Achievement Safety Positivity Independence Respectfulness Enjoyment

Meadows View School

Assessment, feedback and reporting policy

Last Reviewed on: September 2026

Next Review date: September 2027

Relevance to other Policies

- Curriculum Policy
- Quality Assurance Policy

Intent – Assessment, feedback and reporting.

- To produce an evidence, trail for learning / progress against subject areas.
- To further develop students' communication and interaction skills, sensory and physical skills, social and emotional skills.
- To further develop students literacy and numeracy skills
- To provide praise and encouragement in a manner that is suitable to each learners communication style (mostly through verbal encouragement).
- Where possible and if appropriate provide written feedback to students to further improve their work.

Implementation

Implementation – Baseline assessments

- When joining the school each young person will be assigned work in line with their proposed cognitive age – this information will be sourced from the students EHCP and liaison with parents / previous settings (where possible).
- Students will be baselined using the schools assessment mechanisms (outlined below) to establish if their correct pathway has been allocated across the course of the first half term.
- The Rocket Phonics system is in place to establish which phase of phonics (if any) students are operating within.
- Where reading is beyond phonics level – Star Reader will be utilised to establish a reading age.
- Therapy – Upon arrival to school the clinical lead will produce a therapeutic provision plan to adhere to all section F requirements – any barriers in this provision should be reported directly to the Head/SENDCO so external provision can be sought to meet requirements. There is an onsite OT / SALT to carry out therapeutic intervention where required.

Implementation - Effective feedback will be…

- Appropriate to the learners level of communication. This could be pictorial or verbal only.
- Used to promote self-esteem and where possible reflection of learning.
- Used to ensure that lifelong literacy / numeracy skills are promoted for all pupils.
- Written feedback where appropriate.
- Related to the weeks learning outcomes and/or EHCP based or holistic targets – so that staff are aware of next steps.
- Used to inform future planning for pupils on an individualised level.
- Used to demonstrate and support the schools high expectations & standards which will feed into the annual review process /governance.

Impact

Recording progress & attainment to support live reporting and annual review processes include:

- Where developmental appropriate students will be assessed against development matters criteria once per term (on Bumblebee / Butterfly).
- Where developmental appropriate students will be assessed using the Star maths (year 1 academic level and above), Star Reader (year 1 academic level and above) and Star Early Literacy assessments (EYFS and above) once per term.
- Progress against the adapted Equals curriculum pathways once per term.
- Progress against the EHCP targets will be measured in small steps using Evidence for Learning.
- All evidence should be captured on the evidence for learning platform or where appropriate in books

Impact –Standardisation

- A full governance report will be produced every term to assess the impact of the provision and the outcomes of learners.

Impact - Celebrating Achievement…

- Daily reporting of progress will be captured on the Evidence for Learning reporting system and in books.
- Annual reviews – Each year students' achievements are recognised formally through the annual review process which is shared with parents / Local Authorities

Impact – Reporting to Parents/carer

- Reporting to parents will take place on a termly basis.
- The report gives feedback on progress made against EHCP outcome.
- Where appropriate students on the Dragonfly and Grasshopper pathway will also receive subject specific progress commentary.
- All professional (Therapists, Teachers, TAS) contribute towards these reports. These documents are also utilised to feed into the annual review process.

Curriculum pathways

Early Years Foundation Stage:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Equals Curriculum pathway:

Bumblebee	Butterfly	Dragonfly	Grasshopper
Following an adapted EQUALS informal curriculum and EYFS framework this pathway's learning episodes are group into the following areas for development: • My communication • My sensory play • My independence • My physical wellbeing • My outdoor learning • My Creativity	Following an adapted EQUALS semi-formal curriculum and EYFS framework this pathway's learning episodes are group into the following areas for development: • My communication • My independence • My physical wellbeing • My art • Understanding the world around me • My thinking / problem solving • My outdoor school	Following the EQUALS formal curriculum this pathway's learning episodes are group into the following areas for development: • English • Maths • The world about us • Independence • Play and leisure • My outdoor school • My physical wellbeing	The SEMH Pathway (Grasshoppers) provides a safe and supportive setting for pupils who benefit from a nurture-based approach. Through play and positive relationships, pupils build social, emotional, communication, and learning skills. Learning is tailored to each child's needs and development using the appropriate Equals pathway. The pathway helps pupils develop emotional regulation, confidence, independence, and positive relationships so they can achieve their best.

Tracking Mechanisms for Meadows View School

Bumblebee / Butterfly/ Grasshopper Tracking mechanisms

Subject area	Tracking mechanisms
My communication	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
The world around me	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My thinking and problem solving	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My sensory play / my outdoor play	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My independence	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My art	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My physical wellbeing	• Development matters criteria • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
PSHE/ RSE	• Development matters criteria • Relevant EHCP outcomes

Dragonfly/ Grasshopper Tracking mechanisms

Subject area	Tracking mechanisms
Mathematics	• Termly Star maths assessments • White rose assessment (NC) framework • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
English (inc.reading and writing)	• Termly Star Reader/ Early Literacy assessments • NC tracker • Termly Rocket Phonics assessments • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My independence	• NC tracker • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My physical wellbeing	• Progress tracked against the Equals curriculum • Relevant EHCP outcomes
Outdoor schooling	• Progress tracked against the Equals curriculum • Relevant EHCP outcomes
The world about us	• NC tracker • Progress tracked against the Equals curriculum • Relevant EHCP outcomes
My Art / My play and leisure	• Progress tracked against the Equals curriculum • Relevant EHCP outcomes
PSHE/ RSE	• Evidence for Learning • Relevant EHC outcomes

Assessment overview

Assessment Type	Purpose	Who Completes	Frequency	Evidence
Baseline Assessment against The Equals curriculum	Identify starting points and the appropriate Equals pathway	Teachers + therapists	Within first 6 weeks of starting at the school	Observation notes, engagement evidence
Curriculum Strand Assessment	Development Matters Progress tracked against the Equals Curriculum termly Star Reader Star Maths Star Early Literacy Rocket phonics assessment	Teachers	Termly	Assessment tracker
EHCP Outcome Monitoring	Measure progress against EHCP outcomes	Teacher + SENCO	Termly	Evidence for Learning termly reports
Evidence Portfolio (EFL and books)	Record learning over time	Teachers	Ongoing	Photos, observations, work in books
Annual Progress Review	Summarise overall development	SLT + SENCO	Annually	Annual review report