

2026

Assessment, Recording and Reporting Policy



**Woolgrove School,
Special Needs Academy**

Live, Laugh and Learn
Together

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Rationale

Assessment for Learning refers to all the activities undertaken by teachers, support staff and pupils that provide information that can be used to modify the teaching and learning activities in which they are involved. Assessment for Learning is a process which provides information on individual pupil experience and achievement that identifies what the pupil knows, understands and can do. Assessment is the key to the promotion of our pupils' learning. The different aspects of planning, teaching, assessment and record keeping strategies when looked at as a whole form a complete 'jigsaw', which fits together to create an environment where quality teaching and learning takes place. Such an environment is where pupils and teachers work together and aim for high achievement.

Recording is the selection and retention of significant and relevant information on the pupils' experiences and achievements, including what the pupil knows and can do, and informs planning.

Reporting is the communication of significant and relevant information on the individual pupil's experiences and achievements.

ARR at Woolgrove is overseen by the Deputy Head Teacher with responsibility for Teaching, Learning and Assessment (TLA).

Aims

- To provide up to date information about the attainment of individuals and groups of pupils
- To establish what pupils can do, know and understand
- To provide a record of pupil progress and consolidation of learning
- To assess the readiness of pupils for future learning – to inform planning
- To identify patterns over time (useful when pupils learn in very small steps)
- As a basis from which to set targets for improvement and to inform the reviews of Education Health Care Plans (EHCPs)
- To evaluate the effectiveness of the curriculum and modify provision if necessary
- To assess the need for additional specialist support
- To provide information to parents.

How we assess - Summative Assessment and Formative Assessment

Woolgrove School believes in a holistic and personalised approach to teaching and learning. Each pupil follows one of the five pathways: Early Years Foundation Stage, Pre-Formal, Semi-Formal 1, Semi-Formal 2 or Formal and there is an individual programme in place for each pupil. Children are assessed on entry to the school. There is a clear system for assessment, recording and reporting throughout the school. The input of parents, pupils, therapists and other professionals is valued throughout these processes.

1. Summative Assessments

These are the assessments at a given point in time: baselines, end of year reports/reviews and end of key stage tasks/tests/teachers' assessments.

At Woolgrove School we have an assessment system which is used across the school based upon the Birth to Five, Development Matters Ages and Stages and Early Years Outcomes and KS1 and 2 expected outcomes.

Phonics Assessments are based on the Twinkl Synthetic Phonics Programme.

Assessments are made from Range 1 to Range 17 and their corresponding Age Related Equivalent (ARE) are outlined below:

Age and stage Birth to 5	Twinkl Phonics	Wellcomm (8/10 skills achieved)	Age and Stage - EYFS Development Matters / ARE
Range 1 Birth to 6 months 6 – 12 months		Section 1 6-11 months	Birth to 3
Range 2 12-18 months		Section 2 12-17 months	
Range 3 18-24 months		Section 3 18-23 months	
Range 4 24 – 36 months	Level 1 phonics	Section 4 24-29 months	3 to 4 years
Range 5 36-48 months	Level 1 phonics	Section 5 30-35 months	
	Level 2 phonics	Section 6 36-41 months	Children in Reception Year
Range 6 48-60 months 60-71 months	Level 2 phonics	Section 7 42-47 months	
	Level 3 phonics Level 4 phonics	Section 8 48-59 months Section 9 60-72 months	Early Learning Goal (ELG) – expected level of child development at the end of the Reception Year (when a child turns 5)
Range 7 Year 1	Level 5 phonics		
Range 8 Year 1	Level 5 phonics		Year 1
Range 9 Year 1	Level 6 phonics		Year 1

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Range 10 Year 2			Year 2
Range 11 Year 2			Year 2
Range 12 Year 2			Year 2
Range 13 Year 2			Year 2
Range 14 Year 2			Year 2
Range 15 Year 3/4			Year 3/4
Range 16 Year 3/4			Year 3/4
Range 17 Year 5/6			Year 5/6

We have adopted a “best fit” approach to all assessments. This means that whilst we are aware that some pupils may be able to demonstrate skills at a higher Range we will work on ensuring all skills within a Range are consolidated and the pupils broaden and deepen their skills within a level before moving onto the next Range.

