The Meadows School

Assessment Policy

'Together we grow, achieve and thrive'

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1. Introduction

At The Meadows School, our Assessment Policy is rooted in the belief that every pupil is entitled to have their progress recognised, celebrated, and supported in a way that is meaningful to them. We recognise that assessment for pupils with special educational needs and disabilities (SEND) must be personalised, purposeful, and aligned to each individual's strengths, needs, and aspirations. This policy outlines our approach to assessing progress for pupils with a wide range of cognitive, communicative, sensory, physical, and social-emotional profiles. It ensures that assessment is:

- Inclusive and accessible to all learners
- Informed by EHCP outcomes and long-term ambitions
- Embedded within the curriculum and daily classroom practice
- Used to inform planning, provision, and next steps
- Shared meaningfully with professionals, parents, and pupils

We believe that assessment should not be about simply measuring attainment but about capturing holistic development, engagement in learning, personal growth, and preparation for adulthood. Through a blend of qualitative and quantitative approaches, we aim to build a rich picture of progress that values communication, independence, well-being, sensory regulation, life skills, and academic development where appropriate.
This policy reflects statutory guidance, including the SEND Code of Practice (2015), and aligns with our whole-school ethos of growth, equity, inclusion, and high expectations for all.

2. Curriculum Pathways

The school offers a range of pathways, carefully designed to meet the diverse needs of our pupils:

- **Engagement for Life** (Pre-Formal, PMLD)
- **Foundations for Life** (Informal, Complex ASC / Complex SLD)
- **Learning for Life** (Semi-Formal, SLD)
- **Options for Life** (Formal, MLD)
- **Transition to Adult Life** (Sixth Form)

Placement within a pathway is determined by each pupil's individual profile, with careful consideration given to factors such as peer interaction, communication needs, personal interests, and emotional development. Pathways are not fixed: as pupils grow and their needs evolve, they may move between pathways at different points in their journey. This flexibility ensures provision remains responsive and appropriate to each stage of development.

We are committed to the ongoing review of pathways and class groupings so that every pupil has the best opportunity to thrive. This approach reflects our curriculum intent to provide high-quality, personalised, and meaningful learning experiences that nurture essential life skills, promote independence and wellbeing, and prepare pupils for success within and beyond the school environment.

3. Aims of Assessment

The primary aim of assessment within our provision is to ensure that every pupil is given the opportunity to make meaningful progress that reflects their individual capabilities and goals. Assessment enables us to identify and celebrate small steps of achievement—often non-linear—that contribute to broader developmental milestones.

It helps staff to understand each pupil's learning profile and adapt teaching approaches with precision. By maintaining a consistent focus on EHCP outcomes, assessment ensures that the curriculum remains purposeful, inclusive, and relevant.

Assessment also promotes collaboration between school, families, and external professionals by making learning visible, informing multi-agency support, and shaping a shared vision for each pupil's future.

Our assessment aims are:

- To recognise and celebrate small steps of progress
- To ensure all pupils make progress towards their EHCP outcomes and curriculum targets
- To inform curriculum planning and personalised provision
- To track progress over time in a meaningful and accessible way
- To support communication with parents, carers, and external professionals

4. Assessment Approaches

Our assessment approaches reflect the diverse, complex, and highly individualised learning journeys of each pupil. A one-size-fits-all model is neither appropriate nor effective. Instead, we adopt a blended approach that combines both formative and summative methods, designed to be flexible, accessible, and relevant to each learner's pathway.

Formative assessment is embedded within daily teaching. It enables staff to observe, respond to, and record progress in real time through practical evidence such as communication attempts, levels of engagement, and task completion.

Summative assessment helps us to capture longer-term progress against personalised learning goals, including EHCP outcomes, and provides structure for reflection and planning.

We also use specialised tools such as adapted MAPP and the Engagement Model, which allow us to assess progress in areas beyond academic attainment. These include independence, emotional regulation, sensory responsiveness, communication, and wider aspects of personal development.

Together, these approaches ensure that the full breadth of pupil achievement is recognised and that teaching remains responsive, inclusive, and forward-thinking.

4.1 Ipsative Assessment

Ipsative assessment is a cornerstone of our approach, focusing on each pupil's progress in relation to their own previous achievements rather than age-related expectations or peer comparison. This method enables us to recognise and celebrate personal progress over time—however small or non-linear.

By tracking individual development against prior baselines, staff can identify emerging patterns of growth, periods of consolidation, or areas requiring additional support, and adapt provision accordingly. Ipsative assessment aligns closely with EHCP outcomes and personalised learning targets, as it emphasises self-comparison and achieving personal bests.

This approach also fosters motivation and ownership of learning by valuing effort, resilience, and consistency. Our assessment systems are structured to ensure this personalised view of progress is embedded across all pathways.

4.2 Formative Assessment (Assessment for Learning)

Formative assessment plays a vital role in shaping daily practice within classrooms. It provides an ongoing and responsive method of capturing pupil engagement, participation, and progress in real time. This type of assessment is embedded in everyday interactions and activities, such as observing a pupil making an independent choice, using a communication aid effectively, or demonstrating a new sensory tolerance.

Staff use this information to adapt teaching strategies, refine support, and celebrate immediate achievements. Evidence is documented through annotated work samples, observation logs, photographs, video recordings, and engagement records. Formative assessment is particularly valuable for identifying emerging skills and informing short-term target setting, ensuring that the curriculum remains dynamic, individualised, and centred on the needs of each learner.

