.
- Is sensitive, supportive and constructive.
- Promotes motivation and engagement.
- Develops pupils' understanding of learning intentions and success criteria.
- Helps pupils understand how to improve.
- Encourages self-assessment and peer assessment.
- Recognises and celebrates all forms of achievement and progress.

Summative Assessment

Summative assessment is used to evaluate the knowledge, understanding and skills that pupils have acquired over a defined period of learning, such as the completion of a topic, unit, term or accredited programme.

Summative assessment provides information about a pupil's attainment at a specific point in time and may include:

- End-of-unit or topic assessments.
- Internal examinations and tests.
- Accredited courses and nationally recognised qualifications.
- Standardised assessments.
- Teacher assessment informed by a range of evidence.

Summative assessment data is used to:

- Measure attainment and progress over time.
- Compare progress against baseline assessments and predicted outcomes.
- Inform future planning and intervention.
- Support decisions regarding qualifications, curriculum pathways and transition planning.

This approach is commonly referred to as **Assessment of Learning.**

Together, initial, formative and summative assessment provide a comprehensive picture of each pupil's attainment, progress and development, ensuring that learning experiences are appropriately tailored, achievements are recognised and celebrated, and all pupils are supported to achieve their full potential.

Dedicated Improvement and Reflection Time (DIRT)

Dedicated Improvement and Reflection Time (DIRT) forms an essential part of the school's Plan, Teach, Assess cycle. DIRT provides structured opportunities for pupils to reflect upon feedback, recognise their achievements and identify areas for further development.

During DIRT:

- Feedback is provided by teachers using green pen and may also include opportunities for peer assessment where appropriate.
- Feedback is specific, constructive and directly linked to learning outcomes, success criteria and identified key skills.
- Pupils are provided with clear guidance regarding their next steps in learning.
- Pupils respond to feedback using purple pen, demonstrating reflection and engagement with the improvement process.
- Time is allocated for pupils to make corrections, improve their work and further develop identified skills.
- Feedback and improvement activities will be appropriately differentiated to ensure pupils with ALN are able to understand, access and respond to feedback effectively. This may include verbal explanations, visual prompts, modelling or supported reflection activities.

Planning

Effective assessment begins with high-quality planning. Assessment opportunities should be embedded within curriculum planning to ensure learning is effectively monitored and evaluated.

Teachers will:

- Develop and maintain Schemes of Learning for all subjects that reflect current curriculum requirements, examination specifications, assessment objectives and qualification criteria where applicable.
- Treat Schemes of Learning as working documents that are regularly reviewed, evaluated and updated in response to pupil outcomes and curriculum developments.
- Ensure Schemes of Learning include a range of formative and summative assessment opportunities linked to specific learning outcomes and assessment objectives.
- Use assessment information to inform medium-term and long-term planning.
- Plan learning with clear progression in knowledge, skills and understanding.

Planning should be guided by the following key questions:

- What do pupils need to learn by the end of the lesson, unit or programme of study?
- How will teachers and pupils know when this learning has been achieved?
- What evidence will demonstrate progress and achievement?
- How will assessment information be used to inform next steps?

Lesson planning should be driven by learning outcomes rather than activities alone. Learning outcomes should reflect curriculum expectations, assessment objectives and the development of higher-order thinking skills. Where appropriate, frameworks such

as Bloom's Taxonomy may be used to support the planning of progression and challenge.

Teaching and Assessment

Amberleigh Therapeutic School maintains high expectations for all pupils. Teaching and assessment practices are designed to support engagement, progress and achievement for every learner.

Teachers will:

- Adapt assessment approaches, resources and feedback to meet the individual needs of pupils with Additional Learning Needs, ensuring that appropriate support, challenge and reasonable adjustments are provided to enable all pupils to access learning and demonstrate progress.
- Clearly communicate group learning objectives and individual RARPA targets where appropriate.
- Ensure learning objectives and outcomes are accessible and meaningful to pupils.
- Link learning outcomes to clear success criteria that form the basis of assessment, feedback and review.
- Support pupils in understanding how individual lessons contribute to broader curriculum goals, personal targets and long-term progress.
- Use a range of formative assessment strategies throughout lessons to evaluate learning and adapt teaching accordingly.
- Make effective use of questioning, observation, discussion, practical activities, self-assessment and peer assessment to gather evidence of learning.
- Ensure assessment is used to identify strengths, address misconceptions and inform future teaching.
- Explain attainment criteria, qualifications, assessment objectives and progression pathways in a manner that is appropriate to individual pupils.
- Use exemplar materials and modelled responses where appropriate to support pupils' understanding of success criteria and standards of achievement.
- Regularly review progress against learning outcomes and individual targets to ensure pupils remain engaged and challenged.

