Villa Real School

together we achieve

Assessment Policy

2026

Responsibility: Jill Bowe Date: November 2026

Date to be reviewed: November 2028

RATIONALE
Assessment at Villa Real School is continuous and looks at the whole REAL curriculum. Assessment is during and after learning and to ensure and assure progress for all. Assessment starts at each child's unique starting point. Our assessment schedule focuses on moving our pupils/students onto the next stage of their learning and moving between key stages and pathways; and for life beyond school.

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool used by the school to raise attainment and accelerate progress.

PURPOSES
The purpose of assessment at Villa Real School is to provide information: -

- The REAL curriculum pulls together all aspects of learning in a holistic way to capture progress across the entire REAL curriculum.
- For children to demonstrate what they know, understand and can do
- To help pupils/students understand how well they are doing and what they need to do next
- To assess the progress against therapist's objectives
- To re-evaluate regulation for learning
- To allow teachers to plan work that accurately reflects the needs of each pupil/student
- To track the attainment and progress of individual pupils/students, groups and cohorts of pupils/students and thus inform future planning
- To review curriculum planning
- To provide the pupils'/students' next teacher with information which will ensure a smooth transition and promote continuity and progression across the school
- To provide the SMT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform School Improvement Planning (SIP)
- To provide Key Stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their Key Stage
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide Governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents/carers to enable them to support their child's learning
- To assess if further referrals need to be made

- To provide parents/carers with information about the performance of the school
- To improve memory and recall skills
- To plan for those not keeping up
- Objectives set by education, health and social care need to be "threaded" through provision within Villa Real. Our REAL objectives outline this and are reviewed s on-going document to ensure continuous provision and reflect EHCP annual outcomes.

REAL Assessment at Villa Real School

Regulation – Physical and sensory

	Measure	**Evaluated by**	**When**
NHS OT programmes	Objectives written in EHCPs	OT/ class staff/ SENCo	EHCP Regular visits by OT
Private OT	Programmes written and evaluation after each session	OT/ class staff/ SENCo	Impact reports after each session Review by OT
Hydrotherapy	Objectives written by physios	Class staff/ physios/ SENCo	EHCP Visits by Physio
Rebound	Objectives written by physios or Rebound trained staff	Rebound staff/ physios/ SENCo	EHCP Visits by Physio
Sensory room	Objectives written by VI Team and class staff	Class staff/VI staff/SENCo	EHCP, visit by Sensory Support, Evidence by class staff after each session
CE	Targets evaluated by CE staff	CE lead	Targets monitored and evaluated by CE team weekly
VI/HI/MSI sessions	Objectives written by Specialist Teaching staff	Evaluated by Sensory Support/ SENCo	EHCP/ visits, weekly sessions with class staff
Soft play	EHCP outcomes	Class staff	Ongoing
TACPAC	Monitoring of progress through scheme	Class staff	Ongoing
PE /swimming lessons	Progress within subject on Swimphony	Class staff/ Subject coordinator	Termly
Music lesson	Progress within subject	Class staff/ Subject coordinator	Ongoing

Emotional well-being

	Measure	**Evaluated by**	**When**
Pupil wellbeing	Progress of any mentoring sessions	Wellbeing team	As required by programme Calendar of whole school events
LDCamhs	Objectives set in CAMHS reports	Class staff/SENCo	EHCP/TAFs
PSHCE	Progress in curriculum studies	Class staff/Subject coordinator	Ongoing and EHCP
Kidsafe	Progress made in any sessions	Emma Baker	As required by programme
Leadership opportunities	Personal Development opportunities	Class staff	EHCP/end of year reports
TAF meetings	Any contributions made by pupil/student and impact of their contributions	Safeguarding Team	4 – 6 weekly or as arranged if in monitoring and review. Minimum 6 months.
Positive rewards	Any awards, certificates successes that the pupil/student has had	Class staff/Behaviour Team	Half termly / Termly and Annually as per the Behaviour Policy.
Behaviour monitoring	Specific improvements in behaviour	Class staff/Behaviour team	As required on CPOMS, Star charts, BBAT, ABC, Behaviour, Arousal Curve, Risk Assessments Behaviour Smart PHP

