



Assessment, Recording and Reporting Annex – School Specific

Date reviewed: September 2025
Date to be reviewed: September 2026

Introduction:

Assessment is a central part of the teaching and learning process. It is an important feature of the school's planning arrangements and the monitoring of the progression of individual learners. It is our moral purpose to do all we can to secure our vision that every child should be equally able to secure outstanding outcomes and reach their full potential.

Definitions:

Assessment is a process which provides information on the individual child's experience and achievement, which identifies what the child knows, understands and is able to do, and provides information to guide future learning development.

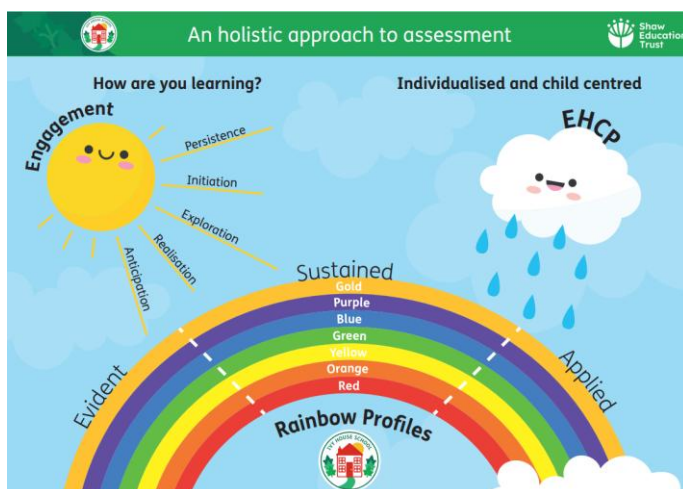
Recording is the selection and retention of significant and relevant information on the individual child's experience and achievement, which indicates what the learner knows, understands and is able to do at that time.

Reporting is the communication of significant and relevant information on the individual child's experience and achievements to those who have a right to know.

Assessment within Ivy House School is carried out by:

- Observation of activities/learning taking place
- Talking and listening to pupils
- Observing learners Engagement (using the Engagement Model)
- Class team discussions to review attainment and progress
- Marking written work (if appropriate)
- Set long term targets (Key Stage) and Medium Term (12 month) and reviewing their progress annually at EHCP review meeting
- Set short-term targets (Personal Learning Goals) and reviewing their progress. Reviewed termly by class Teacher and SLT.
- RARPA assessments (14-19 Department)
- Work samples
- Indirect observations (e.g. family feedback)
- Termly written progress reports for students on Evidence for Learning.
- Termly assessment data drops on Evidence for Learning for core areas, specific areas and EHCPs.
- Termly data drops for the Shaw Education Trust which follow 'met expectations', 'not met expectations' or 'exceeding expectations'

The evidence is collated within a learning journal and all staff are encouraged to submit evidence into this folder. The teacher will use the assessments to draw together an accurate reflection of the student's progress against the areas of the EHCP and the outcomes specified.



The Golden Thread:

The Golden Thread demonstrates Ivy House's approach to assessment. The infographic demonstrates the 3 different leaves of assessment and the golden thread of EHCP's runs throughout these.



What are we using at Ivy House?

Formative:

We support children through equitable approaches in the classroom, from adapting a sensory story through to specific resources and allowing children more time to access a learning activity. We understand that this is also important in assessing our students, too. For example, some students will require more time to showcase their skills or may need to demonstrate this in alternative contexts.

Staff will spend time getting to know each student in their class. Once they have a secure understanding of their learning preference and style, they will then use the EHCPs set targets for lessons and create PLGs (Personal Learning Goals). These are reviewed each term and the whole class team (teachers and support staff) will review the progress made, look at the evidence and share this with families and other agencies (as appropriate).

We also use the following formative systems:

- **MOVE assessment information** – MOVE is used for selected pupils to support goal setting for physical development and is linked to EHCP/PLG targets.
- **Learning Journals** - Ongoing observation logs in individual journals through Evidence for Learning, including photos/videos and observation statements using Rainbow Profiles, Engagement Model and RARPA.
- **Termly Personal Learning Goals** – based on the Long-Term outcomes from pupil EHCPs.

