



MARKET FIELD SCHOOL

Part of Hope Learning Community

ASSESSMENT, RECORDING AND REPORTING POLICY

First written	April 2026
Next review	April 2027

1. Aims

At Market Field School, assessment is an integral part of high-quality teaching and learning. The purpose of this policy is to set out a clear, consistent and purposeful whole-school approach to assessment, recording, reporting and target setting, ensuring that assessment supports pupils to know more, remember more and do more over time.

This policy aims to:

- Ensure assessment is aligned to the school's curriculum intent, including academic, personal, social and independence outcomes
- Support teachers to use assessment diagnostically and formatively to inform planning and teaching
- Provide a coherent and consistent approach to assessment practice across all key stages and pathways
- Ensure assessment is meaningful, manageable and proportionate, particularly for pupils with SEND
- Clarify the roles and responsibilities of all staff in assessment, recording and reporting
- Enable leaders and governors to use assessment information to evaluate impact, pupil progress and curriculum effectiveness

Assessment at Market Field School is always used in the best interests of the child. It is positive, inclusive and accessible, and supports pupils to make progress from their individual starting points, in line with statutory guidance and national expectations.

2. Principles of Assessment

Assessment at Market Field School:

- Is curriculum-led, not data-led
- Measures progress against clearly sequenced curriculum pathways, not national comparison alone
- Supports pupils with complex learning needs and autism to demonstrate progress in different ways
- Is used to inform teaching, challenge misconceptions and adapt learning
- Is balanced, avoiding unnecessary workload or over-collection of evidence

- Supports leaders in evaluating the impact of the curriculum

No single assessment is used in isolation. Professional judgement, observation, work scrutiny and pupil engagement are all valued.

3. Types of Assessment

Assessment at Market Field School includes:

Diagnostic Assessment

- Entry and baseline assessments on joining the school or changing pathway
- Used to identify starting points, strengths, barriers to learning and next steps
- Informs curriculum placement, teaching strategies and support planning

Formative Assessment

- Ongoing and integrated into daily teaching
- Includes questioning, observation, feedback, marking and discussion
- Enables staff to adapt teaching responsively and support pupils in real time

Summative Assessment

- Captures progress at planned points across the year
- Informs tracking, reporting and curriculum evaluation
- Used to assess learning over time rather than isolated performance

4. Assessment in Practice

Assessment at Market Field School reflects the age, stage and needs of pupils and will vary across key stages and curriculum pathways.

Assessment Tools and Systems

- **Tapestry**
Used primarily in EYFS, Firm Foundations Pathway and Pathway 1, to track progress against Development Matters and individual learning targets.
- **Evidence for Learning (EfL)**
Used from KS1 to KS3 to capture evidence of learning across the curriculum. Evidence supports teacher judgement and informs progress recorded in mark books. Used on Pathways 2-4.
- **Student Journey Manager**
Used in late KS3 and KS4 to track accredited outcomes, examinations and progression towards further education or employment. Used on Pathway 2-4

- **ASDAN**
Used to support and assess life skills, independence and employability through practical, applied learning.
- **Bespoke Firm Foundations Curriculum**
A personalised curriculum tracking progress across eight priority areas, tailored to individual pupil needs and EHCP outcomes.

5. Evidence for Learning Framework

Evidence for Learning allows staff to make holistic judgements using three interrelated measures:

Depth of Understanding (DOU)

- Emerging
- Developing
- Consolidating
- Secure

Depth of Independence (DOI)

- Fully Supported
- Modelled
- Prompted
- Independent

Depth of Effort (DOE)

- Unsatisfactory
- Requires Improvement
- Good
- Outstanding

These descriptors support professional judgement and allow progress to be captured meaningfully for pupils working below age-related expectations.

6. Roles and Responsibilities

Support Staff

- Contribute to assessment under the guidance of the class teacher
- Provide feedback on levels of support, engagement and independence
- Support accurate and consistent evidence gathering

Teachers

- Maintain up-to-date knowledge of assessment processes for their class
- Use assessment to adapt planning and teaching
- Ensure assessment is inclusive and accessible
- Record progress accurately and in line with school systems
- Report to parents through annual reports, reviews and consultation evenings
- Contribute to Annual Review documentation and EHCP target setting
- Liaise with relevant professionals to support pupil progress

TLR Holders and Subject Leaders

- Ensure assessment aligns with curriculum intent
- Embed agreed assessment practices within schemes of work
- Monitor consistency across subjects and pathways
- Analyse assessment information to evaluate impact
- Identify training needs and moderate standards across the school

Assessment Lead

- Monitor the effectiveness of assessment practices
- Support staff in using assessment information purposefully
- Analyse whole-school progress and trends
- Ensure staff understand and interpret data accurately

Senior Leadership Team

- Oversee assessment systems and alignment with curriculum intent
- Use assessment information to evaluate impact
- Ensure assessment supports improvement planning

Local Advisory Committee

- Review the policy as part of strategic oversight
- Monitor curriculum effectiveness and pupil outcomes

7. Target Setting

Targets are set using a combination of curriculum expectations and EHCP outcomes.

- Targets are ambitious and achievable
- Academic targets align to curriculum pathways
- EHCP targets are SMART and reviewed through the Annual Review process
- Targets focus on progress over time, including independence and wider outcomes

8. Reporting

Pupil progress is reported through:

- Annual Review documentation
- Annual report aligned to school values and personal achievements
- Parent consultation meetings
- Accredited outcomes and examination results
- Statutory reporting to external agencies where required

Reports are clear, accessible and focused on individual progress and next steps.

9. Inclusion

This policy applies to all pupils at Market Field School, regardless of Pathway or severity of SEND. Assessment supports early identification, appropriate intervention and personalised learning.

10. Related Documents

- Academy Development Plan
- Curriculum Policies
- Marking and Feedback Policy
- Annual Review Documentation
- Rochford Review
- Commission on Assessment Without Levels

11. Alignment with Curriculum and Assessment Information (Website and Practice)

This Assessment, Recording and Reporting Policy is fully aligned with the curriculum and assessment information published on the Market Field School website.

Across all platforms, Market Field School is clear that:

- Assessment is rooted in curriculum intent
- Progress is judged against individual starting points
- Evidence focuses on learning over time, not labels or levels
- Outcomes include academic, independence, communication and life skills

The school ensures consistency between policy, website information and classroom practice so that pupils, parents, staff and inspectors receive a clear and accurate picture of how progress is defined, assessed and reported.