Access to the World and Adulthood

	Measure	**Evaluated by**	**When**
SaLT	Progress against objectives and in therapy sessions	Class staff/ Elklan team/ SaLT/ SENCo	After every session/ SaLT/ SENCo
Communication methods Intensive Interaction	AAC	Class staff/ Elklan team/ SaLT/ SENCo/ N Fitzpatrick	As Required by programme After every session
I.T./iPads/Computers	Progress in IT curriculum. Use of IT cross-curricular	Subject coordinator	Earwig
Toileting/feeding	Progress against objectives set	Class staff	As required by programme
TEACCH	Progress through TEACCH system	Class staff	EHCP
CEIAG programme	Visits to work places, colleges, Careers curriculum, visit by employers, Compass+	Careers lead with class staff	Termly
Road safety/ Independent travel	Any work done on independent travel and progress with it	SENCo	EHCP
DofE	Award system progress	DofE leaders and class staff	End of unit
Wild Passport	Award system progress	Wild Passport trained staff	Ongoing

Learning

	Measure	**Evaluated by**	**When**
Curriculum Learning	Progress within each subject/ learning objective Engagement Model criteria ELG EYFS	Class staff/ MMT	Termly monitoring
Extra-activities	Extra-curricular activities	Class staff/ subject coordinators	EHCP/ annual reports
Towards adult hood Independence	Progress in independent living skills	Class staff/subject coordinators/SENCo	Termly monitoring EHCP/ annual reports from year 10 to 14
External accreditation	Any taken and award	Ke Stage leads inc. EV reports	Termly monitoring
Educational Visits	Which visits undertaken, links to the curriculum and impact on learning	Class staff/ subject coordinators	Termly monitoring
National Assessment	Assessment	Internal/ external marker as appropriate	As per calendar

PROCESS

ONGOING FORMATIVE ASSESSMENT

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by: -

- Informing pupils/students of the learning objectives and success criteria for each lesson in a variety of communication methods.
- Questioning throughout the lesson in order to judge pupil understanding linked to relevant BLANK levels
- Observations – either focussed or interactive
- Work walls
- Quick quizzes
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the pupils/students in peer and self-assessment by setting pupil/student targets and success criteria which help them assess their

own progress and the progress of their peers within lessons and over longer periods of time (where able)
- Planned assessment against learning objectives in medium/short term planning
- Displays which celebrate achievement and progress
- Feeding back to pupils/students on an ongoing basis as appropriate
- Focussed marking using learning objectives and success criteria (see Marking Policy)
- Work Scrutiny
- Carrying out systematic interrogation of information and progress towards the curriculum to identify any gaps in progress towards he curriculum
- Using assessments and feedback from marking to inform the next stages of learning and planning
- Ongoing review of REAL objectives based on outcomes set in EHCP
- To review therapist's objectives

ASSESSMENT OF INDEPENDENT LIVING IN PREPARATION FOR ADULTHOOD

It is vital that our pupils and students are prepared for everyday life and their journey into adulthood. Assessment information for this is captured via the targets set in EHCPs and REAL objectives. Assessment information utilised includes annual reviews, photographs that hold summative information on an annual basis alongside assessment folders holding references to videos and a selection of visual data. From year 9 onwards EHCP Targets are based on Preparation for Adulthood. Pupil Voice is central to this process.

STANDARDISED ASSESSMENTS

WRAT4, WRIT and PHAB tests are used when required to track progress on standardised tests for students where relevant. These tests may be utilised more often for diagnostic reasons.

OTHER COMMERCIAL ASSESSMENTS

NIPA (Newcastle Intervention for Phonological Awareness, Colourful Semantics and Blank Level Assessment will be used to support baselining of pupils' skills, to support identification of gaps or barriers to learning.

OBSERVATIONAL ASSESSMENT

Observation is a key tool and is used in:
- Observation in Early Years
- Observations as part of Engagement
- Observations of core communication / cognition carried out continuously. This can be electronic and uploaded to Earwig as evidence.