For pupils with ALN, assessment should consider both curriculum-based outcomes and progress towards individual targets identified through RARPA processes, intervention programmes and Individual Development Plans. Staff should recognise and celebrate small-step progress, acknowledging developments in academic, social, emotional, communication and independence skills alongside curriculum attainment. Through these approaches, assessment will remain an integral part of teaching and learning, supporting all pupils to achieve their full

potential whilst recognising and celebrating their individual progress and achievements.

Assessing

Vocational assessments are undertaken by assessors within vocational curriculum areas including Catering, Retail and Design and Technology. The Lead Internal Quality Assurer (IQA), Alison Adams, is responsible for overseeing the quality assurance of the assessment process and ensuring that assessment decisions are valid, reliable, fair and consistent.

A sampling plan is used to quality assure assessment decisions and support the continuous monitoring of assessment practice across all vocational pathways. Assessors are assigned a RAG (Red, Amber, Green) rating based on factors including:

- Experience in assessment.
- Subject-specific knowledge and expertise.
- Knowledge and experience of qualification requirements.
- Continuing Professional Development (CPD).
- Previous assessment accuracy and consistency.

The sampling strategy is guided by the following framework:

- **Red**: 60% sampling.
- **Amber**: 40% sampling.
- **Green**: 25% sampling.

These percentages provide guidance only. The Lead IQA reserves the right to increase or decrease sampling levels at any time in response to identified needs, changes in staffing, or quality assurance findings.

Feedback and Marking

Feedback and marking are fundamental components of the assessment process and are designed to support pupil progress, achievement and independence. Consistent marking practices ensure transparency and enable pupils to understand their strengths, areas for development and next steps in learning.

To ensure consistency across the school, the following marking conventions will be used:

- **Pupils** will use black pen when producing evidence and purple pen when responding to feedback, making amendments or improving their work.
- **Assessors and teachers** will use green pen for marking and developmental feedback.

- **Assessors** will use black pen when completing official awarding body documentation, including observation records and witness testimony forms.
- **The IQA** will use blue pen when quality assuring and countersigning assessment documentation.

Constructive feedforward feedback may be delivered verbally or in writing, depending on the nature of the task and needs of the individual pupil. Effective feedback should be embedded within teaching and learning and accompanied by planned opportunities for pupils to respond, reflect and improve their work.

Throughout lessons, feedback should be provided through skilled questioning, observation and discussion. Teachers should encourage pupils to reflect on their learning through extended questioning and purposeful dialogue. Dedicated time should be provided for pupils to read, consider and act upon feedback so that improvements can be made and progress demonstrated.

Verbal Feedback

Verbal feedback should be embedded within all lessons and learning activities. It should be focused on the learning intention, success criteria and individual pupil targets.

Effective verbal feedback will:

- Recognise strengths and achievements.
- Identify areas for development.
- Provide clear next steps for improvement.
- Encourage reflection and independent learning.
- Support pupils in understanding how to improve the quality of their work.

All pupils should receive regular verbal feedback. Where appropriate, a **VF (Verbal Feedback)** notation or stamp should be used to indicate that feedback has been provided.

Teachers should actively circulate throughout lessons, providing support, challenge and constructive feedforward comments that move learning forward. Where necessary, teachers should also address standards of presentation to reinforce high expectations.

Written Feedback

Pupil work should be reviewed regularly, either during learning activities or following lesson completion, to ensure feedback remains relevant and timely. Written feedback is an essential element of Assessment for Learning and should support pupils in identifying and addressing gaps in their learning.

The school's agreed approach includes the use of **"Next Steps"** or **"Next Lesson"** comments to guide future improvement.