This process involves five key steps:

- **Observe** – Staff carefully observe how pupils engage with learning activities, noting body language, communication, participation, and moments of independence, hesitation, or support-seeking. The focus is on what the pupil currently knows or can do.
- **Record** – Observations are documented using notes, photos, videos, or checklists. Progress is captured in real time through tools such as *Evidence for Learning*, with entries linked to relevant learning intentions, EHCP outcomes, or curriculum targets.
- **Reflect** – Staff discuss the evidence with colleagues, considering what enabled success or highlighted barriers. These reflections help determine appropriate next steps.
- **Respond** – Teaching is adapted based on insights gained. Activities, resources, and levels of support may be adjusted, and feedback to pupils is delivered in a clear, positive, and timely manner. Scaffolded next steps are planned to build on success.
- **Inform Progress Reviews** – Observations and reflections feed into weekly and half-termly planning, EHCP reviews, and learning conversations with families. This ensures patterns are identified, achievements are celebrated, and the learner's journey is shaped collaboratively.

This cyclical process ensures that formative assessment remains meaningful, dynamic, and fully embedded in classroom practice.

Assessment must inform a response, not simply record task completion. Staff use accessible checks for understanding, including pupils' established communication methods (AAC, practical or non-verbal responses where appropriate), to distinguish gaps in knowledge or skills from barriers to access or demonstrating learning. Following a teaching adaptation, staff should check the pupil's response and whether the identified gap or misconception has been addressed, adjusting further support or challenge where needed.

4.3 Summative Assessment (Assessment of Learning)

Summative assessment provides a structured and reflective opportunity to evaluate pupil progress over time in relation to EHCP outcomes, personalised learning goals, and curriculum priorities. It is not solely reliant on standardised data but integrates qualitative insights and evidence of functional progress.

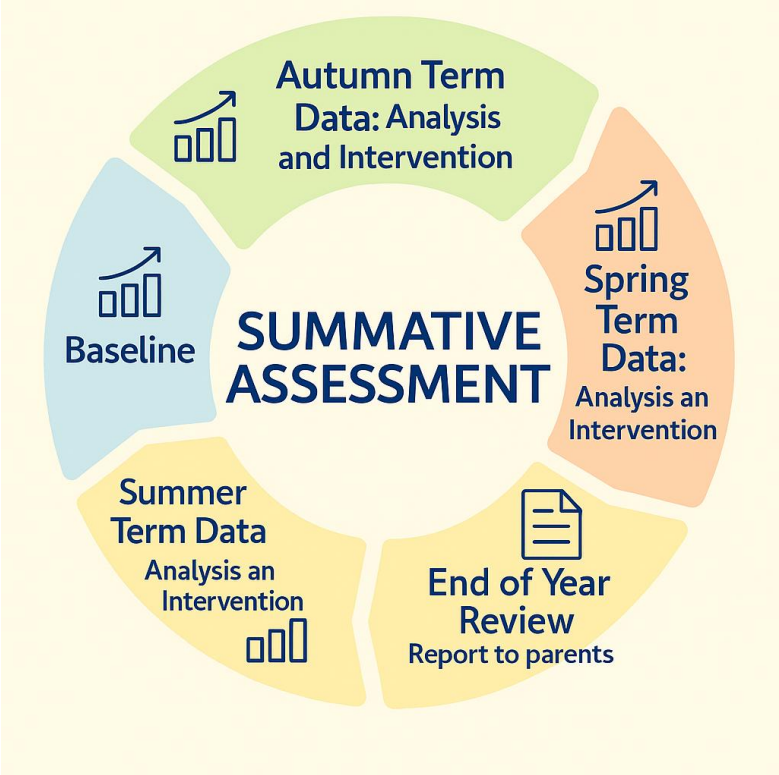
Specialist tools such as adapted MAPP (*Mapping and Assessing Personal Progress*) support the tracking of personalised outcomes across three key areas: independence, maintenance, and generalisation. For pupils not engaged in subject-specific learning, the Engagement Model is used to assess progress through indicators such as curiosity, persistence, and initiation. Where appropriate, other frameworks, such as the Meadows curriculum frameworks, are used to inform academic and developmental learning. Within these frameworks, progress is supported by the use of an assessment schema (E, E+, D, D+, S, G), providing a consistent structure for monitoring achievement across curriculum areas.

Summative assessments are typically reviewed termly and feed directly into planning for the next cycle of learning. They also contribute to pupil progress reviews, annual EHCP reviews, and curriculum adjustments.

At The Meadows School, summative assessment follows a clear, cyclical process that supports meaningful tracking of pupil progress across the academic year:

- **Baseline Assessment** – Establishes each pupil's starting point on entry to a pathway, class, or key stage. The separately maintained Identifying Student Starting Points at The Meadows School guidance supports consistent, holistic baseline judgements.
- **Termly Data Collection Points** – Autumn, Spring, and Summer data cycles capture progress against agreed outcomes and targets.
- **Analysis and Review** – Teaching staff and leaders analyse data to inform tailored intervention strategies and ensure provision remains responsive to pupil needs.
- **Reporting** – Outcomes inform progress reviews, annual EHCP reviews, and formal reports to governors and parents, maintaining both accountability and shared understanding.
- **End of Year Review** – Reflects on each pupil's journey across the year and summarises progress in a holistic report shared with families and governors.

This process ensures that summative assessment is not simply a measure of attainment, but a driver of reflection, curriculum planning, and collaborative support.



5. Assessment in Practice

Assessment in practice within our setting is an integrated and continuous process that informs both immediate responses and long-term planning. It is embedded across the school day and within all learning contexts—academic, social, physical, and sensory.

Staff observe and record learning in real time, using these insights to shape personalised teaching and support strategies. Targets derived from EHCPs are broken down into clear, achievable steps and reviewed regularly through ongoing tracking and termly progress reviews. Weekly and half-termly planning includes assessment opportunities adapted to individual needs, ensuring that all pupils can demonstrate progress in meaningful ways.