- Observations are undertaken during Assessment Weeks in the class, yard and hall and whenever achievement is notable

SUMMATIVE ASSESSMENTS

Assessments of pupil's/student's levels are carried out twice a year in order to track attainment and progress at an individual, group, class, year group, Key Stage and whole School level. This information is also used to identify pupils/students who need additional support and to set the focus of discussions in Key Stage and Performance Management Meetings.

END OF YEAR/KEYSTAGE ASSESSMENTS

A summative assessment is made at the end of each year across all subjects and reported in the annual report to parents/carers.

Assessment data is reported annually to the Local Authority/DFE at the end of: -

- Reception
- Year 1 (Phonics Screening Test)
- Year 2 (Optional)
- Year 4 (Multiplication Test)
- Year 6

ASSESSMENT WEEKS

Every half term, pupils/students will be assessed against the learning objectives within subject areas. All evidence will be recorded on Earwig and monitored by MMT.

MARKING AND FEEDBACK

Marking and feedback is used to raise achievement, set targets and help pupils/students to improve. Marking and feedback should inform pupils/students about what specifically they have done well and the next steps to take (see Marking Policy).

ASSESSMENT MODERATION

- EYFS and Year 1 and Year 2 are moderated by the LA
- Assessment moderation is also carried out by the lead IV with subject leaders of other schools in order to ensure consistency

EXTERNAL ACCREDITATION

A range of external exam board accreditations / qualifications have been introduced in KS3-5; (14-19) including AQA, ASDAN, NOCN, DofE.

INTERNAL AND EXTERNAL VERIFICATION

- Internal Verification (IV) seeks to ensure assessment activities have been conducted in a consistent, inclusive and fair manner.
- We have a monthly IV system in place to monitor all aspects of teaching, learning and assessment from when our 14-19 students commence their accreditations to when they finish.
- We have an IV sampling plan which specifically states which monitoring activities will take place, such as: observing assessors; holding standardisation meetings; sampling learners' work & updating assessment records.
- Once our accreditations come to an end, we then communicate with a range of Exam Boards such as NOCN, ASDAN & AQA and liaise with their External Verifiers (EV's) who externally quality assure our IV procedures and assessment decisions.

REPORTING TO PARENTS/CARERS

Reports to parents/carers are given daily via Earwig/ Class Dojo and verbally at parents' evenings along with written information on the pupil's/student's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. Reports will always focus on positive progress. These reports are based around progress within the REAL curriculum. They inform parents/carers of: -

- How their child is performing in relation to their past achievements
- Their child's strengths and any particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well

In addition, meetings with parents/carers to discuss their child's progress can be arranged at a mutually convenient time. These meetings are additional to Annual Reviews and Care Team Meetings.

EQUAL OPPORTUNITIES

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils/students and of all groups of pupils/students
- We carry out data analysis of pupil/student performance identifying areas of development for all pupils/students and groups of pupils/students taking action where underachievement is identified
- We recognise and value all forms of achievement

- Achievement is a combination if several interconnected factors – foundational knowledge, progress from starting points and across the curriculum, readiness for next steps, and the outcomes and qualifications pupils achieve.

Appendix 1: Engagement Model Assessment

Lesson: **Date:** **Name:**

Learning Objective:

Group work: ☐ Group work table: ☐ 1:1: ☐ Other:_____

Area of engagement:

Cognition & Learning:
Exploration/Realisation/Anticipation/Persistence/Initiation

Communication & Interaction
Expressive / Receptive

Social, Emotional & Mental Health
Social Affection / Emotional Affection

Sensory & Physical
Visual / Auditory / Tactile / Olfactory Gustatory / Vestibular / Proprioceptive / Fine Motor / Gross Motor

Description:

Pupil  **response/voice:**

Support: SH ☐ GH ☐ PH ☐ NH ☐ SE ☐ ER ☐

Successes:

Other:

Time / level of Engagement	No focus 0	Emerging / fleeting 1	Partly sustained 2	Mostly sustained 3	Fully sustained 4

