

Assessment Policy

1. AIMS AND OBJECTIVES

To comply with the statutory requirements for assessment and to provide a framework for the assessment, recording and reporting of all areas. At Epina Business and Enterprise School, we believe that the key aim of assessment is to support students holistically, both academically, socially and emotionally.

Through our assessment and reporting practice, we aim to:

- Enable students to understand what they must do to reach the end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a student can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve students in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress in all areas; academically, socially and emotionally.
- Provide information that can be used to evaluate teaching and learning practice.
- Give students effective feedback so they know what they have done well and what they need to improve.

Assessment Process

Attainment and student progress is monitored using a system developed by the school. We have adapted the National Curriculum yearly objectives in maths, reading and writing and renamed them “Stages”. Progress is monitored through steps identified as emerging, developing, secure and next stage ready:

Emerging	E	Just coming into a new stage
Emerging +	E+	Have secured a few objectives within the new stage but still very low within it
Developing	D	Becoming more confident with a stage
Developing +	D+	More independent within a stage, able to recall and apply
Secure	S	Half way through a stage, confident within it
Secure +	S+	Starting to edge towards the next stage
Next stage ready	N	Have secured most objectives
Next stage ready +	N+	Have secured all objectives, can apply knowledge and work independently – ready to move into the next stage

The rate at which pupils are expected to make progress within the stage is dependent on their learning difficulties. They are therefore split into 3 bandings, where the rate of expected progress can be adjusted accordingly, these are listed below, along with the target number of increments through a stage pupils will be expected to make.

H - Higher than expected progress (pupils who are working close to their actual age) 4 increments per year

E - Expected progress (pupils who are working in line with their Moderate Learning Difficulty) 3 increments per year

L - Lower than expected progress (pupils who are diagnosed as having a Severe Learning Difficulty) 2 increments per year

It is aimed at ensuring the needs of all students can be met with small steps identified to effectively measure progress. "I can" statements are used throughout to enable students to understand their own progress and develop the language to participate in the assessment process. For further information please read the school's "curriculum handbook."

The progress in each phase is assessed as follows:

Phase 1: Pupils work through objectives directly linked and adapted from EYFS goals. The use of an electronic tracking system named "Evidence for learning" provides a platform to record assessment of the objectives. We have a 'bridging' class within phase 1 in which some students are assessed using the EYFS goals and others on the school's stages, RWInc and TPG documentation. This is based on ability and working stage.

Phase 2 and 3: Pupils work on objectives from the stages documents, RWInc assessment and TPG's to ensure skills and knowledge are gained at a rate suitable for the pupil in preparation for an accreditation pathway in phase 4.

Life skills groups follow a combination of systems adapted to the specific schemes of work written for this area. Stages documents are used for assessment and tracking in reading and writing, a specific maths SOW has been written and is used for tracking, a life skills SOW that encompasses all foundation subjects is assessed and tracked on its own stages document.

Phase 4 and 5: Pupils work towards outcomes from a relevant qualification pathway which are RAG rated termly. In foundation subjects objectives taken from each scheme of work have been transferred onto electronic tracking documentation. Objectives will be marked off as and when achieved and progress will be analysed termly. A numerical value of progress will be used but there is not a termly expectation attached. This data will be used to determine academic strength when choosing phase 4/5 pathways.

Types of Assessment

Epinay Business and Enterprise School acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessments will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Types of assessment carried out include (but are not restricted to): Oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of internal and examination materials.

Teachers will provide regular opportunities for students to assess their own work and the learning of their peers. This supports students to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

Self-assessment and peer assessment

Students are trained to self-assess against the learning challenge and success criteria set. As of September 2025 staff will use a RAG tracker to assess all progress towards coursework/exams for external qualifications, students in phase 4 and 5 will self-assess against this and will know exactly where they are within a course and what more they need to do to achieve the qualification.

Formative Assessment

This is used by our teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly. This type of assessment is embedded across all lessons – in all subjects. Teachers assess students' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve students' understanding.