Assessment is collaborative in nature, with learning support practitioners, therapists, and wider professionals contributing to the overall picture of pupil development. Outcomes from assessment directly influence lesson planning, provision adjustments, and the setting of new learning intentions, ensuring that each learner is supported to thrive.

Assessment elements include:

- Planning evaluations – ensuring that assessment informs and adapts future teaching.
- Termly reviews of EHCP-linked targets – monitoring progress against personalised learning goals.
- Moderation and evidence review sessions – staff work together to share evidence, discuss judgements, and ensure consistency and accuracy in

assessing progress. These sessions involve Key Stage Leads and Bubble Leads, enabling benchmarking across classes and validating teacher assessments through collaborative discussion.

- Annual Review reports and multi-agency contributions

Each class team is responsible for maintaining assessment records, which are reviewed by Key Stage Leads, Curriculum Leads and the Senior Leadership Team to provide oversight, consistency, and accountability.

5.1 Pupil Achievement Meetings (Learning Conversations), Intervention and Impact Review

Pupil Achievement Meetings (Learning Conversations) form an integral part of the school's assessment and Quality of Education development cycle. These structured, developmental and evidence-informed discussions between class teachers, Key Stage Leads and senior leaders provide opportunities to celebrate achievements, review pupil progress, strengthen the accuracy of assessment judgements and agree purposeful next steps. Particular attention is given to pupils working below expectations (WBE) or exceeding expectations (ExE), drawing on existing Personalised Learning Goal (PLG) and curriculum assessments, Evidence for Learning (EfL), pupils' books and folders, assessment data, direct observations and professional knowledge.

Discussions focus on **how effectively assessment informs teaching and supports pupils' learning**, including the identification of learning gaps, misconceptions and barriers; responsive teaching adaptations; retrieval and consolidation; appropriate challenge; and the extent to which pupils secure, retain and apply intended knowledge and skills. Individual communication, sensory and access needs are considered alongside wider class patterns. The current Learning Conversations meeting template records key findings and actions, including intended pupil impact, responsibilities and review arrangements. Previous actions are revisited to evaluate their effectiveness and determine further steps, without duplicating existing assessment records.

Following each data drop, class teachers use the **Class Intervention Log** to record pupils identified as WBE, specifying relevant curriculum areas and strands, identified learning gaps relative to individual starting points, targeted teaching adaptations or interventions, and intended outcomes. Where one intervention addresses multiple strands, it may be recorded once, with impact reviewed separately for each strand. Relevant KS5 accreditation units and levels are identified where applicable. Interventions are monitored and adapted through ongoing assessment, with subsequent data reviews informing decisions to continue, refine or close and monitor support.

The **Curriculum Areas, Assessment Groups and Strands Reference** provides an overview of the school's curriculum assessment structure and examples of KS5 accreditation units and levels, supporting accurate and consistent recording across applicable pathways and key stages.

Together, these processes ensure that **assessment drives timely, purposeful teaching responses and measurable improvements in pupils' learning and development**, while maintaining proportionate recording expectations.

6. Recording and Evidence

Recording assessment evidence is essential for capturing and reflecting the unique and personalised progress of each pupil. Evidence must be varied, relevant, and responsive to each learner's journey. This may include annotated work with contextual commentary, photographs and video clips showing skill demonstration, observational notes, and outputs from communication devices.

At The Meadows School, we use **Evidence for Learning (EfL)** as our primary digital platform to collate and present this evidence in a structured and accessible way. EfL enables staff to link observations directly to EHCP outcomes, share progress with families, and track long-term development across multiple domains. Alongside our digital platform Evidence for Learning (EfL), we also make use of pupil books and assessment folders as appropriate to the pathway and learning context. Evidence gathered supports curriculum planning, informs professional discussions, and contributes to annual reviews.

For practical guidance on EfL annotations, context, support levels, pupil responses and agreed next steps, refer to the current Evidence for Learning (EfL) Annotation Guide, maintained separately from this policy.

All evidence must be:

- Meaningful and clearly linked to EHCP outcomes, PLGs, or curriculum targets
- Reflective of progress in academic, personal, social, and functional areas
- Recorded in pupils' individual assessment folders or uploaded to digital platforms

Examples of evidence include:

- Annotated work with context and commentary
- Photos with narrative description
- Video snippets capturing skill demonstration
- Staff observation logs
- Communication device outputs

To ensure quality and consistency, evidence is regularly reviewed through moderation sessions. During these, staff share samples of evidence across classes and pathways, discuss judgements, and agree standards. Moderation provides an opportunity to validate the accuracy of recorded progress, highlight effective practice, and strengthen consistency across the school. Key Stage Leads and Bubble Leads oversee these processes to maintain rigour and accountability.

At the end of each term, teachers complete summative assessments and make judgements against pupil PLGs and curriculum targets. These assessments provide a structured overview of progress and are reviewed by middle and senior leaders to monitor and analyse outcomes at key points throughout the year. The resulting data is collated into reports, which are shared with the Governing Body to support strategic oversight and accountability.

7. Roles and Responsibilities in Assessment and Evidence Gathering

7.1 Student Support Practitioners (SSPs)

- Communicate observed pupil progress and independence to the class team.
- Provide immediate praise and feedback to pupils to encourage positive learning behaviours.

7.2 Learning Support Practitioners (LSPs) and Learning Support Assistants (LSAs)

- Carry out the responsibilities of SSPs and additionally:
- Upload evidence to *Evidence for Learning (EfL)*, ensuring appropriate tagging and alignment to frameworks.
- Record observational assessments in pupils' assessment books and folders, under the guidance of the class teacher, ensuring observations are relevant and meaningful.
- Liaise with teachers to help identify appropriate levels of challenge and next steps for pupils.