Appendix 2: Planning and Assessment Timetable

Timing	Expectations	Responsibility	Monitoring	Deadline
Within first 6 weeks of a child starting school	**EYFS Observations to be gathered**	Class Staff in class time	Natalie Fitzpatrick	
	Reception Baseline Assessment	Natalie Fitzpatrick and relevant class teachers	Natalie Fitzpatrick	
	Baselines for new starters Intervention Plans	Class Teachers . Any follow up in PPA	Natalie Fitzpatrick	
	REAL Objectives Set for new starters	Class Teachers with SENCO in class time	Jill Bowe Alex Morris	
	Engagement model	Class teachers in class	Natalie Fitzpatrick	
STA requirements Autumn term	**RBA** Head Teacher's declaration to be completed via DfE Sign in **KS1 Phonics Screen** Decline phonics screen materials if no pupils taking part Request modified test versions if required **KS2 Test materials order** via NCA Portal	Jill Bowe Natalie Fitzpatrick Jamie Coram	Jill Bowe Jill Bowe Natalie Fitzpatrick	
Beginning of each term	**REAL Objectives** New targets set for existing pupils	Class Teachers	Jill Bowe Alex Morris	
	MTPs as part of PPA			
	Completed and in shared area	Class teachers	Subject coordinators	
	QA of MTP completed	Subject Coordinators	Jill Bowe	
	QA by Key Stage	MMT	SMT	
	QA whole school	SMT	Governors	
	Curriculum Subject Coordinators Challenge Meetings on Teachers Day QA Curriculum offer and impact	SMT with teachers SMT with teachers	Jill Bowe Jill Bowe	
	CPOMS QA Sample case studies (Safeguarding)	SMT	Jill Bowe	

	Engagement Model QA	SMT	Jill Bowe	
Weekly	**Earwig** Examples of Maths / English and Foundation subjects.	Class Staff in classes	MMT	**Ongoing**
February – July	**Assessment** Regularly reviewed in line with curriculum progress.	Class Teachers within data drop time	Natalie Fitzpatrick	**Ongoing**
	Data drawn down from assessment tools	Natalie Fitzpatrick	SMT	
	Intervention Plans on Teachers days Previous plans reviewed New plans created	Class Teachers Class Teachers	MMT MMT	**Teachers Days**
Assessment Weeks	**Developmental Class Journal** Update	Class Staff in class time	Natalie Fitzpatrick	**As per assessment week calendar**
	Autumn 1 1 Maths 1 English 1 Science	Class Staff in class time	MMT	**As per assessment week calendar**
	Autumn 2 1 Maths 1 English 1 Computing	Class Staff in class time	MMT	**As per assessment week calendar**
	Spring 1 1 Maths 1 English 1 History	Class Staff in class time	MMT	**As per assessment week calendar**
	Spring 2 1 Maths 1 English 1 Geography	Class Staff in class time	MMT	**As per assessment week calendar**
	Summer 1 1 Maths 1 English 1 PSHCE and Music	Class Staff in class time	MMT	**As per assessment week calendar**
	Summer 2 1 Maths 1 English 1 PE and Art/DT	Class Staff in class time	MMT	**As per assessment week calendar**
Termly	**Learning Walks**			
	Autumn w/b	SMT	Jill Bowe	
	Spring w/b	Subject Coordinators / Governors in Subject coordination time		
	Summer w/b	MMT		
	Work Scrutiny			
	Autumn w/b	SMT	Jill Bowe	