Summative:

Summative Assessments

End point assessments are completed each term and involves the class teacher looking through the term's evidence of work and deciding on one of 5 statements of progress for each outcome set. This 'scaled system' of teacher assessment allows for easy tracking of

successes and areas for further development and changes to teaching and learning in class.

Scaled System

This is a 'Best Fit' model of assessment, meaning that the class teacher will engage with other professionals and family members to decide on the given judgement. They know the student and have evidence to show whether they are meeting an outcome 'frequently' or 'regularly' using the Learning Journals and other evidence. The judgements given will be based on a consideration of the work and knowledge displayed across a day, week, month and/or term.

The percentages assigned to each scale point is to support wider data analysis and to help the leadership team focus on priority areas for strengths and developments. The example below shows how the data is inputted on a termly basis for one child across the 4 areas of the EHCP.

We also use the following summative systems:

- **Rainbow Profile** – Developed with other local special schools following the Derbyshire Small Steps Profiles and Development Matters 2020 statements.
- **Engagement Model** – 5 areas of Engagement defined by the DfE as 'Exploration, Realisation, Anticipation, Persistence and Imitation'. Pupil engagement is assessed on the Evidence for Learning app.
- **EHCP Data Tracking** – Evidence for Learning assessments against EHCP/PLG targets using a 5 point graded scale.
- **EHCPs** – Reviewed annually with families and other professionals and judgements against Short-, Medium- and Long-Term outcomes across the 4 statutory areas (Communication and Language, Physical and Sensory, Cognition and Learning, Social Emotional and Mental Health).
- **RARPA** – to support learning and targets for students in Year 10 to Year 14.
- **1,2,3 SET Data** – We report progress data to the Shaw Education Trust at the end of each term. This is either a 1 (below expected), 2 (at expected) or 3 (above expected) for 'English', 'Maths' and all 4 areas of the EHCP.

RARPA:

Recording and Reporting Progress and Attainment (RARPA) is a tried and tested approach to ensuring the quality of non-accredited learning programmes and learning opportunities within a programme that is in addition to a specific qualification. For many learners with special educational needs, qualifications and accreditation are not appropriate options to support good life outcomes. Learning programmes must be tailored to the individual. When delivered well and quality assured, RARPA provides a structure through which learners can achieve their personalised outcomes and reach their potential.

Teachers in the 14-19 department write a baseline in Autumn Term 1 and then write half termly reports to capture progress against the curriculum.

Engagement Model:

The Engagement Model assessment system is based on the national statutory framework for assessing children who are working at a pre-formal level (P1-P4). This is a strengths-based model that focuses on the achievements of every child.

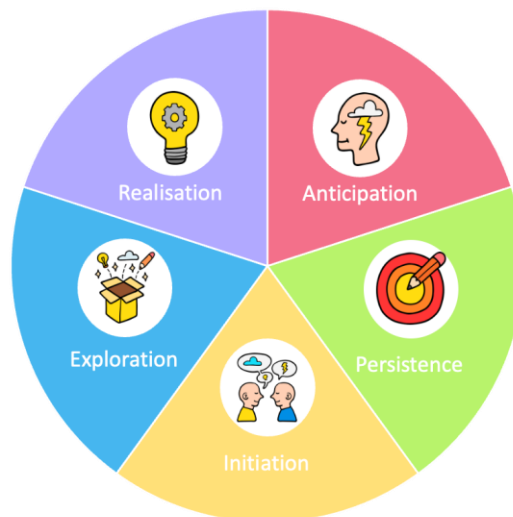
We recognise that children working within this group will often have profound and multiple learning disabilities, which will impact on all areas of their learning.

The Engagement Model identifies and celebrates all progress, including linear and lateral, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in a child's performance; whilst recognising that a minority of pupils may have a regressive condition.

The Engagement Model has 5 areas of assessment and review: **exploration, realisation, anticipation, persistence** and **initiation**

Our Engagement Model is based on regular observational assessments and reflective practice from all staff who know the children well. Progress through each of the 5 areas of engagement is measured by identifying how established the child is against each of the areas of engagement. This will differ for each pupil, according to their profile of needs as set out in their Education, Health and Care Plan.

