

## **Assessment, Recording and Reporting Policy**

Published: September 2025

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## **Assessment, Recording and Reporting Policy**

At Boston Endeavour Academy we recognise that the effective delivery of teaching and learning is underpinned by a robust and comprehensive assessment strategy. The principle of equality of opportunity is fundamental to all aspects of our practice. The Academy is fully committed to ensuring that every member of the school community, irrespective of role, race, gender, disability, or religion, is afforded equitable access to all services, resources, and support.

The Local School Board (LSB) and Headteacher of Boston Endeavour Academy ensure that assessment, recording and reporting is based on the whole school principles:

- Equal opportunities
- Individual needs
- Age appropriateness
- Pupil involvement
- Recognition of previous learning and experiences
- Sensitivity and understanding
- Parental involvement
- Challenge and pupil progress

### **Assessment**

Assessment is a means of identifying the progress which pupils make. It should help reveal what a pupil can do, knows and understands as well as assisting in the planning of a route for further developments. Assessment procedures at BEA seek to identify pupil's successes and highlight areas of development. Teacher assessments are an on-going practice and can show how well a pupil is developing across a whole subject, over a period of time. BEA uses a variety of assessments to meet the needs of individual pupils.

The purpose and aims of assessments are to develop the whole child and to continually improve the quality of teaching and pupil learning within the school.

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This will be done in the following ways:

- During lesson time, to use effective questioning techniques, learning observations and monitoring of pupils work to check their understanding and progress towards the given learning questions and success criteria.
- Through progressive summative assessments where, following a sequence of learning, pupils will be assessed to see what learning has taken place and to ascertain the effectiveness of teaching methods, pupils' groupings and resources.
- Formative assessments will use information gained through assessment to improve planning and address the continuity of learning to ensure future learning is matched to individual student's needs. Staff will level work when completed by highlighting the aspects of outcomes that they have covered. These levelled pieces of work will be useful when teachers assess the learning stage of pupils.

The principles of assessment are that it

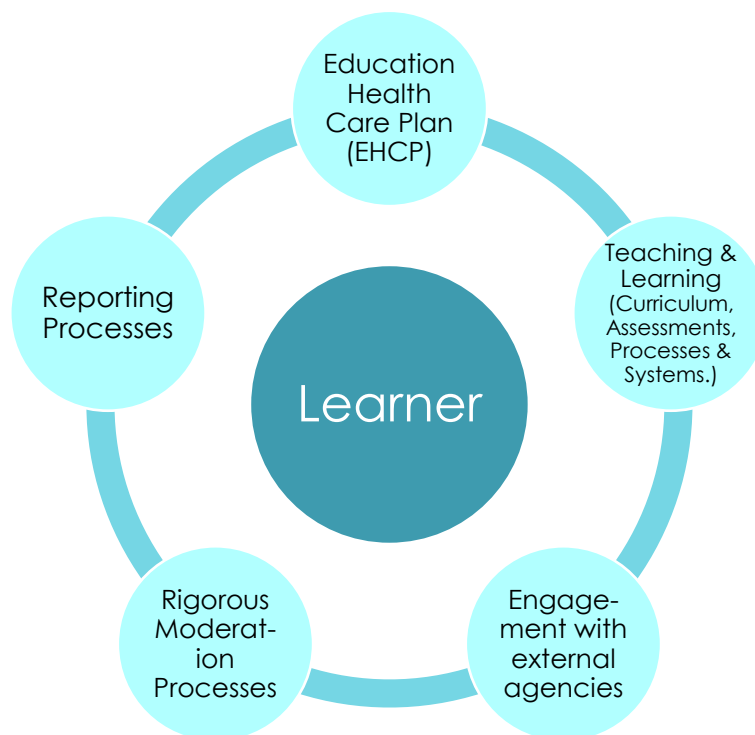
- Will be an on-going tool involving systematic observation and recording
- It will be worthwhile and useful for teachers, parents, carers and pupils
- It will provide continuity between teachers within BEA and between academies.
- It will help the pupils to develop skills for reviewing and evaluating their work and behaviour and to participate in their own target setting for improvement

**Assessment Model** – At Boston Endeavour Academy, the cycle of continually assessing progress keeps the learner as a priority which aligns with our core values.