	Spring w/b	MMT	Jill Bowe	
	Summer w/b	Subject Coordinators	Jill Bowe	
Feb- May	**AQA / ASDAN / NOCN** Enter names of students completing – window opens 20.11.5. Special consideration open, 06 Jan 2026	KS4-5 Teachers	Damien Dimmick Natalie Fitzpatrick	
	Internal Moderation	KS4-5 Teachers	Damien Dimmick Natalie Fitzpatrick	
	Submit marks	Damien Dimmick Natalie Fitzpatrick	Jill Bowe	
May	**SATs**	Natalie Fitzpatrick	Jill Bowe	
June/ July	**REAL Targets** Evaluation of progress	Class Teachers in data drop time	Jill Bowe Alex Morris	
	External Moderation AQA / ASDAN / NOCN Autumn Spring Summer	Class Teachers in Teachers days	Natale Fitzpatrick Damien Dimmick Jill Bowe	
June/ July	**EYFS** Profile assessment data updated and sent to LA	Class teachers	Natalie Fitzpatrick	
	Year 2 / Year 6 Data updated and sent to LA	Class Teachers	Natalie Fitzpatrick Jamie Coram	
	Year 1 Phonics Test	Natalie Fitzpatrick	Natalie Fitzpatrick	
	Year 4 Times Table check	Jamie Coram		
	Celebration Records (ROA) Assemblies	Class Staff	Natalie Fitzpatrick	
	Pre Key Stage moderation	Y2/ Y6 Teachers	Natalie Fitzpatrick Jamie Coram	
	Pupil Reports	Class Teachers	KS Leads Jill Bowe	
	Review of EHCP	Class Teachers	Alex Morris Damien Dimmick	
Annually	**Complete Access Arrangements assessments** **Request Access arrangements from JCQ**	Damien Dimmick/ Class Teachers Damien Dimmick	Jill Bowe Natalie Fitzpatrick Jill Bowe Natalie Fitzpatrick	
	Coursework deadline sent to Exam boards **NOCN EQA Final Visit**	Class Teachers	Jill Bowe Natalie Fitzpatrick Damien Dimmick	
	ASDAN moderation	Class Teachers	Jill Bowe Natalie Fitzpatrick Damien Dimmick	

Appendix 3 Primary Assessment Key Dates

EYFS, KS1and KS2 Key Dates:

2026 – 2027 https://www.gov.uk/guidance/primary-assessments-future-dates#academic-year-2026-to-2027

2027-2028 https://www.gov.uk/guidance/primary-assessments-future-dates#academic-year-2027-to-2028

2028 – 2029 https://www.gov.uk/guidance/primary-assessments-future-dates#academic-year-2028-to-2029

Appendix 4 Accreditation Key Dates

Activity	Responsibility
IV Strategy Meeting	JB, NF & DD
Accreditation Meeting 1 – Quals Check.	DD & Class Staff
Accreditation Meeting 2 – Student Registrations Check & Planning.	DD & Class Staff
NOCN EQA Interim Visit	JB, NF & DD
Entries open for June Series	DD
Address actions from NOCN EQA Report	DD
Accreditation Meeting 3 – Progress & Tracking.	DD & Class Staff
Accreditation Meeting 4 – Progress & Marking / Feedback.	DD & Class Staff
Last date to order modified papers for June	DD
Last date to submit JCQ/CCA (Form 11 Access Arrangements - ELC)	JB & DD
Last date for NOCN, AQA & ASDAN students to be entered for June / July accreditations / qualifications.	DD & NF
Closing date for June entries	DD
Accreditation Meeting 5 – Progress & Internal Standardisation.	DD & Class Staff
Last date to process applications for access arrangements for June	DD
Accreditation Meeting 6 – Marking & Standardisation.	DD & Class Staff
June entries on or after this date very late fees apply	DD
All AQA Non-Exam Assessment work / portfolios for ELC Maths and English completed and marks.	DD & Class Staff
Moderation dates released & booked.	DD
Accreditation Meeting 7 – Marking Standardisation.	DD & Class Staff
Accreditation Meeting 8 – Final Deadline for all AQA & ASDAN. Final IV / Standardisation & Marks agreed.	DD & Class Staff
Last date for AQA and the moderator to receive internally assessed marks / grades for June ELC.	DD & NF
ASDAN Moderation.	EB & DD
NOCN Internal moderation – Final Deadline.	DD & Class staff
NOCN EQA – External Moderation	JB & DD
Results for NOCN ELC and AQA ELC available to Exams Officers and HTs	JB & DD
Results available to students	JB & DD