We use both formative and summative assessment approaches to ensure that our knowledge of the child is accurate and these are completed regularly throughout the year. This enables a continuous cycle of 'assess, plan, do and review' to take place, which enables the child's achievements and progress to be measured over time.



This assessment model recognises that engagement is multi-dimensional and focuses on the following points:

- How well children are being engaged in developing new skills, knowledge and concepts in the curriculum.
- How effective our provision is in empowering children to progress against the agreed outcomes in their EHCPs and their achievements and progress across the 4 areas of need.

How often?

Assessment is ongoing and part of the assessment, planning and review cycle followed by all teachers and we promote the 'Assess, Plan, Do, Review' cycle across all areas of the school.

Children in the Early Years Foundation Stage are assessed against the early learning goals using the 3 Prime areas and 4 specific areas of the EYFS and Ivy House Rainbow Profile. These assessments are moderated by the LA and reported to LA when a pupil reaches the end of the Foundation Stage. This is also in line with the Development Matters and Early Learning Goals national expectations.

Each student has a formal review of progress against their Educational and Health Care Plan (EHCP) targets at their annual review.

All children and young people starting school will be baselined during their first term, using the appropriate Rainbow Profile, EYFS Assessment, RARPA and the Engagement Model.

Termly assessments are used to monitor and identify necessary early interventions with class teachers and senior leaders.

In the Autumn and Spring terms there is a focus on moderation across the teaching team to ensure assessment is accurate across the school. External moderation sessions are also attended at both local special and mainstream schools for pupils working at similar levels. Senior Leaders attend the Shaw Education Trust (SET) Data and Assessment Hub Meetings on a Termly basis, these provide challenge and insight to other SET schools and are beginning to allow for pan-trust moderation.

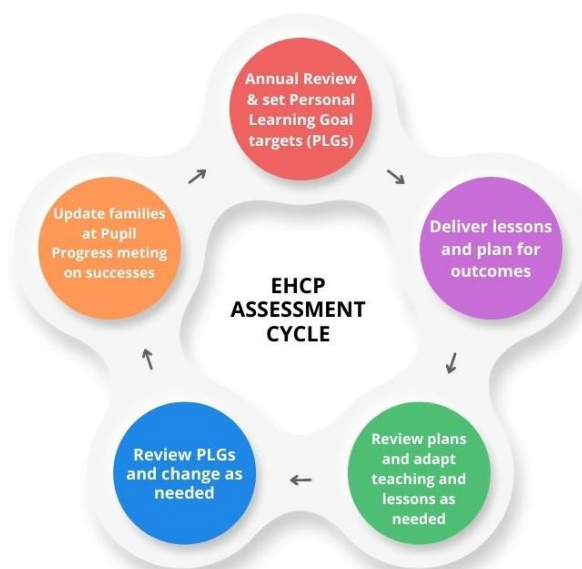
Physical skills are tracked for a number of pupils using the MOVE programme. Each Teacher is responsible for ensuring that these are linked to the EHCP/PLG outcomes and work alongside the in-school MOVE team to update as necessary.

Engagement Model Assessment Cycle:



EHCP Assessment Cycle:

The assessment cycle ensures that every child is assessed fairly and that this is focused on the individual and is specific to their own needs and particular disability / health / social care need. We use the EHCP as a tool to review progress against set targets – Longer (Key Stage) and Shorter (12 months) and staff will use their



knowledge of the students from discussions with families, agencies and our work in school. We can use the EHCPs as a method of demonstrating greater evidence of the support and interventions that are being provided to each child and, ultimately, we focus on ensuring that we are delivering a curriculum and assessment system that is equitable for all and built on the student's strengths.