Progress may be linear or sequential. Linear progress meaning that a child may remain within a Range but move from Experienced to Emerging Supported Skill to Working towards to Almost Achieved, Achieved needs consolidation or to Mastered. Sequential progress will be that a child moves across Ranges, for example from Range 2 to Range 3.

Woolgrove School uses TrackAble to collect and record summative and formative assessment information about each individual pupil.

a) Baseline Assessment at Woolgrove on entry to school for new children

Within the first 3 weeks of starting at the school all new pupils have a baseline completed for Mathematics – Core and Supplementary. Literacy – Writing Composition, Writing – Mark Making / Handwriting, Reading – Comprehension, Level 1 phonics, Phonics – Word reading/phonics and Phonics – Writing, Communication and Language – Attention, Listening and Understanding and Speaking, Life skills, Personal, Social and Emotional Development and Physical Development.

A baseline booklet has been produced to support the Literacy and Mathematics baseline. Wellcomm is used to support the baseline for communication.

b) Recording of summative assessments

Assessments are updated regularly and completed on the Friday before the October, February and May half terms.

c) National Statutory Tasks/Tests

The Reception Baseline is carried out with any pupil, who the Reception class teacher feels is able to access the materials and socially and emotionally manage the baseline process. Due to the complex needs of the Reception cohort most if not all children are disapplied.

There are statutory assessments to complete, these include the end of Key Stage Assessments SATs tests and Phonics Screen Check. These SATs are taken at the end of Year 6 (end of Key Stage 2). Due to the more complex learning needs of our pupils, they do not usually participate in SATs. In rare cases a child may be achieving at an age expected level in a particular subject area. In these cases, if the Teacher felt the child was able to manage the test, including socially and emotionally, then they may complete a SATs assessment. The phonics screen check is

completed in Year 1 and Year 2 for any child who has been identified by the class teacher as being able to blend phonemes to read words.

Moderation processes are used to ensure consistency of levels across the school. Moderation is undertaken within the school, with other special/mainstream schools and as part of the moderation monitoring cycle within Hertfordshire Local Authority.

2. Formative Assessments

Please refer to Woolgrove School's Marking and Feedback policy for information about Formative Assessment.

a) Individual Provision Maps (IPMs) are written within 3 weeks of an annual review, outlining the Yearly Targets that have been set and breaking these down into SMART, **Specific, Measurable, Achievable, Realistic/relevant and Time related** steps.

b) Observations

Observations are used to record children's achievements during Play and Learn and Independent activities.

Observations are recorded on TrackAble.

Wellbeing and Involvement scale are considered and this information is used to inform provision – see appendices

At the beginning of each academic year or when a child joins Woolgrove School, class teams will observe for three weeks and record the child's Learner Characteristics See appendices. This information will then be used to plan and adapt provisions for individuals.

c. The Engagement Model

The Engagement model is an observation tool that focuses on five areas:

- Exploration.
- Persistence.
- Realisation.
- Initiation.
- Anticipation

When completing observations on TrackAble for the children with the most complex needs, these areas are considered and this information informs the provision.

Reporting to Parents

Parents are provided with access to their child's TrackAble assessments. Parents can also contribute by adding information to the TrackAble assessments

Parents are involved in target setting as part of the Education Health Care Plan (EHCP) review process.

Parent consultations are held in the autumn and spring term to discuss attendance, achievements, progress and IPM targets.

At the end of the year in the summer term a report is sent home along with any Statutory Assessment results.

Monitoring

Within the first half term of a child starting at Woolgrove/the autumn term they are given a personalised progress target based on the following progress groups, for all areas of Literacy, Maths, Life Skills and Personal, social and Emotional Development.

