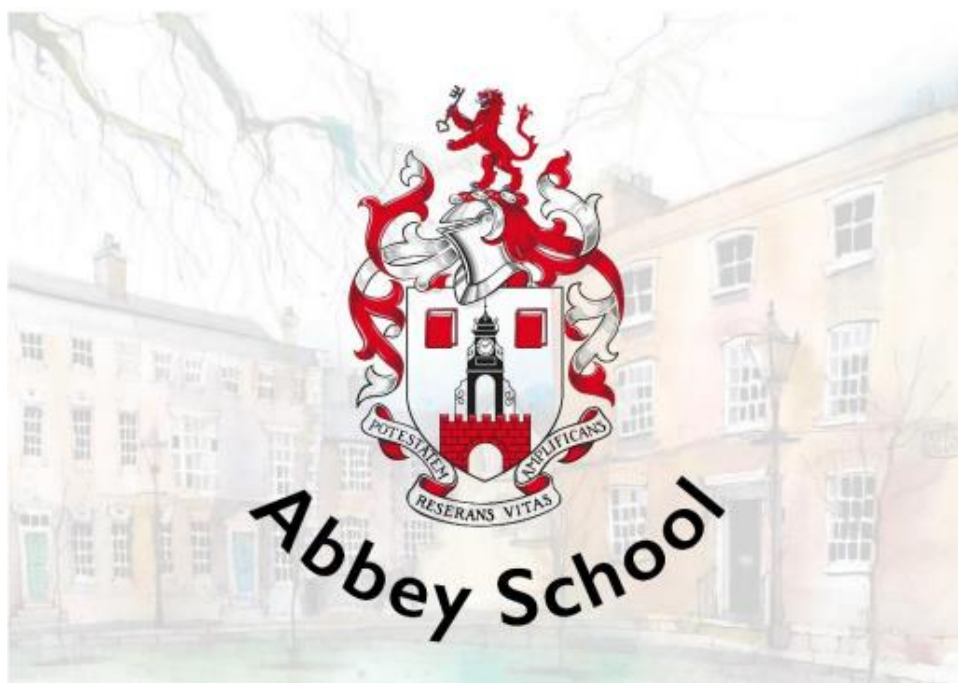




Assessment, Recording & Reporting Policy

Abbey School

Version number	3.0	Date	Jul 2026
Adopted by	Senior Leadership Team	Date	Jul 2026
Approved by Advisory Body on			
Last reviewed on	Jul 2026		
Next review due by	Jul 2027		

Other relevant policies:

Curriculum Policy

Behaviour Policy

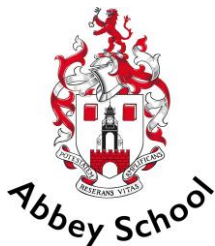
EYFS Policy

Learning Skills Framework



Contents

1. Legislation and guidance.....	2
2. Rationale	2
3. Vision, Values and Aims	3
4. Principles of Assessment, Recording and Reporting.....	4
5. Approach to Assessment.....	4
5.1. What We Assess.....	4
5.2. How We Assess.....	4
5.3. Formative Assessment.....	4
5.4. Planning and Formative Assessment.....	4
5.5. Baseline and Summative Assessment.....	5
6. Assessment Models Used	5
7. Accreditation and Qualification Pathways.....	6
7.1. Pre-Formal and Semi-Formal Pathways.....	6
7.2. Formal Pathway	6
7.3. Assessment and Quality Assurance.....	7
8. Celebrating Progress and Achievement	7
9. Recording Progress and Achievement.....	8
9.1. Why We Record.....	8
9.2. What We Record.....	8
9.3. How We Record.....	8
10. Reporting to Parents and Carers.....	8
10.1. Why We Report.....	8
10.2. How We Report	9
11. Monitoring and Evaluation	10
12. Roles and Responsibilities	10
12.1. The Proprietor.....	10
12.2. The Principal and Senior Leadership Team.....	11
12.3. The Advisory Body	11
12.4. All Staff	11
13. Monitoring and Review	11



1. Legislation and guidance

This policy has been developed with due regard to relevant legislation and statutory guidance, including but not limited to:

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Following the withdrawal of the P Scales framework, schools have been given the flexibility to develop assessment approaches that reflect their curriculum and the needs of their pupils. This policy is informed by the recommendations of the *Rochford Review* (2016) and aligns with the following guidance and frameworks:

- The Engagement Model (DfE, 2020)
- Pre-Key Stage 1 Standards (2018)
- Pre-Key Stage 2 Standards (2018)
- Independent School Standards (2014)

2. Rationale

Abbey School for Exceptional Children is an independent specialist school for children and young people aged 4–19 with autism, including those with additional learning difficulties and behaviours that may challenge.