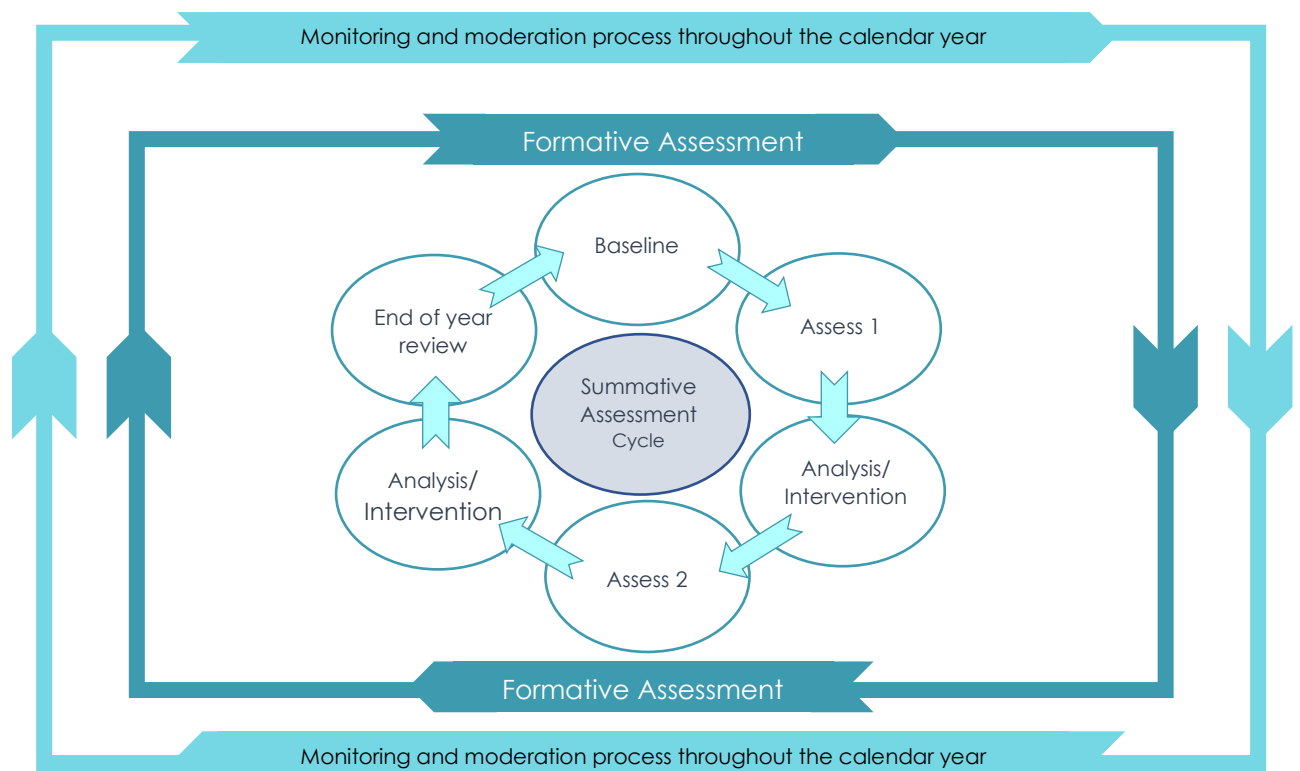
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### The Assessment Cycle



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### **Recording**

Recording is the means by which teachers and assistants identify and keep information about learning. Through the planned use of recording systems information about pupils' achievements is noted and retained.

### **Reporting**

Reporting is the process of providing information about pupils' learning and achievements to a range of audience including key stake holders.

### **Base lining**

Pupils who arrive at the BEA will have a baseline assessment within their first term (based on a six-term year). Where pupils arrive with previous levels these will be taken into account.