7.3 Higher Level Teaching Assistants (HLTAs)

- Carry out the responsibilities of LSPs/LSAs and additionally:
- Model high-quality evidence collection and uploading practices to support colleagues.
- Complete and maintain assessment books and folders, ensuring evidence is well organised and explicitly linked to pupil targets; contribute to the setting and review of targets in collaboration with the class teacher.
- Engage in moderation activities and professional development alongside class teachers.

7.4 Teachers

- Undertake all of the above and additionally:
- Lead on the completion and maintenance of assessment books and folders, ensuring evidence is systematically organised and explicitly linked to EHCP outcomes, curriculum frameworks, and pupil targets.
- Set, review, and refine targets in collaboration with support staff and middle leaders.

- Complete review sections of assessment documentation as directed by Key Stage Leads/Subject Leads.
- Apply evidence judgement criteria, referring to evidence expectations guidance (noting that expectations may differ across pathways).
- Develop and maintain holistic profiles for pupils within their class groups.
- Create and upload personalised learning goals to EfL, ensuring alignment with EHCP outcomes.
- Complete half-termly planning tailored to individual classes and areas of learning.
- Provide ongoing support and guidance to SSPs, LSPs/LSAs, and HLTAs to ensure the quality, consistency, and relevance of evidence and judgements.
- Fulfil responsibilities for assessment in line with the **Teachers' Standards (2012, updated 2021)**, specifically:
    - *Standard 6: Make accurate and productive use of assessment* — by knowing and understanding how to assess relevant subjects and curriculum areas, using formative and summative assessment to secure pupils' progress, and giving pupils regular feedback that encourages further learning.

7.5 Middle Leaders

- Monitor the consistency of judgements and the quality of evidence submitted by teachers.
- Apply the same evidence judgement guidance as teachers.
- Triangulate pupil evidence, independence judgements, and assessment reviews across their subject or curriculum area.
- Moderate challenges set by teachers and HLTAs, ensuring they are personalised and closely linked to EHCP outcomes.
- Review teacher planning and identify areas requiring further support or development.
- Communicate emerging trends, data analysis, and areas for improvement to the Quality of Education Lead/ Senior Leadership team.

7.6 Senior Leadership Team (SLT)

- Oversee and moderate all aspects of planning, assessment, and evidence gathering to ensure consistency, high standards, and ongoing development.
- Review holistic pupil profiles to ensure they are accurate, positive, and representative of individual progress.
- Triangulate planning, evidence, and pupil performance to ensure a coherent, high-quality assessment approach across the school.

- Support staff development, including direct mentoring of middle leaders through the SLT buddy system.
- Use data analysis to drive interventions, evaluate impact, and inform the School Development Plan.
- Report outcomes to parents, governors, and the Local Authority.

7.7 Governors

- Use assessment analysis and review findings to inform strategic school improvement planning.
- Provide informed challenge and support to school leaders to ensure positive pupil outcomes.
- Oversee and support the school's communication of progress and achievements to parents and the Local Authority.

7.8 Parents and Carers

- Engage with and celebrate evidence shared by the school.
- Maintain open communication with staff regarding progress, concerns, and support needs.
- Contribute their perspective on progress to strengthen home–school collaboration.

8. Moderation

Moderation secures consistency, reliability and integrity in pupil progress judgements. Termly moderation sessions provide structured opportunities for teaching staff, support staff, and Key Stage Leads to collaboratively review evidence, evaluate progress against targets, and calibrate expectations across pathways and key stages. These sessions include cross-referencing of annotated work, engagement profiles, and recorded observations to ensure shared understanding of what constitutes progress. Moderation also allows for professional dialogue about assessment tools, target-setting practices, and interpretation of qualitative data.

Wherever possible, we engage in external moderation with partner SEND schools and local networks to validate our assessment standards and further develop staff confidence. Moderation outcomes inform future training needs and feed into whole-school development planning, ensuring that our assessment practice remains transparent, robust, and pupil-centred.

9. Staff Training and Development

At The Meadows School, we recognise that effective assessment practice requires ongoing professional development to ensure staff are confident, skilled, and consistent in their approaches. Our training programme equips all staff with the knowledge and tools to assess pupil progress meaningfully, inclusively, and in alignment with individual needs and whole-school priorities.

Aims of Assessment Training

- To ensure all staff understand the principles of formative and summative assessment.
- To embed consistent use of tools such as *Evidence for Learning (EfL)*, adapted MAPP, and the Engagement Model.
- To promote accurate, moderated professional judgements across pathways and key stages.
- To develop confidence in using assessment to inform planning, differentiation, and intervention.
- To foster reflective practice and sustain high expectations for all pupils.

Training Structure

- **Induction Training** for all new staff, including LSPs/LSAs and teachers, covering:
    - School assessment systems (e.g., EfL, adapted MAPP, engagement indicators)
    - Target setting and evidence capture
    - Roles and responsibilities in assessment and moderation
- **Ongoing CPD** delivered termly or in response to identified need, including:
    - Evidence collection best practice
    - Interpreting and using data for personalised planning
    - Using summative assessment tools to support reporting and reviews
    - Moderation and professional dialogue
- **Moderation Meetings**, facilitated by middle and senior leaders, to:
    - Ensure consistency in assessment judgements
    - Share good practice and exemplars of high-quality evidence
    - Support cross-pathway understanding of expectations and progress

- **Targeted Support**, including coaching, peer observation, and learning walks, provided for staff requiring additional development or where new systems are introduced.

10. Appendices and Supporting Documentation

Appendices A–F form part of this policy and set out the school's agreed pathway assessment overview, assessment schemas, support-level descriptors, recording and evidence expectations, and marking and feedback principles.

Operational templates and practical guidance are maintained separately in the school's agreed central location. The Senior Leadership Team may review and refine these working documents in response to emerging needs, developments in assessment practice and school improvement priorities, provided any changes remain consistent with this policy and applicable statutory and awarding-body requirements.