This policy outlines the school's vision, values and approach to assessment within a specialist, personalised curriculum. Effective assessment, recording and reporting are fundamental to high-quality teaching and learning and play a key role in ensuring that all pupils make meaningful progress.

The aims of this policy are to:

- Provide clear guidance on the school's approach to formative and summative assessment.
- Establish a consistent framework for recording assessment outcomes and reporting progress to parents and carers.
- Define how assessment practice is monitored, reviewed and evaluated across the school.

3. Vision, Values and Aims

At Abbey School, every aspect of school life is designed to engage, motivate and support pupils to achieve their potential through meaningful learning experiences.

The school's tiered curriculum pathways—**Engaging, Exploring and Establishing**—enable learning to be tailored to individual needs. Personalised curriculum plans are central to our approach and ensure that all pupils access learning that is appropriate, ambitious and relevant. Further information about these pathways can be found in the Curriculum Policy.

To support this personalised approach, the school uses a bespoke assessment framework that enables staff to identify the most appropriate learning pathway for each pupil and to capture progress across all areas of development. In accordance with the recommendations of the *Rochford Review* (2016), our assessment systems are curriculum-led and reflect the specialist teaching approaches used throughout the school.

"Existing arrangements for assessing pupils have come to be used as a curriculum, restricting the kind of creativity and innovation that should be used to engage these pupils and to tailor teaching and learning to their unique needs."

(The Rochford Review, 2016)

Abbey School's assessment framework consists of a range of assessment tools and evidence-based measures that reflect the differing needs of pupils across curriculum pathways, key stages and areas of learning. This includes statutory assessment requirements where applicable.

The school is committed to working collaboratively with parents and carers, relevant professionals and, wherever appropriate, pupils themselves. Assessment information is used to inform future planning and support positive long-term outcomes.

The aims of assessment at Abbey School are to:

- Provide accurate and up-to-date information about the attainment and progress of individual pupils and identified groups.
- Monitor progress and maintain evidence of achievement over time.
- Assess readiness for future learning.
- Evaluate the effectiveness of teaching approaches and inform future planning.
- Identify patterns of learning and progress, particularly where development occurs in very small steps.
- Inform target setting and improvement planning.
- Analyse outcomes for different pupil groups to support equality and inclusion.
- Support the development of effective teaching strategies that promote engagement and achievement.
- Evaluate the effectiveness of the curriculum and its delivery.
- Identify the need for additional specialist support.
- Promote pupil motivation, confidence and self-esteem.
- Provide parents and carers with meaningful information about their child's experiences, progress, achievements and next steps.
- Inform person-centred annual reviews, EHCP reviews and communication with external agencies.
- Gather information necessary to deliver a personalised, high-quality education for every pupil.
- Support the identification of barriers to learning and behaviours that may challenge, and inform strategies to address them.
- Ensure that assessment, recording and reporting processes meet statutory and organisational requirements.

4. Principles of Assessment, Recording and Reporting

Assessment at Abbey School is guided by the following principles:

- Assessment is integral to effective teaching and learning and is rooted in the school's curriculum.
- Assessment includes both formative and summative approaches.
- Planning is driven by intended learning outcomes rather than activities.
- Assessment draws on a range of methods and sources of evidence.
- Pupils and parents/carers are active partners in the assessment process wherever possible.
- Assessment recognises both intended and unexpected learning outcomes.
- Assessment values progress and achievement across all areas of development, including those beyond the National Curriculum.
- The individual needs of pupils remain at the centre of all assessment practice.

At Abbey School, we believe that every pupil can achieve success. Progress, regardless of how small the steps may be, is recognised, valued and celebrated.

5. Approach to Assessment

5.1. What We Assess

Assessment at Abbey School focuses on pupils' experiences, progress, achievements and wellbeing across all areas of learning and throughout the curriculum.

5.2. How We Assess

Assessment is embedded within the cycle of planning, teaching, recording and reporting. It provides meaningful information that supports educational decision-making and informs future teaching and learning.

A robust assessment system incorporates both formative and summative approaches.

5.3. Formative Assessment

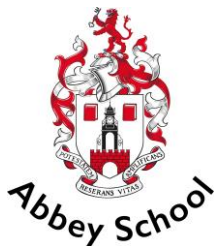
Formative assessment is an ongoing process that takes place during learning. It enables staff to monitor progress towards learning intentions, provide feedback and adapt teaching to meet individual needs.

