

TRINITY SCHOOL



Assessment Policy

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Policy amendments may occur at any time. Please consult the Policies page on the website for the latest update.

1. Purpose

This policy outlines how Trinity School assesses pupil progress, manages exams and accreditation, and monitors whole-school performance. It supports consistent, equitable and person-centred practice across the three pathways.

2. Trinity Pathways

Trinity operates three learning pathways:

- *Sensory Engagement Pathway* – sensory-led, focused on engagement, regulation and early communication.
- *Structured Engagement Pathway* – structured routines, early functional communication, thinking and independence.
- *Subject-Specific Pathway* – formal subject-led learning, functional skills and accreditation.

3. Principles of Assessment

Assessment at Trinity is continuous, individualised, meaningful, evidence-based and moderated regularly. It includes communication, cognition, independence, engagement, personal development and physical development.

4. Assessment Processes

Baseline (first 6 weeks): communication, sensory, engagement, cognition, TPAT baseline, EHCP analysis.

Formative (Daily): observation, annotation, communication tracking, evidence collection, responsive planning.

Summative: termly data drops, pathway trackers, TLM reviews, pre-key stage standards reporting.

5. Pathway-Specific Assessment

Sensory Engagement Pathway:

Sensory processing, regulation, early communication, 5 Areas of Engagement.

Structured Engagement Pathway:

Early communication, functional thinking, early literacy/numeracy, independence.

Subject-Specific Pathway:

Subject knowledge progression, functional English/maths, accreditation, pre-key stage standards.

6. EHCP Target Setting and Review

Targets are set annually and reviewed termly. They are SMART, functional and aligned to EHCP Sections A–E.

As part of classroom practice, teachers/Instructors recognise achievements and use them to plan next steps. Targets are informed by:

- Pre-Key Stage Standards
- PIVATS
- Trinity Progression and Assessment Tools
- EYFS Development Matters

- Trinity-developed guidance books

These tools support teachers in identifying each pupil's developmental stage and setting precise, meaningful targets linked to EHCP outcomes.

Teachers report progress termly and contribute to Annual Reviews.

7. Data Collection and Monitoring

Tracking includes pathway progress, EHCP outcomes, communication, engagement, wellbeing, attendance and accreditation. SLT reviews data termly.

8. Recording and Reporting

Teachers maintain annotated work, portfolios and moderated samples. Families receive two progress reports per year. This is by two parents evenings, one in the Autumn Term and the Summer Term. Parents will also receive formal updates via the annual review of EHCP and also, a end of year report, which is received in the Summer Term.

9. Exams, Accreditation and External Assessment

Accreditation:

AQA Unit Awards, WJEC Entry Pathways, Functional Skills, Entry Level Certificates.

Exam Administration:

JCQ compliance, secure storage, timetabling, invigilator training, coursework authentication.

11. Monitoring: How We Know This Approach Is Working

- Pupils achieve are expected to achieve 70% of EHCP targets set. This is a Good or Outstanding outcome.
- Assessment drives planning and progress.
- Moderation confirms accuracy.
- Engagement, independence and communication improve.
- Accreditation outcomes remain strong.- Families give positive feedback.
- Governors scrutinise termly outcomes.

12. Roles and Responsibilities

Teachers: assessment, evidence, reporting.

Middle Leaders: moderation, monitoring.

Exams Officer: JCQ compliance.

SLT: analysis and QA.

Governors: monitoring.

Phase Managers and Subject Leaders play a key role in ensuring the consistency and quality of assessment across the school. They monitor classroom practice, review planning, and ensure that assessment information is used effectively to inform next steps. Middle leaders oversee moderation within and across pathways, ensuring accuracy and reliability of judgments. They support teachers to implement

progression frameworks, contribute to data analysis, identify pupils requiring additional intervention, and ensure that assessment reflects each pupil's EHCP outcomes. Senior Leaders provide strategic oversight of assessment, ensuring statutory compliance, analysing whole-school performance data, identifying trends, and coordinating professional development so staff have the skills and knowledge needed to carry out high-quality assessment.

13. Quality Assurance

Trinity School implements a rigorous whole-school quality assurance cycle to ensure that assessment, accreditation and performance processes are accurate, consistent and effective. Regular learning walks, lesson visits and reviews of classroom practice, via TLMs allow leaders to evaluate the quality of teaching and its impact on learning. Work scrutiny and evidence reviews check the accuracy and consistency of annotated work, engagement evidence, communication tracking and accreditation portfolios. Internal moderation within and across pathways, together with external moderation from AQA and WJEC, ensures the reliability of teacher judgements. Termly data analysis by SLT and middle leaders identifies progress trends, groups requiring support and areas for development, informing targeted interventions and strategic planning. Quality assurance findings directly shape staff professional development, ensuring that teachers receive ongoing training in assessment frameworks, progression tools and accreditation requirements. The Exams Officer ensures full compliance with JCQ guidance, while SLT monitor statutory SEND assessment requirements. Governors receive termly assessment updates and annual accreditation reports, providing oversight, scrutiny and accountability.

14. Review

Policy reviewed annually; updated mid-year if guidance changes.