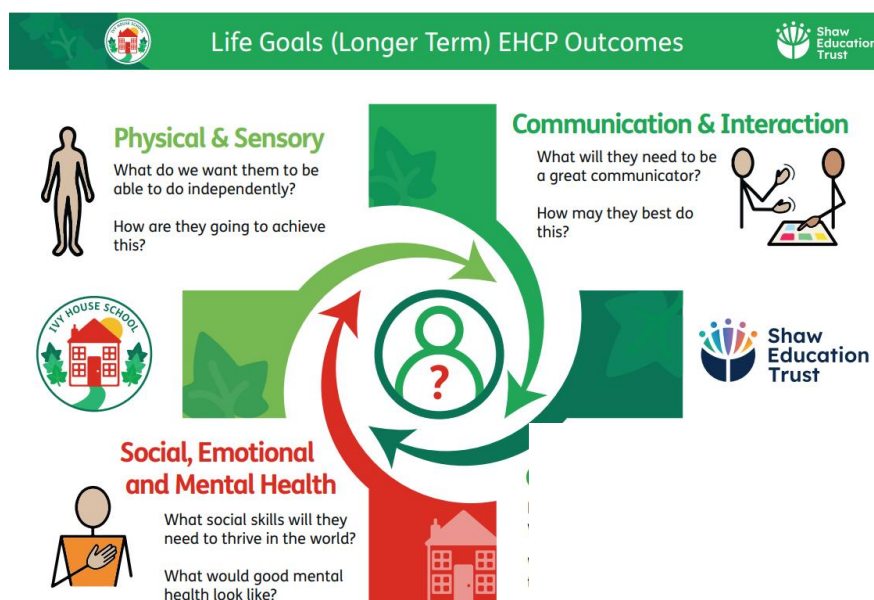
Our assessment systems are cyclical - meaning that we use our previous knowledge of each student to ensure that our future delivery and targets is relevant to the child or young person.

Life Goals (Longer Term) EHCP Outcomes:

We always review the shorter-term outcomes through the Personal Learning Goals (PLGs). This ensures that they are based on our knowledge of the student and supported by evidence from families and agencies. However, we also ensure that we are thinking about the longer-term aspirations and goals for every student.

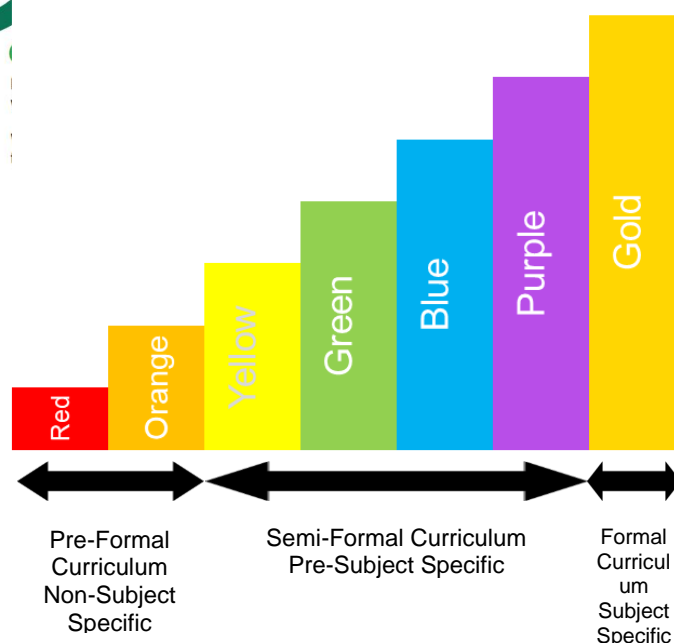
It's important for us to think about:

- What skills we want (need) our students to have when they leave us at 19, end of phase etc.?
- How can we best plan for these skills in priority order and based on the student's interests and strengths?
- What are the key milestones that will need to be put in place this year, next year and at each key stage?
- What do the family and other professionals want the student to be doing in the coming years and phases of their education?



Rainbow Profiles:

Rainbow profiles do not 'level' students but give a holistic view of the areas of learning which the student has mastered and what skills they are developing.



Coloured profiles are broken down into pre-formal, semi-formal and Formal.

Each colour of the rainbow is called a profile. Some colours are split into two; Profile one and Profile two. The profiles are a collective of developmental skills that would typically be displayed by a student working at that level of development.