Acknowledging the complex and varied needs of our learners when baselined, we utilise information from a variety of sources such as

- Assessment records from the previous settings. Including standardised assessments, progress reports, workbooks and teacher judgements and observations.
- Pen profiles provided by the pupils' former school, visits to pupil's previous settings & discussions with staff there.
- Minutes from meetings with professionals such as the behaviour mentor, learning mentor, SENCOs, pupils and their parents
- Our knowledge of pupils in this setting.
- Review of CPOMS to check observations & incidents recorded since starting at Boston Endeavour Academy.
- Information from EHCPs and other professional reports.
- Discussions with staff from the school & outside agencies who regularly work with the pupil This information allows us to build a clear picture of the individuals and to determine a starting point using the internally developed assessment systems. This ensures targets are set at an appropriate level

### **Moderation and Informing the Assessment Process.**

Moderation is way of maintaining rigour in the assessment process. It confirms teacher judgements and aims to standardise the levelling of work throughout the school. This will inform the planning for individual and group lessons. The following steps will be taken to moderate the assessment of pupils' work and progress:

- Internal moderation procedures to ensure that teacher assessments meet the criteria set by the Qualifications and Curriculum Authority (QCA)
- Internal moderation to ensure that individual teacher judgements are corroborated to achieve 'best fit' rounded judgements when completing the MAPP or Non-core progress statements for individual pupil profile.
- Setting targets as part of the annual review process, next steps and individuals plans.

### **Collecting a variety of evidence to support teacher assessments**

- Individual pupil assessment, including Personal Targets
- Subject leader and Class Teacher Evidence folders that collate all work moderated by a group of staff.
- Teacher notes/observations- planning and learning aims documents.
- Effective Marking and Feedback

### **External Moderation.**

BEA engages in an external moderation programme organised by LEARN Teaching School. This working relationship includes several other special schools in Lincolnshire. There is one meeting per subject every academic year, each school brings three pieces of work per key stage, of pre-moderated work, that demonstrates a range of abilities and levels. This allows for internal moderator's judgements to be checked. Reports from the moderation are then reported back to staff and governors.

### **Assessment methods within our Learning Pathways:**

As an all-need specialist setting our curriculum offer is arranged into different learning pathways, specifically designed to meet the individual needs of our pupils. Therefore, our assessment systems may vary slightly depending on the pathway.

#### Key terminology:

**Assessment Framework:** A record of the learning outcomes for specific curriculum subject areas, linking evidence to outcomes.

**Assessment Book (hard copy & digital):** A record of a specific class, or group, identifying specific learning outcomes for subject areas. Giving insights into progress made over time.

**Assessment Baseline:** An assessment record which is captured within the first 2 weeks of each big term, identifying if a pupil is emerging, developing, secured or mastered linking to curriculum outcomes.

Assessment End Point: An assessment record, completed at the end of each big term, identifying progress made from baseline assessment. To provide summative data.

### **Formal Pathway**

- Assessment workbooks are used to record and collate pupil progress in a range of subject area (please see Formal Pathway Handbook) Descriptors are arranged into stages and are linked to age related expectations, examination specification and/or other progressions guidance. Pupils are set expected outcomes within each stage and stand of learning and progress towards these outcomes is recorded, for each pupil and subject, three times per academic year.
- Assessment baselines capture is complete through Excel Mark book spreadsheet/Bromcom. This is where pupils are levelled at their current stage.
- Assessment end point are used to capture evidence and data, identified progress made throughout the term.
- Standardised assessments through Renaissance, in Reading and Maths, will be completed 3 times per year. This supports baselining and accurate assessment keeping.
- Read Write Inc assessments will be completed 3 times per year.
- Functional Skill Qualification (Entry Level 1 – Level 2) in English and Mathematics – Year 11 students only.
- Entry Level qualification in Science and Computing.
- AQA Accreditation.

