

Trust Education Group Ltd

Teaching, Learning & Assessment Policy

1. Policy Aims and Purpose

This policy sets out the framework and guiding principles for assessment at Trust Education Group Ltd., a specialist setting catering to pupils aged 11–16 with identified Social, Emotional, and Mental Health (SEMH) needs. The central aim of our assessment approach is to support the holistic development of every learner, ensuring that academic progress is recognised alongside emotional, behavioural, and social growth.

Our trauma-informed and person-centred assessment model acknowledges that pupils may have experienced disruption in education, adverse childhood experiences (ACEs), or other challenges. Therefore, our approach to assessment is designed to be flexible, supportive, and responsive to individual needs. It enables staff to plan effectively, intervene purposefully, and celebrate success in all its forms. The assessment process is also vital in communicating with families, supporting EHCP reviews, and ensuring that progress is captured meaningfully and shared consistently across all stakeholders.

We believe assessment should not be solely about measuring attainment but should be used as a dynamic tool to understand each child's journey. Through rigorous yet compassionate assessment practices, we aim to enhance teaching and learning, inform strategic intervention, and reinforce our commitment to equity and inclusion.

2. Scope of Policy

This policy is applicable to all members of staff within Trust Education Group Ltd., including teaching staff, key workers, pastoral support officers, senior leaders, the Special Educational Needs Coordinator (SENCO), therapists, administrative teams, and governors. External partners such as educational psychologists, CAMHS professionals, and alternative education providers involved with our pupils are also expected to adhere to the assessment ethos described in this document.

The policy applies to all subjects, enrichment sessions, vocational programmes, and therapeutic interventions, ensuring consistency across all aspects of the curriculum and care. It forms part of our wider Quality Assurance framework and underpins our Self-Evaluation Form (SEF), School Development Plan (SDP), and preparation for Ofsted inspections.

3. Legal and Regulatory Framework

This policy is aligned with the following statutory guidance and regulatory frameworks:

- * Ofsted Education Inspection Framework (EIF): Emphasises the importance of a well-sequenced curriculum, effective use of assessment, and evidence of pupil progress and personal development.
- * SEND Code of Practice (2015): Mandates the use of person-centred approaches and co-production with families to assess and support pupils with SEN.
- * Equality Act (2010)**: Ensures that assessment processes do not disadvantage pupils on the basis of disability, race, gender, or other protected characteristics.
- * Children and Families Act (2014): Places the child and family at the centre of assessment and planning.
- * Keeping Children Safe in Education (KCSIE, 2024): Links assessment with safeguarding, ensuring unmet needs are identified and addressed promptly.
- * Independent School Standards (ISS)**: Requires the proprietor to ensure that teaching enables pupils to make good progress according to their ability.
- * Working Together to Safeguard Children (2023): Reinforces the duty to work collaboratively across agencies to meet children's holistic needs.

4. Types of Assessment

4.1 Baseline Assessment

On joining Trust Education Group, every pupil completes a structured baseline assessment package during the first three weeks of their induction. The aim is to build a rounded profile of the pupil's academic, cognitive, social, and emotional starting points. This includes:

- * GL CAT4 (Cognitive Abilities Test): Identifies potential and learning preferences across verbal, non-verbal, quantitative, and spatial domains.
- * GL NGRT (New Group Reading Test): Assesses reading fluency, comprehension, and vocabulary knowledge.

- * GL PASS (Pupil Attitudes to Self and School): Gauges pupil perceptions on confidence, resilience, relationships, and school experience.
- * Boxall Profile: Completed collaboratively by key staff to assess social, emotional, and behavioural development.
- * In-house Maths and English diagnostics: Curriculum-based assessments used to identify current working levels and any gaps in foundational skills.
- * SEMH screening tools and observations: Conducted by key workers and therapeutic staff to assess regulation, attachment behaviours, communication styles, and other SEMH needs.

This information is used to personalise support plans, target interventions, and inform curriculum pathways from the outset.

4.2 Formative Assessment

Formative assessment is embedded into daily practice and is the primary means by which teachers adapt their instruction to meet the needs of pupils. Our approach includes:

- * Targeted questioning and retrieval practice to reinforce prior knowledge and support long-term memory retention.
- * Use of visual cues and scaffolded tools including traffic light systems, emotion thermometers, and working walls to check understanding.
- * Frequent feedback** (verbal, written, or digital) focusing on strengths and areas for development, linked to success criteria and learning objectives.
- * Peer and self-assessment supported through guided reflection sessions with key workers.
- * Flexible grouping and differentiated resources to ensure all pupils can access tasks and demonstrate progress in a way that suits their profile.

