Trust-Education Group Ltd

Pupil Assessment Policy

Introduction

Trust-Education Group Ltd is committed to providing a nurturing, high-quality educational experience in which every learner is valued, understood and supported to flourish. Assessment plays a vital role in this commitment. It is used not only to measure progress, but to guide teaching, promote emotional wellbeing, deepen relationships and strengthen learners' sense of pride and belonging.

Our approach to assessment is holistic, relational and inclusive. It is designed to capture the full range of each learner's achievements, experiences and needs, recognising that progress may be academic, emotional, social or behavioural. This policy outlines how assessment is used across Trust-Education Group Ltd to support learning, celebrate progress and ensure that every learner receives personalised, meaningful and aspirational support.

Assessment practice is supported by the use of Sonar, an assessment and progress-tracking system provided by Juniper Education, which enables staff and leaders to evidence progress clearly and consistently while maintaining a strong focus on professional judgement and the individual learner.

Purpose of Assessment

The purpose of assessment at Trust-Education Group Ltd is to move learners forward in their learning and personal development. Assessment provides insight into what learners remember, understand and can apply, alongside how they regulate emotions, communicate needs and interact with others.

This understanding enables staff to plan sensitively and effectively, ensuring teaching meets each learner at the right place and pace. Assessment also supports learners to recognise achievements and understand next steps, fostering self-belief, resilience and aspiration. Through careful, ongoing assessment, staff develop an informed and compassionate picture of each learner, enabling provision that nurtures both academic attainment and personal growth.

Principles of Good Assessment Practice

Assessment at Trust-Education Group Ltd is guided by clarity, compassion and professional integrity. It:

- Is aligned with curriculum intent and progression pathways
- Is embedded within teaching and learning, not treated as a separate activity
- Preserves emotional safety, dignity and trust
- Draws on a wide range of qualitative and quantitative evidence
- Highlights strengths, identifies barriers and informs future planning

Leaders use assessment information to evaluate curriculum impact, monitor whole-school effectiveness and ensure high standards in line with DfE and Ofsted expectations.

Nurture-Informed Approach to Assessment

Many learners may have experienced disrupted education, emotional challenges or trauma. Assessment must therefore be nurturing, relational and responsive to readiness. Staff ensure assessment takes place within a calm, supportive environment and is adapted where necessary to reduce anxiety or emotional overwhelm.

Tools such as the **Boxall Profile** and **Strengths and Difficulties Questionnaire (SDQ)** support understanding of emotional and behavioural needs, ensuring assessment strengthens trust and engagement rather than creating barriers to learning.

Rationale for Assessment

Assessment is central to high-quality teaching and learning. It identifies what pupils already know, what they need next and how staff can best support progress. Sensitive and accurate assessment promotes positive attitudes to learning, increases motivation and supports experiences of success.

Assessment information supports professional dialogue between staff, families and external agencies and provides a robust framework for tracking progress over time, evaluating provision and raising achievement across the organisation.

Vision Statement

Trust-Education Group Ltd aims to be a leading provider of specialist education that prioritises safety, trust, respect and a deep belief in every learner's potential. Assessment supports this vision by enabling staff to recognise individual strengths,

needs and aspirations, and by creating pathways for academic success, emotional development and social confidence.

How Assessment Supports the Mission

Assessment nurtures a culture of achievement by recognising progress at every level. It supports adaptive teaching, informs planning and prepares learners for transitions within school and beyond. Leaders use assessment information to evaluate teaching impact, maintain high standards and drive continuous improvement.

Assessment at the Beginning of the Learner's Journey

All learners receive a comprehensive baseline assessment within the first two weeks of placement. This establishes clear starting points and supports effective planning.

Baseline assessment may include:

- Review of previous records, EHCP documentation and professional reports
- Exploration of educational, social, medical and safeguarding background
- GL Progress Tests
- NGRT (New Group Reading Test)
- CAT4 cognitive assessments (where required)
- Dyslexia screening
- British Picture Vocabulary Scale (BPVS)
- Boxall Profile
- Strengths and Difficulties Questionnaire (SDQ)
- Pupil Passport and One Page Profile
- Dream Boards to capture aspirations and motivation

Baseline information is recorded within Sonar to enable accurate tracking over time.