### **Semi-Formal Pathway**

- Assessment books are used to record and collate pupil progress in English, Mathematics, PSHE, RSE and Physical Development.
- Assessment baseline capture is completed through evidence for learning. This is where pupils currently levels are identified linked to the progress schema (Emerging, Developing, Secure, Mastered) E, D, S, M.
- Assessment end points are used to capture evidence and data across a big term (September-January, January-April, April-September). This evidence will be used to provide data through Insights on Evidence for Learning. Teachers will make a judgement to establish whether the pupils are emerging, developing, secure or has mastered the key concepts, knowledge and/or skills taught. Should a child typically work from a workbook, evidence will be available within the workbook, and this will be aligned with evidence captures of Evidence for Learning.
- Where appropriate, standardised assessments through Renaissance in Reading and Maths will be completed 3 times per year. This supports baselining and accurate assessment keeping.
- Where appropriate, Read Write Inc assessments will be completed 3 times per year.
- Where appropriate, NCFE Functional Skill Qualification (Entry Level) in English and Mathematics – Post-16 students only.
- AQA Accreditation

## Informal Pathway

- Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Informed by the Education Health and Care Plan, and other professional documentation, targets are arranged into the four main area of need. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.
- Evidence captures/Snapshots are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals.
- In addition to Personal Learning Goals teachers will make judgements and maintain a personal assessment circle for each pupil. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development.

Per full term	Baseline	Formative	Summative	Total
<b>PLG 1</b>	1	3	1	<b>5</b>
<b>PLG2</b>	1	3	1	<b>5</b>
<b>PLG 3</b>	1	3	1	<b>5</b>
<b>PLG 4</b>	1	3	1	<b>5</b>
<b>Total</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>25</b>



## Pre-formal Pathway

- Personal Learning Goals (PLG's) are pupil centred targets written to support the young person emerging needs. Informed by the Education Health and Care Plan, and other professional documentation, targets are arranged into the four main area of need. Each pupil will have a minimum of four PLG's although additional goals may be set if there is a specific need.
- Evidence captures/snapshots are routinely collated and added to evidence for learning to evidence a child's progress within their learning, specific programmes and towards their personal learning goals.
- In addition to Personal Learning Goals teachers will make judgements and maintain a Pupil Progress Wheel. The system will assist teacher in maintaining key information related to the four areas of need and distinctive areas of development.

Per full term	Baseline	Formative	Summative	Total
PLG 1	1	3	1	5
PLG2	1	3	1	5
PLG 3	1	3	1	5
PLG 4	1	3	1	5
<b>Total</b>	<b>4</b>	<b>12</b>	<b>4</b>	<b>25</b>





## **Engagement Model**

From September 2021, it will be a statutory requirement to use the Engagement Model to assess pupils who are working below the standard of the national curriculum assessments and not engaged in subject-specific study at Key Stage 1 and 2. However, the Engagement Model can be used across all key stages, although there is no statutory requirement to do so. Schools are not required to submit progress data to the Department for Education (DfE), however they must report which primary-aged pupils are being assessed using the model. The model focuses on assessing pupils through 5 areas, those being exploration, realisation, anticipation, persistence and initiation. It should be used to assess pupils' progress and development regularly throughout the year.

## **Switch Progression**

The Switch Progression Road Map is a comprehensive teaching and assessment document, detailing every stage of switch skills acquisition from cause and effect to confident scanning. This document is used to assist with planning meaningful and motivating routes to success for learners using switches to access communication, learning and leisure. The Switch Progression Road Map enables educators to assess a learner's baseline, set achievable learning milestones and provides guidance on how to teach these important skills in a way which is both meaningful and motivating for students.

## **Phonics**

Pupils accessing the Read, Write, Inc phonics programme will be formally assessed every 6 weeks by the reading leader to monitor progress and to ensure pupils are grouped homogeneously to better support development. There are three different assessments which will be alternated throughout the year to monitor: the number of sounds pupils can read, their ability to read these sounds in real and nonsense words, their speed of word reading and their ability to read a passage at a pace that should allow comprehension. Pupils are assessed within their Read, Write, Inc lessons by their reading teacher, through verbal and written feedback.