Supporting operational documents (maintained separately):

- Identifying Student Starting Points at The Meadows School
- Evidence for Learning (EfL) - Annotation Guide
- EfL Capture Evidence Instructions -View guidance and video tutorial
- Pupil Achievement Meetings (Learning Conversations) Meeting Template
- Class Intervention Log Template and completion guidance
- Curriculum Areas, Assessment Groups and Strands - Intervention Log Annotation Reference
- Key Stage 5 Booklet

Policy Appendices (A–F)
Appendix A: The Meadows School Pathway Specific Assessment Overview

Ipsative Assessment

At the Meadows School we use an Ipsative Assessment approach, which focuses on measuring progress based on a student's own previous achievements rather than against external standards. This approach allows us to assess individual growth over time, emphasizing personal development and progress based on each student's starting point."
Evidence sources include engagement profile information, PLG progress updates, developmental framework review information and professional judgements and opinions in the context of pupil progress review meetings.
PLGs link to developmental plans provided by Health professionals such as Speech and Language Therapists, Occupational Therapists, Physiotherapy, IV and HI professionals and Mental Health professionals. PLGs also link to preparation for adulthood outcomes and aspirations as set out in pupil's Education, Health & Care Plans.
We use **Evidence for learning** to evidence and track progress against individual Personalised Learning Goals (PLGs) related to key EHCP areas of need:

- Cognition and Learning,
- Communication and Interaction,
- Social and Emotional Development
- Physical and Sensory Development
- Independence and Life Skills

We collect information from data drops three times a year. Progress is then measured ipsatively (from their individual starting point), from September of every year to the three data drops at the end of term 2, term 4 and term 6. This data is analysed to identify areas of celebration and also development.

Assessment					
Pathway/ Focus	**Developmental Assessments**	**Areas to Assess**	**Summative Tools**	**Review Process**	**Curriculum links**
Engagement for Life (Pre-Formal; PMLD)	• Routes for Learning • The Engagement Model	• Routes for Learning outcomes.	• Adapted MAPP (Independence, Generalisation, Maintenance).	•Pupil Progress Meetings using summative and developmental assessments, observations,	•Pre-Formal Equals Curriculum.

Focus: Building engagement as the bridge to learning.	•PLGs linking to EHCP Targets (SALT, OT, Physio, rebound therapy, etc. input).	• PLGs linked to EHCPs (therapeutic input). • Engagement Model Indicators.	•EfL evidence capture.	multimedia evidence, and professional judgement.	•Topic Overview (providing a creative learning context). •Personalised targets linked to therapeutic interventions and EHCP outcomes.
Foundations for Life (Informal; Complex ASC;/Complex SLD) Focus: Supporting emotional regulation and foundational life skills	•Meadows Levels / Progression Frameworks (M1/M5) •Engagement Model •PLGs linking to EHCP Targets (SALT, OT, etc. input)	•Meadows Levels/Progression frameworks (M1-M5) •PLGs •Options (KS4/5)	•Use of following assessment schema, applied to PLGs and Curriculum Targets: ∗Emerging ∗Emerging+ ∗Developing ∗Developing+ ∗Secure ∗Generalised	•Pupil Progress Meetings using summative and developmental assessments, observations, multimedia evidence, and professional judgement	The Foundations for life curriculum is Informed by •Informal Equals Curriculum •Northern Ireland SEN Curriculum •SCERTS •AET Autism Framework, etc. • Thematic/Topic Overview (providing a creative learning context). •Personalised targets linked to therapeutic interventions and EHCP outcomes. •Options Content as per pathway needs (to

					be introduced from Autumn 2 2025)
Learning for Life (Semi-Formal; SLD) **Focus**: Early subject-specific learning; focus on functional and life skills	• Meadows Levels / Progression Frameworks (M6 and above) •**PLGs** linking to EHCP Targets (in consultation with SALT, OT, Physio, etc) •Options (KS4/ KS5) -(to be introduced from Autumn 2 2025)	•Meadows Levels / Progression Frameworks (M6 and above) •Phonics •PLGs •Options (KS4/5)	•Use of following assessment schema, applied to PLGs and Curriculum Targets: ∗Emerging ∗Emerging+ ∗Developing ∗Developing ∗Secure ∗Generalised	•Pupil Progress Meetings using summative and developmental assessments, observations, multimedia evidence, and professional judgement	•Semi-Formal Equals Curriculum •National Curriculum / Pre-Key Stage Standards •Thematic Overviews - Subject Skills Maps •EHCP-linked personalised targets •Options content (Autumn 2025)
Options for Life (Formal; MLD) **Focus**: *Fostering deeper learning, academic achievement, and independent living skills (below age-related*	•Meadows Levels / Progression Frameworks (M6 and above) • **PLGs** linking to EHCP Targets (in consultation with SALT, OT, Physio, etc) • Options (KS4/ KS5) -(to be introduced from Autumn 2 2025)	•Meadows Levels / Progression Frameworks (M6 and above) •Phonics •PLGs •Options (KS4/5)	•Use of following assessment schema, applied to PLGs and Curriculum Targets: ∗Emerging ∗Emerging+ ∗Developing ∗Developing+ ∗Secure ∗Generalised	•Pupil Progress Meetings using summative and developmental assessments, observations, multimedia evidence, and professional judgement.	•Formal Equals Curriculum •National Curriculum / Pre-Key Stage Standards. •Topic Overviews - Subject Skills Maps. •EHCP-linked personalised targets •Options content (Autumn 2025).

expecta-tions).					
Where a pupil is identified as **not making expected progress**, appropriate **interventions, actions, or next steps** must be agreed and implemented. These are reviewed and refined as part of the school's ongoing response to needs, ensuring support remains timely, targeted, and personalised.					