Where appropriate, pupils are actively involved in understanding and improving their own learning.

5.4. Planning and Formative Assessment

Effective planning provides the foundation for high-quality assessment and supports the identification and tracking of progress.

Long-Term Planning



Long-term plans provide an overview of curriculum coverage and progression for each year group and individual pupil. They identify key learning aims and inform curriculum planning.

Medium-Term Planning

Medium-term plans break learning down into manageable units and identify differentiated learning outcomes. Following delivery, teaching teams evaluate pupil progress against intended outcomes and use assessment information to inform subsequent planning.

Short-Term Planning

Short-term plans are working documents used to support daily teaching and learning.

All pupils access a combination of universal and specialist learning plans that reflect their individual strengths and needs.

Universal Learning Plans form the primary structure for curriculum delivery. These plans break learning intentions into personalised SMART targets known as PLP goals. While outcomes are clearly defined, staff retain flexibility in selecting teaching approaches and activities, supporting the generalisation of skills across different contexts. Learning steps are clearly articulated to support staff to understand the developmental steps in learning to help learners' achieve their personalised learning goals.

Where a pupil is not making expected progress through universal learning plans, or requires a highly individualised approach, a **Specialist Learning Plan (SLP)** may be implemented. SLPs provide greater specificity regarding teaching methods, resources, communication approaches and instructional strategies.

Formative assessment information is gathered continuously throughout learning. Staff monitor progress in real time and adjust teaching as necessary to maximise learning opportunities. Assessment information is reviewed regularly and used to refine planning and maintain an ongoing record of progress towards intended outcomes.

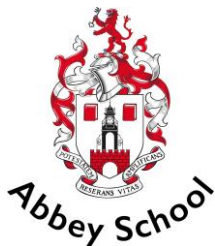
5.5. Baseline and Summative Assessment

Baseline and summative assessment provide a means of measuring progress over time, identifying strengths and areas for development, informing planning and evaluating the effectiveness of teaching.

Summative assessment also supports target setting, whole-school evaluation and the monitoring of progress for individuals and groups of pupils. In addition, it provides valuable information at key points of transition, including movement between key stages or educational settings.

6. Assessment Models Used

All pupils who join Abbey School undertake a six-week baseline assessment period. During this time, a range of assessment frameworks are used to develop a comprehensive understanding of the pupil's strengths, needs, current skills, learning profile and any behaviours of concern.



Depending on the assessment tool used, assessments are reviewed annually or termly to ensure information remains current and meaningful.

It is unusual for pupils at Abbey School to complete end-of-key-stage assessments used within mainstream settings. Such assessments will only be undertaken where staff believe they are accessible, beneficial and unlikely to cause undue anxiety or pressure.

Any decision to administer end-of-key-stage assessments will be made collaboratively by the Class Teacher, Assistant Principal (Teaching & Learning), Head of School and parents/carers. Where assessments are completed, outcomes will be reported to parents/carers and included within annual review documentation.

In the Early Years Foundation Stage (EYFS), pupils are assessed using the EYFS Profile at the end of the EYFS phase.

Statutory assessment arrangements for pupils in Key Stages 1 and 2 follow:

- The Engagement Model for pupils who are not yet engaged in subject-specific learning.
- Pre-Key Stage Standards for pupils accessing subject-specific curricula.

7. Accreditation and Qualification Pathways

At Key Stage 4 and in the Sixth Form, pupils follow accreditation and qualification pathways that are carefully matched to their individual learning needs, strengths and aspirations. The school is committed to offering meaningful, accessible and appropriately challenging accreditation opportunities that recognise and celebrate achievement for all learners.

7.1. Pre-Formal and Semi-Formal Pathways

Pupils working within the **Pre-Formal (Engaging)** and **Semi-Formal (Exploring)** pathways follow programmes accredited through **ASDAN**. ASDAN accreditation provides a flexible framework that enables pupils to demonstrate and record achievement across a range of curriculum areas, life skills, personal development and preparation for adulthood outcomes.

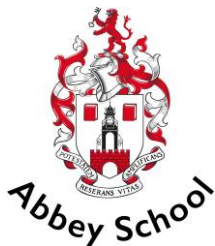
Assessment for ASDAN programmes is portfolio-based, allowing evidence to be gathered in a variety of formats, including observations, photographs, videos, practical activities, witness statements and examples of completed work. This approach enables pupils with SEND to demonstrate their knowledge, skills and understanding in ways that are meaningful and accessible to them.