## **ASDAN, AQA and NCFE**

In Key Stages 4 & 5 the main focus of the curriculum delivered is preparation for adulthood. This incorporates links to employability skills and general life skills. Within the department there are different curriculum pathways. Students will be placed on a pathway in line with their intended leaving placement and educational outcomes.

We deliver the AQA Unit Award Scheme Accreditations to ensure we have the breadth to meet the individual needs of such a wide range of students. We have now introduced and successfully running NCFE qualifications at Boston Endeavour Academy.

The AQA Unit Award Scheme offers prompt, ongoing accreditation of achievements through the delivery of short units of learning covering a wide range of activities and subject. Although the scheme does not provide qualifications, it does recognise achievements. From their entry into Post 16, the students will begin to build a portfolio of certificates, which will be added to regularly during their time in our Post 16 provision. Some of our learners will gain certificates in the AQA Unit Award Scheme careers units, including, Work Experience, citizenship, life skills and technology, all relevant to growing independence for life after school.

Many of our students will have the opportunity to work towards NCFE qualifications in Functional Skills Qualification in Mathematics at Level 1, 2 & 3 and Certificate in Functional Skills English 1 & 2. (the level of the qualification is dependent on ability).

## **Reporting**

### **Mid-Year Reporting**

Following the tri-annual assessment reviews parents/carers are presented with data outlining pupils progress in the following areas:

- Stages of progress in English, Mathematics and PSD (formal and semi-formal) and Science and Computing (formal).
- KS4 assessment levels, linked to accreditation, in English and Mathematics.
- Pupil progress wheel (informal and semi-formal).

### **Annual Review**

This outlines pupil progress in the following areas:

- Progression of pupils in all subjects covered within the BEA Curriculum.
- Pupils progress over the part of the year and progress towards meeting the overall objectives in the EHCP
- Targets set in previous review or since EHCP was issued, and comments on levels of achievement to date
- Additional targets against which the pupils educational progress will be assessed during the coming year and at the next review
- Pupils attendance throughout the year

BEA believes in providing regular opportunities for teachers to communicate with parents and carers about how their child is progressing and how they can support their child's learning. This process of communication is also supported by the use of home/school planners as a means of teacher/parent liaison.

### **Annual Report**

A report is prepared for all pupils by each class and/or subject teachers. This report communicates:

- How well the pupils is doing in core National Curriculum subject areas.
- How well the pupil is doing in non-core or topic-based learning.
- How well the pupil is doing in other subjects and activities which are part of the school's curriculum
- How much effort and commitment the pupils demonstrate per subject.

- How well each pupil is progressing socially

Boston Endeavour Academy believes in providing regular opportunities for teachers to communicate with parents about how their child is progressing and how they can support their child's learning. This communication process is also supported by the use of home/schoolbooks as a means of teacher/parent liaison. Throughout the year open discussion is welcomed

### **Assessments made by other professionals**

If a pupil is receiving speech and language support, occupational therapist and/or physiotherapy they will provide reports for the annual review. The pupil may also, if necessary, be monitored by an Educational Psychologist.

Assessments made by these professionals will be used to support the teaching strategies and learning outcomes for the pupil.

### **How is the data collected to be used?**

All information will provide evidence of individual performance year by year with the same pupil using Evidence for Learning.

It will provide individual pupil performance against the class results.

- It will provide value added data.
- To monitor the achievement of different groups of pupils.
- Pupil achievement in different subject areas.
- To analyse whether pupils make consistent progress.

To identify what aspects of curriculum and teaching need to be strengthened.

- To inform Governors, Parents, Carers, Local Authority and OFSTED
- To set yearly targets for pupils

### **Policy Review**

BEA considers the Assessment, Recording and Reporting Policy document to be important and the Senior Leadership Team will undertake a thorough review of both policy and practice each year and report to the Local Governing Body annually.