Pupils will receive regular developmental feedback that:

- Is linked directly to learning outcomes, success criteria and individual targets.
- Identifies progress made and areas requiring further development.
- Provides guidance on examination requirements and assessment criteria where appropriate.
- Supports pupils in understanding and achieving their next steps in learning.

As part of the **Close the Gap** process, pupils may:

- Sign or acknowledge feedback.
- Respond to comments.
- Amend or improve work.
- Complete follow-up or starter activities demonstrating their understanding of the feedback provided.

All written feedback should:

- Be clear and legible.
- Demonstrate that pupil work is valued.
- Be personalised to the individual pupil.
- Include developmental comments and, where appropriate, marks or grades.

All staff will consistently apply the school's agreed literacy marking codes to promote a whole-school approach to improving literacy skills.

Literacy codes

Mark	Means
Sp + underline	Try this spelling again
P	Punctuation error
G	Grammatical error
C	Find the missing or misplaced capital letters
//	New paragraph/Mark in where the paragraphs should be
√√	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve the expression
Λ	Word missing
FS	Write in full sentences.
Ex	Develop your explanation further using key vocabulary.
D	Add more detail. Add in the point you forgot to include
WW	Wrong word e.g. their/there, farther/further. Try and find and correct it.

Self-Assessment and Peer Assessment

Self-assessment and peer assessment are important strategies that support pupils in becoming reflective and independent learners. These approaches help pupils develop an understanding of success criteria, recognise areas for improvement and take greater ownership of their learning.

Self-assessment and peer assessment activities should be carefully structured to ensure that pupils with ALN can participate successfully. Teachers should provide appropriate modelling, guidance and support where required, enabling all pupils to develop reflection, independence and evaluative skills at a level appropriate to their individual needs.

Self and peer assessment must always be moderated by the teacher to ensure accuracy and consistency.

Self-Assessment (Asesiad Fy Hun)

Asesiad Fy Hun translates from Welsh as **"My Self-Assessment."**

Pupils will be supported to assess their own work against agreed success criteria and learning outcomes.

- **Golfa Stage 1** pupils will be introduced to self-assessment through structured and supported activities.
- **Golfa Stages 2 and 3** pupils will engage regularly in self-assessment and use feedback to improve and develop their work.

Peer Assessment (Asesiad Fy Ffrind)

Asesiad Fy Ffrind translates as **"My Friend's Assessment."**

Peer assessment allows pupils to provide constructive feedback to one another against agreed success criteria.

- **Golfa Stage 1** pupils may be introduced to peer assessment when teachers judge that they are developmentally ready.
- **Golfa Stages 2 and 3** pupils will participate regularly in structured peer assessment activities.

Peer assessment should:

- Be completed in purple pen.
- Be linked to success criteria.
- Be respectful and constructive.
- Be initialled by the pupil completing the assessment.
- Be moderated by the teacher.

In-Depth Marking

Not all pieces of work require detailed written feedback. Teachers should use professional judgement to determine the most appropriate level of marking for each task.

For some learning activities, a simple acknowledgement may be sufficient, including:

- A green tick against achieved learning objectives.
- Success criteria checklists.
- Brief developmental comments.

Feedback should focus on the specific learning intention, success criteria and individual targets that have been identified. Pupils should not be expected to improve too many aspects of their work simultaneously, as this can reduce the effectiveness of feedback.

Where appropriate, pupils should be encouraged to proofread and review their work, focusing upon:

- Learning outcomes.
- Success criteria.

- Personal literacy targets.
- Intervention targets.

While not every aspect of work will be marked on every occasion, all key areas should be addressed over time to ensure continued progress.

Assessment Opportunities

Formal summative assessment opportunities will be planned throughout the academic year. These may include:

- Internal examinations.
- Standardised assessments.
- Functional Skills assessments.
- GCSE assessments.
- Vocational qualification assessments.
- End-of-unit or end-of-topic assessments.

Assessment points will be identified within schemes of learning and will typically take place during the Autumn, Spring and Summer terms.

Assessment data will be used to:

- Monitor attainment and progress.
- Inform intervention and support strategies.
- Support reporting processes.
- Provide information to Local Authorities and other relevant agencies where required.
- Evaluate curriculum effectiveness and pupil outcomes.