Depth of learning is tracked in percentage increments. This shows pupil's linear progress. Teachers assess each framework assessment on Evidence for Learning as Rarely, Sometimes, Regularly, Frequently or Consistently. This then creates a percentage for the overall profile.

Developmental progress is shown as pupils move to the next colour in the rainbow. The development skills complexities increase as the students move to the next colour of the rainbow.

The key words used to describe student's depth of acquisition are:

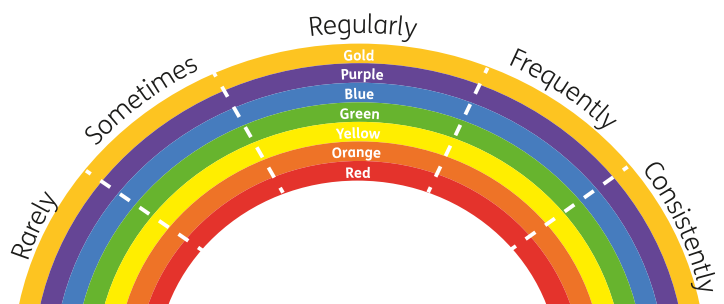
Rarely – the student rarely demonstrates the skill / activity.

Sometimes - the student has been seen carrying out the skill/ activity at least once.

Regularly - the student has been seen carrying out the skill/ activity on a few occasions.

Frequently – the student has been seen carrying out the skill/ activity confidently and on more than one occasion. The student can complete the skill but may only do this in certain controlled situations.

Consistently – The student can carry out the skill/ activity confidently in new and different situations or after a long break



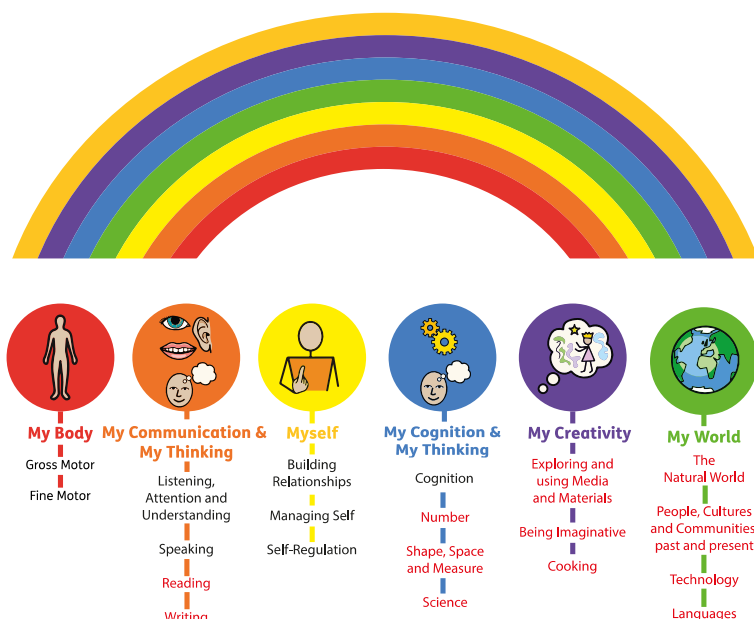
Students are baselined within a coloured profile using a best fit judgment from the descriptors within that profile. Teachers consider the progress students have made against each statement and across the colour profile. Teachers place the students in the band that best describes their current learning.

Students can be working on more than one coloured band at any one time. For example, they may be Yellow for Listening, Attention & Understanding but Blue for Expressive Arts; Teachers should use both bands at the same time. It is important that students show they are consistently applying their skills before they move on. This is due to skills in the earlier colours being the foundations to later colours. So, in order for deeper understanding; earlier skills should be transferable before moving on. However, Teachers should not 'hold a student back' if they feel that due to a educational need or ability they cannot meet a particular skill as described in the profile.

Rainbow Profile is not a tick list and should not be treated as such. They are a collective of developmental skills. Teachers should read them as a whole description and place the student in the profile that best describes their current learning. Through tracking linear progress, we are more likely to see, recognise and celebrate student's deeper learning, achievements and developments in both cognition and physical skills.