Progress information is collected at three data points across the year. Ipsative progress is measured from each pupil's individual starting point in September through to the data drops at the end of Terms 2, 4, and 6. This data is then analysed to identify both areas of celebration and priorities for further development.

Appendix B: Assessment Schemas

1. Assessment Schema/Continuum for Foundations for Life Pathway/Learning for Life Pathway and Options for Life pathway.

We use the following assessment language to make consistent judgements about pupil progress and attainment. Each category has a clear definition, providing staff with an agreed understanding of what evidence looks like in practice. These descriptors are used in conjunction with moderation processes to ensure accuracy, reliability, and consistency across pathways.

Assessment Category	Description
Emerging	The learner is beginning to engage with the skill or concept with significant support. Responses may be inconsistent or heavily prompted.
Emerging +	The learner is starting to show more awareness of the skill, with increasing signs of engagement and some guided participation.
Developing	The learner demonstrates growing confidence and can perform the skill with some support or prompts. Progress is becoming more evident.
Developing +	The learner is beginning to apply the skill more independently, with reduced support. They may start to demonstrate the skill in familiar contexts.
Secure	The learner can demonstrate the skill or understanding independently and with consistency.
Generalised	The learner consistently applies the skill independently across different environments, contexts, and with different people.

2. Assessment Schema for Engagement for Life Pathway – Adapted MAPP

An adapted version of MAPP (Mapping and Assessing Personal Progress) is used to assess progress in the Engagement for Life Pathway (Pre-Formal; PMLD). This model recognises that linear progress is not always appropriate for these learners. Instead, learning intentions are broken down into strands that capture a broader, more holistic view of development.

Strand	Description
Independence	Measures how independently a pupil is able to achieve a target. Progress may be shown through reduced prompting, scaffolding, or adult support.
Maintenance	Assesses the pupil's ability to retain and demonstrate a skill over time, e.g.: One-off /Retained after a week / Used after a term /Embedded over time
Generalisation	Evaluates the ability to transfer a skill to different contexts, environments, or with different people/materials. Evidence might include demonstrating the skill in a new setting, with different people, or using varied resources.

3. Engagement Model: Using the Engagement Model in Assessment (Engagement for Life & Foundations for Life Pathways)

The Engagement Model is statutory at the end of Key Stage 2 for eligible pupils who are working below the standard of national curriculum assessments and are not engaged in subject-specific study. It focuses on the process of learning rather than solely on outcomes. Schools may also use the model at Key Stages 3 and 4 and in post-16 education, but this is not a statutory assessment requirement at those stages. The Meadows uses engagement-based approaches where appropriate to pupils' pathways and individual starting points, alongside its established assessment arrangements (DfE: The Engagement Model, updated April 2024).

The Five Areas of Engagement

Engagement Area	Description
Exploration	How the pupil investigates or shows interest in objects, activities, or environments.
Realisation	When the pupil shows understanding of cause and effect or purpose in activity.
Anticipation	When the pupil begins to predict outcomes or routines (e.g., expects what comes next).
Persistence	How long and how hard the pupil works to complete a task or remain focused.
Initiation	When and how often the pupil begins or initiates an action independently.

Principles of Using the Engagement Model

- **Observation-based** – Evidence is captured through videos, annotations, photographs, and observation logs.
- **Cross-curricular** – The model can be applied across all areas of learning, including communication, physical, sensory, and social activities.

- **Comparative progress** – Progress is tracked over time against the pupil's own baseline, rather than against age-related expectations.
- **Individualised** – Responses are unique to each pupil, and even small changes are recognised as significant indicators of progress.

Appendix C:

Towards Independence Descriptors (Support Levels)

These descriptors provide a shared language for assessing the level of support a learner requires when completing a task. They ensure staff can record progress towards independence consistently and accurately across pathways.

Level	Descriptor	Staff Guidance
Physical Support (PS)	The learner requires direct physical support to complete or access the task.	Used when the student cannot complete the task without hand-under-hand, hand-over-hand guidance, repositioning, or other physical support.
Modelled Support (MS)	The learner requires an example or demonstration before attempting the task themselves.	Staff show how to complete task (e.g. writing a model sentence, demonstrating a calculation, modelling a science method). The learner then imitates the approach.
Gestural Support (GS)	The learner responds to non-verbal cues such as pointing, nodding, or signalling.	Staff provide prompts through gestures to guide the learner (e.g. pointing to a resource, indicating where to begin).
Verbal Support (VS)	The learner completes the task with spoken prompts, reminders, or questioning.	Staff use scaffolding questions, repetition of instructions, or prompts to encourage independence without providing the full answer.
Independent (I)	The learner completes the task without prompts or support.	Recorded when the student initiates, sustains, and completes learning independently.

Appendix D: Timetable and Evidence Expectations

Note: The frequencies below outline the school's agreed reference expectations. Evidence must be purposeful, relevant and sufficient to support accurate assessment rather than collected solely to meet a numerical target. Staff use professional judgement about the most meaningful format, particularly where a pupil's pathway, communication or circumstances make a specified quantity or format unsuitable; any agreed variation is discussed with the Key Stage Lead and SLT. Additional evidence is captured when it adds value, not through unnecessary repetition. Evidence remains subject to moderation for consistency, reliability and quality.