7.2. Formal Pathway

Pupils working within the Formal (Establishing) pathway have access to a range of nationally recognised courses and qualifications offered through Open Awards and NCFE. These qualifications provide appropriate progression routes and support learners to develop subject-specific knowledge alongside employability and independence skills.

Qualification areas currently include:

- Essential English
- Essential Mathematics
- Science



- Horticulture
- Hospitality and Catering

Where appropriate, pupils may work towards qualifications at levels suited to their individual abilities, learning profiles and future destinations.

7.3. Assessment and Quality Assurance

The school has deliberately selected ASDAN, Open Awards and NCFE qualifications because their portfolio-based assessment models offer flexibility and enable learners with SEND to demonstrate achievement through a broad range of evidence. This approach ensures that barriers to assessment are minimised whilst maintaining rigorous and valid accreditation processes.

All portfolio evidence is subject to robust quality assurance procedures. Assessment decisions are internally verified by suitably trained staff to ensure consistency, accuracy and compliance with awarding organisation requirements. In addition, all accreditation and qualification programmes are subject to external verification and moderation by the relevant awarding organisations, ensuring that standards are maintained and qualifications are awarded fairly and reliably.

Through these accreditation pathways, the school aims to recognise individual achievement, support progression and prepare pupils for their next stage of education, training, employment and adult life.

8. Celebrating Progress and Achievement

At Abbey School, every achievement is recognised and valued. Pupils are celebrated in ways that are meaningful, motivating and appropriate to their individual needs and preferences.

Progress and achievement may be recognised through:

- Praise communicated in a form that is meaningful to the pupil, including spoken praise, visual supports, signing, token economy systems or access to preferred rewards and activities.
- Certificates, awards, medals, 'Star of the Week' recognition and other formal acknowledgements where appropriate.
- Celebration assemblies, form time and class-based recognition opportunities.
- Displays of pupils' work and achievements throughout the school.
- Sharing successes with families through home-school communication systems.
- School newsletters and other school publications.
- Sharing achievements with the wider community through the school website, social media platforms, local events and, where appropriate, local media.
- Collaborative projects and celebration opportunities with other schools and organisations.
- Visits from guests and members of the wider community to celebrate pupils' achievements.
- Family class celebration events.
- Annual Person-Centred EHCP Review meetings.
- End of year reports and celebrations.

9. Recording Progress and Achievement

9.1. Why We Record

Recording assessment information provides a clear and accurate picture of each pupil's learning journey and supports effective educational planning.

Assessment records are maintained to:

- Establish a pupil's starting point through baseline assessment.
- Provide evidence of learning experiences, progress and achievement over time.
- Enable staff, pupils and parents/carers to monitor progress.
- Support the assessment of individual pupil attainment and development.
- Recognise success and promote motivation, confidence and self-esteem.
- Ensure curriculum provision remains broad, balanced and relevant.

9.2. What We Record

The school records information relating to pupils' learning, development and achievement across all areas of the curriculum and wider educational provision.

Records may include evidence of:

- Skills acquired and applied.
- Knowledge and understanding gained.
- Progress towards individual targets.
- Personal development and wellbeing.
- Communication, social and emotional development.
- Independence and preparation for adulthood outcomes.
- Significant achievements and milestones.

9.3. How We Record

Staff use a range of recording methods that are accessible, purposeful and proportionate.

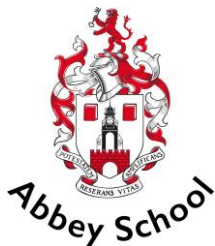
These include:

- Ongoing formative assessment linked to individual SMART targets.
- Assessment records associated with statutory and summative assessment frameworks outlined in Appendix I.
- Pupil workbooks, portfolios and evidence files.
- Daily observation records.
- Photographs, videos and annotated evidence captured through Earwig.
- Assessment data collected through targeted and specialist learning plans.

Wherever possible, pupils are encouraged to contribute to their own records and to participate in selecting evidence of their learning and achievements.

10. Reporting to Parents and Carers

10.1. Why We Report



Reporting provides an opportunity to celebrate achievement, share progress and maintain effective partnerships between home and school.

The school reports on pupil progress in order to:

- Celebrate achievements and recognise progress over time.
- Provide information about the outcomes pupils have achieved and how these have been attained.
- Highlight strengths and notable successes.
- Identify areas requiring further development or support.
- Inform future planning and target setting.
- Meet statutory reporting requirements.