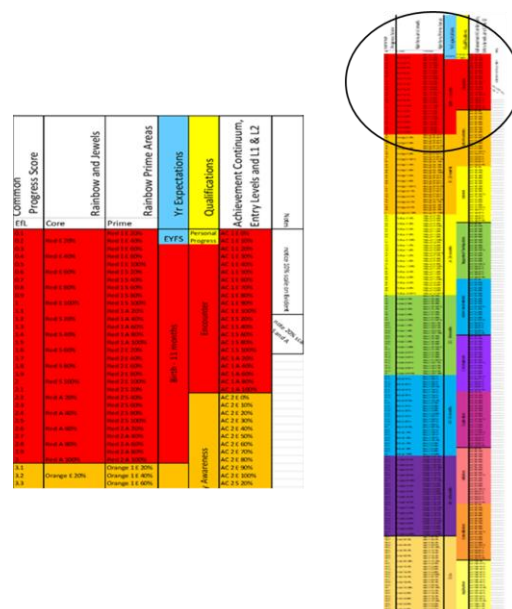
Rainbow Assessment Frameworks:

There are 6 Rainbow Framework areas, within these 7 areas there are a variety of subheadings which students are assessed against. Frameworks in black font are for students on Red to Gold Profiles. Frameworks in **red** font are for students on Yellow to Purple Profiles.



Assessment Ladder:

Rainbow Profiles have been matched against national benchmarks such as Development Matters, P Scales and Accreditations. This has been mapped across to a 'common point score' which allows Ivy House to work with other schools to moderate our assessment judgements.



Moderation:

Moderation of pupils' work and participation levels takes place twice per year to ensure levelling is more accurate. This is through SLT and Teacher moderation. Teachers will also attend other special and mainstream schools to ensure that judgements made are consistent and in line with the wider educational community in Derby and the Shaw Education Trust. Over the academic year, Ivy House will continue to work closely with Saxon Hill Academy in Lichfield and St Andrews in Derby, who use the same assessment system. This will allow for collaborative and challenging moderation across the schools.

Recording and Assessing Learning Across the Curriculum

Recording of attainment within the Curriculum is made up of short, pertinent records and photo/video records relating to assessment statements contained within the curriculum's core areas of learning. We use Evidence for Learning to record student's evidence. Staff add photographs and videos of students taking part in lessons and add observational comments and next steps. Staff select the correct framework that links to the area the students evidence links to.

Using the 'tags' function staff then tag areas of the curriculum that the evidence relates to, this is to enable us to easily find evidence for particular curriculum areas.

Annual Recording and Reporting

Recording at Ivy House is related to the SEND Code of Practice (2015). Objectives from the EHCP are reviewed annually with parents and other professionals.

Reviews are run on PCP (Person Centred Planning) principles. Objectives are broken down into tasks and targets which are used to inform PLGs (Personal Learning Goals).

Individual records are maintained for all pupils' targets – both PLGs (statement related) and curriculum related (Journals)

Digital photo and video records form a powerful resource which can be used to demonstrate to pupils and their parents the skills gained and opportunities experienced in support the end of year reports, formed through Evidence for Learning.

All pupils have an annual end of year report contain, which includes examples of work and summary statements.

Progress is also recorded against the targets outlined in the EHCP and this is shared with families and other professionals during the annual review process. Where applicable, new targets are agreed and recorded. There may be the need for some targets to be revised or maintained, depending on the individual circumstances.

Reporting to Parents

An annual review is held for each pupil. Information provided to parents for the review relates to progress made towards the objectives recorded in the pupils EHCP. Pupils in year 14 will have an additional review half way through the year to prepare them for their transition and ensure that all relevant information has been passed on to the new setting and information recorded is relevant.

An end of year curriculum report is sent to parents in advance of the summer term parents' evening. This records work and progress/achievements across the whole of the curriculum and will show progress and attainment in EHCPs, Rainbow Profiles, Engagement Model and/or RARPA.

Termly opportunities to come into school to discuss pupils PLGs – through class coffee mornings/afternoons and evenings to suit parents' home and work commitments are offered. This includes the offer of an Inspire session, where families can work with their child and the class team to continue a skill/activity at home.