Staff are encouraged to focus on 'progress over perfection', recognising effort, resilience, and engagement as key indicators of development.

4.3 Summative Assessment

Formal summative assessments take place termly and are tailored to the pathway and readiness of each pupil. These may include:

- * Functional Skills (English, Maths, ICT) assessments for Year 10–11 learners working toward external qualifications.

- * GL Progress Tests** in English, Maths, and Science where applicable.
- * Vocational portfolios including photographic evidence, practical demonstrations, and assessor feedback for example, Design Technology, Arts and Textiles and Hairdressing and Beauty Therapy.
- * Project-based learning outcomes for non-academic pathways.
- * Therapeutic and PSHCE assessments including reflections, behaviour logs, and groupwork participation.

Summative outcomes are reviewed during Progress Review Meetings and used to inform curriculum planning and intervention strategies.

5. Tracking and Monitoring

Every subject lead and class teacher maintains a robust tracking system, updated on a regular basis, and reviewed as part of the school's Quality Assurance cycle. Each pupil's tracking document includes:

- * Baseline data and current working level.
- * Progress against personalised targets (academic and EHCP-based).
- * Notes on access, engagement, and context (e.g. attendance, safeguarding factors).
- * Records of interventions and their impact over time.
- * Barriers to learning and adaptations made.

These records feed into a centralised whole-school assessment tracker, enabling senior leaders and key staff to view progress holistically. The tracker is reviewed every half term in multidisciplinary meetings, ensuring triangulation with pastoral, behavioural, and therapeutic data. Patterns of concern are flagged early, and targeted actions are implemented to address underachievement or emerging needs.

6. Pupil Passports and One-Page Profiles

Trust Education Group values the lived experience and voice of every pupil. All learners have a:

- * Pupil Passport: A detailed document outlining academic profile, EHCP outcomes, preferred learning styles, strategies that work well, communication preferences, sensory needs, and key adult relationships.
- * One-Page Profile: A concise summary in the pupil's own words, including "What people like about me," "What's important to me," and "How best to support me."

These documents are reviewed termly with input from the pupil, their key worker, families, SENCO, and therapists. They are accessible to all staff working with the pupil and are used to inform lesson planning, risk assessments, and personalised timetables.

7. Key Worker Support and 1:1 Assessment

Each pupil is assigned a dedicated Key Worker who plays a central role in their personal development and assessment journey. Weekly 1:1 sessions provide a consistent space to:

- * Review academic and personal progress.
- * Reflect on goals, emotions, and behaviours.
- * Offer mentoring, problem-solving, and coaching support.
- * Complete reflective tasks and pupil voice activities.
- * Update the Pupil Passport and inform the wider team of any changes.

Key Worker logs are stored securely and form part of the ongoing assessment evidence. They are particularly valuable in identifying small but significant wins in areas like emotional regulation, trust-building, and resilience.

8. Rewards and Recognition

Trust Education Group uses ClassCharts to log, monitor, and reward pupil achievements. Staff use this digital system to:

- * Award points for effort, positive behaviours, self-regulation, kindness, and attendance.
- * Log incidents and praise entries in real-time, visible to staff and senior leaders.
- * Track progress over time across different contexts and identify trends.
- * Celebrate milestones in weekly assemblies and termly reward events (e.g. trips, vouchers, certificates).

Families are given access to live ClassCharts data, fostering home–school collaboration. ClassCharts also contributes to EHCP annual reviews and termly reporting to parents and carers.

9. Data Review and Quality Assurance

Assessment data is reviewed formally on a half-termly basis during Progress Review Meetings, where teachers, key workers, leaders, and therapists come together to:

- * Analyse individual and cohort-level progress.
- * Identify pupils making less than expected progress and agree on intervention plans.
- * Ensure equity across groups (e.g. CLA, EHCP, FSM, gender).
- * Cross-reference with behaviour, attendance, and safeguarding data.

Moderation takes place within subject teams and across provisions where applicable, supported by standardised assessment tools. Data informs the school's SEF, CPD priorities, and performance management reviews. The Director of Education and Assessment Coordinator oversee this process and report termly to the Board of Governors.

10. Appendices

- * Appendix A: Pupil Passport Template
- * Appendix B:: One-Page Profile Template
- * Appendix C: Key Worker Log Template
- * Appendix D:: Subject Tracking Example
- * Appendix E: ClassCharts Reward Matrix
- * Appendix F: Annual Assessment Calendar (Including review points, report dates, moderation schedule)

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