Ongoing Assessment and Profiling

Standardised and Formal Measures

- BPVS
- Dyslexia Portfolio
- Revised Child Anxiety and Depression Scale (RCADS)
- SDQ
- Boxall Profile (termly for learners receiving SEMH or nurture support)

Wellbeing and Engagement Measures

- Strength Cards
- 5-Point Scale
- LEHSS Mental Health Reassessment Guidance

Neurodiversity and Engagement Measures

- AET Progression Framework
- Evidence for Learning (EfL)

Use of Sonar Assessment Tracking (Juniper Education)

Sonar is used to support robust, proportionate and purposeful assessment practice. It enables staff to:

- Record baseline, formative and summative assessment data
- Track progress at individual, cohort and whole-school levels
- Identify attainment gaps and emerging needs early
- Evaluate the impact of teaching and interventions
- Provide clear evidence for Ofsted inspection, Local Authority reporting and SEND processes

Sonar supports both academic attainment and wider progress measures, recognising that progress for many learners may be non-linear.

Professional Judgement and Triangulation

Sonar does not replace professional judgement. All assessment data is triangulated with:

- Teacher observation and work scrutiny
- Pastoral and therapeutic records
- Learner voice
- Attendance, engagement and behaviour information

This ensures assessment remains accurate, meaningful and rooted in relational understanding.

Targets and Planning

Following baseline assessment, targets are set across academic learning, emotional development, behaviour and personal growth. These inform Individual Education Plans, behaviour support plans and risk assessments. Targets are reviewed regularly and tracked using Sonar.

Ongoing Assessment Throughout the Learner's Journey

Formative assessment takes place daily through observation, dialogue, work review and low-stakes assessment. Pastoral and therapeutic staff contribute insights into emotional readiness and wellbeing. Learners are supported to reflect on progress and develop independence and self-awareness.

Assessment at Key Review and Transition Points

At key points such as annual reviews or end of key stages, progress is evaluated holistically. Families and Local Authorities are actively involved in reviewing achievements, challenges and future planning.

Assessment Beyond the Curriculum: Valuing the Whole Child

Progress in emotional wellbeing, behaviour regulation, communication and relationships is valued equally with academic progress. Evidence is gathered through observation, pastoral records, therapeutic reports and digital tracking systems.

Behavioural Development

Progress is reflected in improved regulation, reduced frequency or intensity of behaviours of concern and increased use of coping strategies.

Attendance and Engagement

Attendance and engagement are monitored sensitively, recognising that improvements often reflect increased trust and emotional readiness.

Intervention and Therapeutic Progress

Progress within interventions and therapy is monitored through records, case studies and professional reports to ensure support remains responsive and effective.

Speech and Language Development

Speech and language progress is informed by specialist assessment and staff observation and embedded across teaching and daily practice.

Assessment Strategies Across the Curriculum

Assessment strategies include observation, questioning, discussion, work review, end-of-unit assessments and standardised testing. Moderation ensures consistency, fairness and alignment with curriculum expectations.
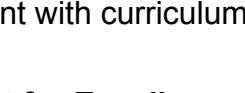
Assessment for Excellence Framework

Progress is described using shared language: emerging, developing, consolidating, established and mastery. This framework supports clarity, consistency and learner understanding.

Formative and Summative Assessment

Formative assessment informs day-to-day teaching and learner reflection. Summative assessment includes GL Progress Tests, NGRT, CAT4, Boxall Profile and SDQ reviews and supports long-term tracking and reporting.
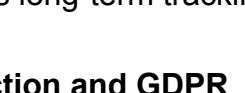
Data Protection and GDPR

All assessment data, including Sonar data, is managed in accordance with Data Protection and GDPR policies. Access is restricted, data is stored securely and shared appropriately.

Review and Quality Assurance

Senior leaders regularly review assessment practice and data to ensure accuracy, consistency and impact. This supports continuous improvement and high standards across Trust-Education Group Ltd.
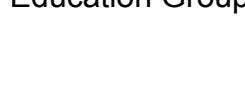
Conclusion

Trust-Education Group Ltd is committed to assessment practice that is supportive, transparent and focused on enabling every learner to reach their full potential.

Linked Policies

- Teaching and Learning Policy
- Marking Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Data Protection Policy
- GDPR Policy
- Curriculum Policy

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