Summative assessment

This is used to evaluate how much a student has learned at the end of a teaching period (end of a Unit/Topic, term, or academic year). We termly assess students' reading, writing and maths stages. Assessment information is used to plan teaching and learning strategies, including the identification of students who are not making expected progress, falling behind in their learning or who need additional support, enabling students to make good progress and achieve well.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. At Epinau Business and Enterprise School the following takes place:

- Termly internal moderation of reading, writing and mathematics assessments.
- External moderation with outstanding local schools and linked special schools, as and when appropriate.
- When selected, Local Authority moderation takes place.
- Quality assurance of teaching and learning is carried out on a regular basis as part of a 'live' ongoing process (for further details please see Appendix 1 – QA tracker), as part of this process SLT carry out book scrutiny and cross reference to assessment documentation.

Read, Write Inc Assessment

As a school we use the RWInc programme to teach phonics and reading. Termly formal assessments are carried out 1:1 with students. We use the 3 assessment documents provided with the programme on a carousel

basis. The sounds, blended sounds per minute, words per minute and current book colour are recorded electronically.

EHCP Assessment

All students in school have up to 3 key EHCP targets that they work towards within a key stage. These targets are shared with all staff and uploaded to an electronic system called Evidence for Learning. This system is then used to record and track evidence against the achievement of these targets in all areas of school. Once achieved staff record this on a centralised whole school document.

Assessment in Foundation Subjects

Foundation subjects are taught via robustly planned schemes of work ensuring full coverage and progression. Relevant and relatable National Curriculum objectives from each subject area are mapped across phases. Progress towards targets set within schemes of work are assessed termly in all foundation subjects and follows the child throughout their Epinay journey.

It is acknowledged that due to the breadth of the National Curriculum programmes of study and the barriers to learning faced by our students there will be objectives that will not be covered. The assessment objectives selected are those that fit appropriately with the creative approach employed, maintaining vibrancy within the curriculum where assessment does not lead learning. In each subject the SOW include differentiation, generally emerging, developing and securing. This differentiation is given a reference name linked to the subject within the SOW as follows:

	Emerging		Developing		Secure	
Science	Anning		Galileo		Einstein	
History	Stone Age		Bronze Age		Iron Age	
Geography	Explore		Settle		Conquer	
Art/DT	Imagination		Inspiration		Innovation	
PE	On your marks		Get Set		Go	
RE	Observers		Questioners		Debaters	
Music	Largo		Andante		Allegro	
	Phase 2			Phase 3		
ICT	Logging on	Connected	Cyber Genius	Logging on	Connected	Cyber Genius
PHSE	Personal	Local	Global	Personal	Local	Global

Key Stage 4

At key stage 4 all students follow a qualification pathway. Progress towards accreditation is monitored internally through a termly RAG rating, assessment is carried out externally by awarding bodies.

Reporting and Recording.

All teachers record student progress on electronic stages documents throughout the year. These are stored on the shared staff computer drive. Data is collected from termly to produce progress reports and allows data analysis of individuals and cohorts; including disadvantaged and pupil premium students. Student reports are produced and progress shared termly via written report or within parents evenings, multi-agency meetings and EHCP reviews.

External reporting is done at the end of each key stage via the DFE portal. All certificates for external assessments and qualifications gained are held within school until students collect in person and sign for certificates.

In some instances, an educational psychologist will be brought into school to assess students' academic need to ensure they have appropriate access to the curriculum and exam adjustments where necessary. This information is shared with parents and stored electronically in student files.

Reporting Progress to Parents.

We formally report to parents 3 times per year as follows:

Autumn	Parents evening to look at academic progress in books and share data
Spring	Written pastoral and academic report – sent out to parents
Summer	Evidence for Learning report shared with parents in school, specifically looking at progress towards EHCP targets.

Monitoring and review

The policy will be reviewed annually.

Policy approved by Governors:	May 2026
Date of next review by Governors:	May 2027