Where pupils are entitled to access arrangements or reasonable adjustments, these should be routinely incorporated into classroom assessments and formal assessment opportunities. This ensures that assessment outcomes accurately reflect a pupil's knowledge, skills and understanding rather than any barriers created by their additional learning need.

Assessment Methods

A range of assessment methods will be utilised across the curriculum to ensure that evidence gathered is valid, reliable and appropriate to the learning being assessed.

Methods may include:

- Observation.

- Questioning and discussion.
- Practical assessments.
- Written assignments.
- Presentations.
- Coursework and portfolios.
- Internal examinations.
- Standardised tests.
- Past paper assessments.

Assessments linked to Entry Level, Functional Skills, GCSE and vocational qualifications will be marked using the relevant awarding body mark schemes and assessment criteria. Internal moderation and quality assurance procedures will ensure consistency and rigour in assessment decisions.

Outcomes, Levels and Grades

Upon entry to Amberleigh Therapeutic School, pupils will undertake a range of baseline assessments, including:

- Cognitive Ability Tests (CAT4).
- Reading age assessments.
- Subject-specific baseline assessments.
- Other screening assessments where appropriate.

Assessment information will be used to identify each pupil's starting point and inform individual learning pathways, target setting and intervention planning.

The school recognises that achievement for pupils with ALN extends beyond academic attainment alone. Assessment will also recognise progress in areas such as communication, emotional regulation, social interaction, independence, personal development, employability skills and engagement in learning. Progress towards IDP and EHCP outcomes and bespoke RARPA targets will form an important part of the overall assessment picture.

Within the vocational pathway, attainment and progress will be measured through:

- Non-accredited skills development.
- Bespoke RARPA targets.
- Agored Cymru qualifications.
- NCFE qualifications.
- Vocational competency assessments.
- Personal, social and employability skills development.

All assessment activity will be aligned to the requirements and methodologies of the relevant awarding bodies. Pupils will be supported to understand assessment criteria,

qualification pathways and progression routes, enabling them to recognise their achievements and understand the steps required to achieve future success.

Records

The school will maintain accurate and up-to-date records of each pupil's attainment, progress and achievement throughout their educational journey. This will include information relating to prior attainment from previous educational settings, baseline assessment data, ongoing assessments and qualification outcomes.

Amberleigh Therapeutic School uses **Ambertrack** as its central progress tracking system. Each subject area is responsible for maintaining current and accurate assessment information within the system. Class teachers are responsible for entering assessment data and monitoring progress within their subject areas.

Assessment records will provide a holistic view of each pupil's achievements and progress, ensuring that both academic attainment and wider developmental outcomes are captured. This information will support planning, review meetings, intervention monitoring and future target setting.

All staff are expected to take an active role in:

- Recording progress towards IDP/EHCP outcomes, RARPA targets and intervention programmes for pupils with Additional Learning Needs.
- Tracking pupil attainment and progress against targets.
- Identifying pupils requiring additional support or challenge.
- Implementing appropriate interventions where necessary.
- Using assessment information to inform planning and teaching.

Individual teachers may also maintain additional records of pupil achievement, including examples of assessed work, observation records, achievement logs and assessment portfolios, where appropriate.

Standardised Work

Subject leaders and teachers are expected to maintain portfolios of pupil work that exemplify agreed assessment standards and attainment levels. These portfolios support consistency in teacher assessment and provide evidence for internal and external quality assurance processes.

Standardised portfolios will be used to:

- Support moderation and standardisation activities.
- Ensure consistency of assessment judgements across subjects and key stages.
- Provide evidence during internal and external moderation activities.
- Support quality assurance procedures.
- Inform the School Development Plan (SDP) and Self-Evaluation Report (SER).

- Aid professional discussion and the sharing of best practice.

Academic Tutor Reviews

Effective communication and collaboration between school staff, pupils and link workers are essential in supporting positive pupil outcomes.

A strong partnership with each pupil's link worker, based on regular, personalised and purposeful communication, enables pupils to maximise their potential and achieve their individual goals.