Communication and Interaction

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	•PLGs as per EHCP targets	•2 pieces per target per half term
Foundations for Life (Complex ASC/Complex SLD)	•PLGs as per EHCP targets •Early Literacy (3 lessons/week)	•2 pieces per target per half term •4 pieces per half term (covering all literacy strands)
Learning for Life (SLD)	•PLGs as per EHCP targets •Literacy (3 lessons/week)	•2 pieces per target per half term •4 pieces per half term (covering all literacy strands)
Options for Life (MLD)	•PLGs as per EHCP targets •Phonics (3 sessions/week if on register) •Beyond Phonics (3 sessions/week)	•2 pieces per target per half term •1 piece per session in workbooks •1 piece per session in workbooks

Cognition and Learning

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	•PLGs as per EHCP targets	•2 pieces per target per half term
Foundations for Life (Complex ASC/SLD)	•PLGs as per EHCP targets •Early Maths (3 lessons/week) •Early Science (2 lessons/week)	•2 pieces per target per half term •3 pieces per half term (Early Maths) •2 pieces per half term (Early Science) • 1 piece per half term (Computing)
Learning for Life (SLD)	•PLGs as per EHCPs •Maths (3 lessons/week) •Science (1 lesson/week)	•2 pieces per target per half term •4 pieces per half term (Maths across 4 strands: Number, Place Value, Geometry, Measure) •2 pieces per half term (Science) • 1 piece per half term (Computing)
Options for Life (MLD)	•PLGs as per EHCP targets •Maths (3 lessons/week) •Science (1 lesson/week)	•2 pieces per target per half term •1 piece per lesson in workbooks •1 piece per lesson in workbooks • 1 piece per half term (Computing)

Physical and Sensory Development

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	•PLGs as per EHCP targets	•2 pieces per target per half term
Foundations for Life (Complex ASC/SLD)	•PLGs as per EHCP targets •PE (1 lesson/week) •Swimming (as timetabled)	•2 pieces per target per half term •2 pieces per half term (PE) •2 pieces per half term (Swimming)

	•Forest School (as timetabled)	•Evidence via PLGs for Forest School
Learning for Life (SLD)	• PLGs as per EHCP targets •PE (1 lesson/week) •Swimming (as timetabled) •Forest School (as timetabled)	•2 pieces per target per half term •2 pieces per half term (PE) •2 pieces per half term (Swimming) •Evidence via PLGs for Forest School
Options for Life (MLD)	• PLGs as per EHCP targets •PE (1 lesson/week) •Swimming (as timetabled) •Forest School (as timetabled)	•2 pieces per target per half term •2 pieces per half term (PE) •2 pieces per half term (Swimming) •Evidence via PLGs for Forest School

Independence & Life Skills

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	•PLGs as per EHCP targets	•2 pieces per target per half term
Foundations for Life (Complex ASC/SLD)	•PLGs as per EHCP targets •Cooking & Life Skills (1 lesson/week) •Community Inclusion / Travel Training (1 lesson/week) •Shopping (1 lesson /week)	•2 pieces per target per half term •2 pieces per half term (Cooking & Life Skills) •1 piece per half term (Community Inclusion/Travel Training) •1 piece per half term (Shopping)
Learning for Life (SLD)	•PLGs as per EHCP targets •Cooking & Life Skills (1 lesson/week)	•2 pieces per target per half term •2 pieces per half term (Cooking & Life Skills)

	•Community Inclusion / Travel Training (1 lesson/week) •Shopping (1 lesson /week)	•1 piece per half term (Community Inclusion/Travel Training) •1 piece per half term (Shopping)
Options for Life (MLD)	•PLGs as per EHCP targets •Cooking & Life Skills (1 lesson/week) •Community Inclusion / Travel Training (1 lesson /week) •Shopping (1 lesson /week)	•2 pieces per target per half term •2 pieces per half term (Cooking & Life Skills) •1 piece per half term (Community Inclusion/Travel Training) •1 piece per half term (Shopping)

Social & Emotional Development

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	•PLGs as per EHCP targets	•2 pieces per target per half term
Foundations for Life (Complex ASC/SLD)	•PLGs as per EHCP targets •PSHE (2 lessons/week)	•2 pieces per target per half term •2 pieces per half term
Learning for Life (SLD)	•PLGs as per EHCP targets •PSHE (2 lessons/week)	•2 pieces per target per half term •2 pieces per half term
Options for Life (MLD)	•PLGs as per EHCP targets •PSHE (2 lessons/week)	•2 pieces per target per half term •2 pieces per half term

Culture & Arts

Pathway	Timetable Expectation	Minimum Evidence Requirement
Engagement for Life (PMLD)	Embedded as appropriate	Evidence via PLGs
Foundations for Life (Complex ASC/SLD)	•RE (1 lesson/week) •Topic (Art, Music, History, Geography – 2 lessons/week)	•2 pieces per half term (RE) •2 pieces per half term (Topic)

Learning for Life (SLD)	•RE (1 lesson/week) •Topic (Art, Music, History, Geography – 2 lessons/week)	•2 pieces per half term (RE) •2 pieces per half term (Topic)
Options for Life (MLD)	•RE (1 lesson/week) •Topic (Art, Music, History, Geography – 2 lessons/week)	•2 pieces per half term (RE) •2 pieces per half term (Topic)

Appendix E:

Transition to Adult Life (Sixth Form) Pathway Curriculum Assessment and Recording Expectations - Key Stage 5

	Foundations for Life	Learning for Life	Options for Life
Communication And Interaction	English 3 lessons per week	English 3 lessons per week	3 sessions a week
Evidence Expectations	4 pieces per half term.	1 piece per fortnight, ensuring coverage of both reading and writing.	1 piece per session
Cognition and Learning	Maths 2 lessons per week	Maths 2 lessons per week	Maths 2 lessons per week
Evidence Expectations	1 piece per week /as per accreditation.	1 piece per week / as per accreditation	1 piece per lesson* in line with accreditation
Social and Emotional Development	RSHE 1 Discreate session RE 1 lesson per week	RSHE 2 lessons per week RE 1 lesson per week	RSHE 2 lessons per week (1 per theme) RE – 1 lesson per week
Evidence Expectations	2 pieces per half term	2 pieces per half term	2 pieces per half term
Sensory and Physical Development	My Body Accreditation 2 lessons per week Swimming - (as per provision timetable)	My Body Accreditation 2 lessons per week Swimming - (as per provision timetable)	My Body Accreditation 2 lessons per week Swimming - (as per provision timetable)
Evidence Expectations	1 piece per week / as per accreditation.	1 piece per week / as per accreditation	1 piece per week / as per accreditation
Independence and Life Skills	Independence Accreditation (1 unit per term)	Independence Accreditation (1	Independence Accreditation (1 unit per term) 2 lessons per week