10.2. How We Report

Abbey School uses a variety of formal and informal methods to communicate pupil progress with parents and carers.

Annual Review and EHCP Reports

An Annual Review Report is prepared each year to detail progress towards the outcomes identified within the pupil's Education, Health and Care Plan (EHCP).

This report is shared with parents/carers and the placing local authority and is accompanied by supporting evidence, which may include:

- Photographs and videos of learning experiences.
- Earwig evidence timelines.
- Examples of completed work and achievements.

The Annual Review Report is separate from the End-of-Year Progress Report.

End-of-Year Progress Reports

A comprehensive End-of-Year Progress Report is issued during the summer term.

The report provides an overview of:

- The pupil's experiences throughout the year.
- Progress and attainment across the curriculum.
- Personal development and wellbeing.
- Significant achievements and successes.
- Priorities for future learning.

Termly Personalised Learning Plan Reports

Parents and carers receive information regarding progress towards targets identified within the pupil's Personalised Learning Plan (PLP).

Additional Reports

Additional reports may be provided when required to support:

- Multi-agency meetings.
- Professional consultations.
- Annual reviews.
- Transition planning.
- Requests from local authorities or other professionals.

Regular communication with parents and carers takes place through:

- Daily home-school communication logs.
- The parent engagement app, including photographs, videos and updates.
- Telephone conversations and email correspondence where appropriate.

Meetings

The school schedules the following meetings each academic year:

- One Person-Centred Annual Review Meeting.
- Two Parent/Carer Consultation Meetings.
- Additional meetings, home visits or professional discussions where required.

Where concerns arise regarding a pupil's progress, parents/carers will be invited to meet with school staff. The Senior Leadership Team will be informed and may attend where appropriate.

11. Monitoring and Evaluation

The effectiveness of assessment, recording and reporting procedures is evaluated through ongoing monitoring and review.

This includes:

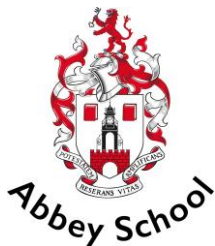
- Whole-school self-evaluation and improvement processes.
- Subject and curriculum area reviews.
- Analysis of pupil progress and attainment data.
- Evaluation of the wellbeing of pupils and staff.
- Consideration of the impact of assessment practices on staff workload.
- Consultation with pupils, parents/carers, staff and other stakeholders.
- Qualitative and quantitative analysis of outcomes.
- Review of individual, group and whole-school targets.

Findings from monitoring activities are used to inform school development priorities and ensure continuous improvement in assessment practice.

12. Roles and Responsibilities

12.1. The Proprietor

The Proprietor holds overall accountability for assessment, recording and reporting across the school. Responsibility for the strategic oversight and operational implementation of assessment processes is delegated to the Principal and Senior Leadership Team.



12.2. The Principal and Senior Leadership Team

The Principal, supported by the Senior Leadership Team, is responsible for the strategic leadership and day-to-day management of assessment, recording and reporting. This includes:

- Ensuring the effective implementation of this policy.
- Monitoring pupil progress and attainment across all areas of the curriculum.
- Analysing assessment information for individual pupils and identified groups to evaluate progress and achievement.
- Identifying and prioritising actions to address underachievement and improve outcomes.
- Reporting to the Proprietor and Advisory Body on pupil progress, attainment, standards and trends over time.

12.3. The Advisory Body

The Advisory Body provides strategic support, challenge and accountability in relation to the school's assessment processes. Its responsibilities include:

- Maintaining an understanding of the school's assessment framework and how it measures and evidences pupil progress and attainment.
- Providing appropriate challenge and support to school leaders through the scrutiny and analysis of assessment information.
- Monitoring the effectiveness of assessment systems in supporting improved outcomes for pupils.

12.4. All Staff

All staff are responsible for implementing the assessment procedures outlined within this policy and contributing to accurate, meaningful and timely assessment, recording and reporting practices.

13. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team to ensure it remains effective, relevant and aligned with current legislation, guidance and school practice. Following each review, the policy will be shared with the Proprietor and the Advisory Body.

All teaching staff are expected to be familiar with and adhere to the requirements of this policy. The Senior Leadership Team is responsible for ensuring consistent implementation across the school.

The effectiveness of assessment, recording and reporting practices will be monitored as part of the school's established quality assurance, monitoring and evaluation cycle. Findings from monitoring activities will be used to inform future developments and continuous improvement in assessment practice.