Termly review meetings will take place involving the teacher, pupil and link worker. During these reviews:

- The pupil's Record of Learning will be reviewed.
- Progress towards academic, personal and vocational targets will be discussed.
- Attainment and progress data will be shared.
- Strengths, achievements and areas for development will be identified.
- Attendance, engagement and attitudes to learning will be considered.
- Future targets and support strategies will be agreed.

Teachers are responsible for monitoring and reporting pupil progress on a termly basis.

Monitoring and Evaluation

Pupils

Pupils are expected to take an active role in the assessment process by:

- Reading and engaging with feedback provided by teachers and assessors.
- Responding to feedback and implementing suggested improvements.
- Seeking clarification where additional support is required.
- Participating in self-assessment and reflective learning activities.
- Recording and acting upon guidance, targets and next steps.
- Taking responsibility for their own learning and progress.

Link Workers

Link workers play an important role in supporting pupils to achieve their full potential and are expected to:

- Discuss learning targets and progress with their key pupil.
- Encourage positive engagement with education and learning.
- Liaise with teaching staff regarding any concerns or barriers to learning.
- Request additional support where appropriate.

- Inform the school of any circumstances that may impact the pupil's ability to engage with learning or assessment activities.
- Support pupils in understanding and celebrating their achievements.

Teachers

Assessment is the responsibility of all teaching staff and should be embedded within all stages of teaching, learning and curriculum planning.

Teachers are expected to:

- Ensure assessment is an integral part of planning, teaching and evaluation.
- Monitor and evaluate the progress of pupils with Additional Learning Needs against both curriculum expectations and personalised targets, ensuring that support strategies and interventions are reviewed regularly and adapted where necessary.
- Access, monitor, analyse and update assessment information for their teaching groups.
- Deliver the agreed Schemes of Learning and complete identified assessment opportunities.
- Use assessment information to inform planning and teaching strategies.
- Maintain appropriate records of pupil progress and achievement.
- Provide information that supports reporting to carers, Local Authorities and other professionals.
- Ensure all attainment and progress judgements are evidence-based.
- Communicate assessment practices and expectations clearly to pupils.
- Provide opportunities for pupils to develop self-assessment and peer-assessment skills.
- Promote pupil understanding of learning objectives, success criteria and progression pathways.

Records of pupil progress should be clear, manageable and purposeful, providing meaningful information that supports future planning and decision-making.

Additional Learning Needs Coordinator (ALNCo)

The Additional Learning Needs Coordinator (ALNCo) is responsible for ensuring that assessment arrangements are inclusive, equitable and accessible for all learners.

The ALNCo will:

- Ensure staff are aware of approved access arrangements and reasonable adjustments.
- Support staff in adapting assessment methods to meet individual pupil needs.
- Coordinate assessment-related provision for pupils with Additional Learning Needs.

- Monitor progress towards Individual Development Plan (IDP) outcomes and intervention targets.
- Work collaboratively with teachers, link workers, parents/carers and external agencies to evaluate pupil progress and identify next steps.
- Ensure assessment information is used effectively to inform planning, provision and targeted intervention.
- Monitor the attainment, progress and wellbeing of pupils with ALN to ensure barriers to learning are identified and addressed promptly.

Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for monitoring the effectiveness and consistency of assessment practices across the school.

The SLT will:

- Conduct cross-curricular work scrutinies across all Golfa Stages at least annually.
- Share findings and recommendations with the ALNCo and wider staff team.
- Monitor the quality and consistency of assessment, feedback and marking practices.
- Monitor the effective use of attainment and progress data across the school.
- Conduct regular pupil voice activities, including discussions focused on learning, feedback and assessment.
- Evaluate the impact of assessment practices on pupil progress and outcomes.
- Support the development of Assessment for Learning strategies through Continuing Professional Development (CPD).
- Ensure assessment practices remain aligned with current educational guidance, awarding body requirements and school priorities.
- Review and evaluate this policy in accordance with the school's policy review schedule.
- Ensure consistency between this policy and other relevant school policies and procedures.

Through ongoing monitoring, evaluation and quality assurance processes, Amberleigh Therapeutic School aims to ensure that assessment remains a powerful tool for supporting pupil progress, celebrating achievement and promoting continuous improvement in teaching and learning.