



Resicare Alliance

Assessment Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
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Department responsible:	Education
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.
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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.
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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.
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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.
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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.
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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.
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7. Moderation

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