	2 lessons per week	unit per term) 2 lessons per week PSD (up to 3 units per term) 1 lesson per unit per week	PSD (up to 3 units per term) 1 lesson per unit per week
Evidence Expectations	1 piece per fortnight, plus Vocational Profile requirements. Ensure time is allocated to support Independence Strands on SoW: Work Skills / Travel Training / Life skills / Careers and Enterprise.	1 piece per fortnight, plus Vocational Profile requirements. 1 piece per fortnight per unit.	1 piece per fortnight, plus Vocational Profile requirements. 1 piece per fortnight per unit.

∗Transition to Adult Life Pathway Curriculum Assessment and Recording expectations are also accessible in the KS5 Booklet.

Appendix F:

Marking and Feedback Guidance
Marking and feedback are central to ensuring that pupils' learning is recognised, celebrated, and moved forward. This guidance sets out consistent expectations for staff across all curriculum pathways (Engagement for Life, Foundations for Life, Learning for Life, Options for Life, Transition to Adult Life) and ensures that feedback is meaningful, accessible, and supportive of progress.

• Whole-School Principles

All written feedback must:

- Ensure **learning objectives and the date** are recorded on every piece of work/evidence.
- Relate directly back to the **learning objective(s)** and, where relevant, the **success criteria**.
- Be **positive**, identifying *what went well*.
- Support the pupil to improve by including a **next step** or *even better if*.
- Include **mandatory next steps** for all pieces of work, including accreditation evidence as applicable.
- Use consistent **towards independence/support codes** to show the level and nature of support given.
- Record the context, task undertaken, and observations made.
- Signed and dated by the staff member responsible.

• Engagement for Life Pathway (PMLD)

Purpose: To evidence progress towards learning objectives (PLGs, Routes for Learning, etc.) through the five areas of the Engagement Model.
Principles of Feedback:

- Learning objective(s) and date recorded on all evidence.
- Written feedback for **colleagues** – in the **third person**.
- Verbal feedback to students – **instant, positive, and appropriate** to their communication mode.

Written feedback must include:

- Type and level of support used.
- Which **Engagement Profile areas** (Exploration, Realisation, Anticipation, Persistence, Initiation) were demonstrated.
- Contextual information (e.g. environment, stimuli, regulation, health).

- Student's response/attainment of the learning objective.
- A clear, developmental next step.

Additional guidance:
- Highlight small steps of progress and celebrate achievement.
- *Please refer to Engagement Model assessment forms, Next Steps assessment forms, and EfL Comment templates.*

• Foundations for Life Pathway (Complex ASC/SLD)

Purpose: To capture how students with complex needs engage with and progress towards learning objectives (curriculum targets, PLGs, accreditation criteria if applicable).

Principles of Feedback:
- Learning objective(s) (student-friendly where possible) and date recorded on all evidence.
- Written feedback for **colleagues** – in the **third person**.
- Verbal feedback to students – **direct, instant, and appropriate** to their communication mode.

Written feedback must include:
- Type and level of support used (Towards Independence descriptors).
- Student's response/attainment of the learning objective.
- Reference to relevant aspects of the **Engagement Model** in annotations.
- Contextual information (e.g. environment, staffing, grouping, regulation).
- A clear, realistic, developmental next step.

Additional guidance:
- Annotated photos are encouraged as supporting evidence.
- *Please refer to Assessment Sheet for Foundations for Life Pathway, EfL Comments Template, Engagement Model Indicators.*

• Learning for Life & Options for Life Pathways (SLD/MLD)

Purpose: To evidence progress towards learning objectives (curriculum targets, PLGs, accreditation criteria if applicable).

Principles of Feedback:
- Learning objective(s) (student-friendly language) and date recorded on all evidence.

- Written feedback for the **student** – in the **first person**, accessible and student-friendly.

Written feedback must include:

- What went well (positive comment).
- A next step (mandatory for all work, including accreditation evidence).
- Type and level of support used (Towards Independence codes).
- Student's attainment against the learning objective and/or accreditation criteria.
- Success criteria recorded for complex tasks.

Additional guidance:

- Self-assessment and peer-assessment should be regular (smiley faces, stamps, checklists, peer comments).
- Feedback should encourage reflection and help learners understand how to improve.
- *Please refer to Assessment Sheet for Learning for Life and Options for Life Pathways and EfL Comments Template.*

● Transition to Adult Life (Sixth Form) Pathway

Purpose: To evidence progress in accreditation and **preparation for adult-hood outcomes**: employment, independent living, community inclusion, and health.

Principles of Feedback:

- Learning objective(s) and date recorded on all evidence.
- Written feedback for the **student** – in the **first or third person (depending on student needs and pathway within KS5)**, accessible and student-friendly.

Written feedback must include:

- What went well (positive comment).
- Student's attainment against the learning objective and/or accreditation criteria.
- Evidence of functional application of skills in **real-life contexts**/ Highlight independence and transfer of skills across settings.
- A next step (mandatory for all work/ accreditation evidence).
- Type and level of support used (Towards Independence codes).
- Success criteria recorded for complex tasks.
- Contextual information (e.g. environment, stimuli, regulation, health).

Additional guidance:

- Feedback should encourage reflection, ownership of learning, and preparation for next stages.