



Resicare Alliance

Assessment Policy

Document Control

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Job Title of Lead Person:	Chris Brown (Head of Education)

The Yews School Assessment Policy

1. Purpose

The purpose of this policy is to ensure that assessment at The Yews School:

- Accurately reflects the progress and achievements of pupils following the **Semi-Formal Pathway**.
- Supports teaching and learning by identifying next steps.
- Provides evidence for accountability and informs planning, reporting, and target setting.

2. Principles of Assessment

Assessment at The Yews School is:

- **Individualised**: Focused on each pupil's starting point and personalised learning goals.
- **Holistic**: Captures academic, communication, independence, and personal development.
- **Continuous**: Embedded within daily teaching and learning.
- **Transparent**: Shared with pupils (where appropriate), parents/carers, and professionals.

3. Assessment Framework

We use a combination of:

- **Equals Semi-Formal Curriculum**: Provides structured learning areas and progression steps.
- **Evidence for Learning (EfL)**: Digital platform for capturing photo/video evidence, annotations, and linking to curriculum outcomes.
- **MAPP**: Framework for assessing progress in **four dimensions**:
 - **Prompting**: Level of independence.
 - **Fluency**: Consistency and smoothness of skill.
 - **Maintenance**: Retention over time.
 - **Generalisation**: Application in different contexts.

4. Types of Assessment

- **Baseline Assessment**: Conducted within the first 6 weeks of admission using MAPP and curriculum checklists.
- **Formative Assessment**: Ongoing through EfL observations, annotated work, and teacher notes.

- **Summative Assessment:** Termly review of progress against personalised targets and curriculum outcomes.
- **Holistic Reviews:** Annual EHCP reviews incorporating assessment data.

5. Target Setting

- Targets are derived from EHCP outcomes, curriculum progression steps, and individual priorities.
- Each pupil has **Personalised Learning Goals** mapped to MAPP dimensions.
- Targets are SMART and reviewed termly.

6. Recording and Reporting

- **Evidence for Learning:** All evidence is tagged to curriculum areas and MAPP dimensions.
- **Termly Reports:** Summarise progress, next steps, and include photographic evidence.
- **Annual Reports:** Provide a comprehensive overview for EHCP reviews.

7. Moderation

- Internal moderation termly to ensure consistency in judgments.
- External moderation annually through Equals network or local SEND partnerships.

8. Roles and Responsibilities

- **Teachers:** Collect evidence, assess progress, set targets.
- **Senior Leaders:** Monitor assessment data, ensure policy implementation.
- **Parents/Carers:** Engage with EfL and review progress regularly.

Appendix 1 - **MAPP Mapping / Assessing Personal Progress**

Assessment Policy: Implementation of MAPP at The Yews School

Overview

The Yews School uses **MAPP (Mapping and Assessing Personal Progress)** as its core assessment tool to track and evaluate progress within the **Equals Semi-Formal Curriculum**. MAPP enables personalised, meaningful assessment for learners with complex needs, focusing on four key dimensions of progress: **Independence, Fluency, Maintenance, and Generalisation**.

Implementation

- **Target Setting:** Each pupil has personalised MAPP targets linked to curriculum areas and EHCP outcomes. These are co-developed by teaching staff, therapists, and families where appropriate.
- **Evidence Collection:** Progress is captured using **Evidence for Learning (EfL)** via iPads. Staff upload annotated photos, videos, and observations tagged to specific MAPP targets and curriculum strands.
- **Curriculum Link:** All targets are mapped against the **Equals Semi-Formal Curriculum**, ensuring relevance and consistency across subjects and developmental areas.

Assessment Cycle

- **Twice Termly Reviews:**
 - Staff assess progress against each MAPP target **twice per term**.
 - Ratings are recorded for each of the four dimensions.
 - Evidence is reviewed collaboratively during pupil progress meetings.
- **Pre-EHCP Review:**
 - MAPP data is collated and summarised **prior to each EHCP Annual Review**.
 - This includes:
 - A narrative summary of progress
 - Visual evidence from EfL
 - Updated ratings and reflections
 - The information informs EHCP updates and future target setting.

Quality Assurance

- **Moderation:** Termly moderation ensures consistency in assessment judgements.
- **Staff Training:** Ongoing CPD supports staff in using MAPP and EfL effectively.
- **Leadership Oversight:** The SENCO and Assessment Lead monitor implementation and provide support.