Each Range is the equivalent to 100%

The average progress group is Group 2

Group	
NA	Child is not yet accessing this part of the curriculum or has already achieved this area
1	Will make up to 10% progress over the year
2	Up to 25% progress
3	Up to 50% progress
4	Up to 75% progress
5	100% or more

The Deputy Head Teacher with responsibility for TLA, Senior Leadership Team and Subject Leaders monitor progress and attainment throughout the year. This includes monitoring of classes, individuals, year groups and other groups of children such as Pupil Premium/Free School Meals, gender, children with a diagnosis of Autism or Downs syndrome and children from a Black or Ethnic Minority.

Policies to be read in conjunction with the Assessment, Recording and Reporting Policy

Marking and Feedback
Early Years Foundation Stage
Curriculum

AppendicesWellbeing and Involvement Records 2026-2027

Term	Week	Wellbeing	Involvement	Notes
Autumn 1	1			
	2			
	3			
	4			
	5			
	6			
	7			
Autumn 2	8			
	9			
	10			
	11			
	12			
	13			
	14			
Spring 1	15			
	16			
	17			
	18			
	19			
	20			
Spring 2	21			
	22			
	23			
	24			
	25			
Summer 1	26			
	27			
	28			
	29			
	30			
	31			
	32			
Summer 2	33			
	34			
	35			
	36			
	37			
	38			
	39			

Wellbeing scale (Ferre Laevres)

Level	Well being	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: • whines, sobs, cries, screams • looks dejected, sad or frightened, is in panic • is angry or furious • moves feet, wriggles, throws objects, hurts others • sucks thumb, rubs its eyes • doesn't respond to the environment, avoids contact, withdraws • hurts him/herself: bangs head, throws him/herself on the floor
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: • looks happy and cheerful, smiles, beams, cries out of fun; • is spontaneous, expressive and is really him/herself; • talks to themselves, plays with sounds, hums sings; • is relaxed, does not show any signs of stress or tension; • is open and accessible to the environment; • is lively, full of energy, radiates; • expresses self-confidence and self-assurance.

Involvement scale (Ferre Laevres)

LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	The child hardly shows any activity: • no concentration: staring, daydreaming; • an absent, passive attitude; • no goal-oriented activity, aimless actions, not producing anything; • no signs of exploration and interest; • not taking anything in, no mental activity.
2	Low	The child shows some degree of activity but which is often interrupted: • limited concentration: looks away during the activity, fiddles, dreams; • is easily distracted; • action only leads to limited results.
3	Moderate	The child is busy the whole time, but without real concentration: • routine actions, attention is superficial; • is not absorbed in the activity, activities are short lived; • limited motivation, no real dedication, does not feel challenged; • the child does not gain deep-level experiences; • does not use his/her capabilities to full extent; • the activity does not address the child's imagination.
4	High	There are clear signs of involvement, but these are not always present to their full extent: • the child is engaged in the activity without interruption; • most of the time there is real concentration, but during some brief moments the attention is more superficial; • the child feels challenged, there is a certain degree of motivation; • the child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely high	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: • is absolutely focussed, concentrated without interruption; • is highly motivated, feels strongly appealed by the activity, perseveres; • even strong stimuli cannot distract him/her; • is alert, has attention for details, shows precision; • its mental activity and experience are intense; • the child constantly addresses all its capabilities: imagination and mental capacity are in top gear; • obviously enjoys being engrossed in the activity.

Learner characteristics**To be completed within first 3 weeks of child joining a class from observations**

<u>Photo</u>	<u>Name</u>
	<u>Date of Birth</u>
	<u>Class</u>
	<u>Year group</u>
	<u>Diagnosis</u>
<u>Communication (presentation and Development)</u>	<u>Social Development (include tolerance of uncertainty and demand)</u>
<u>Social play stage</u>	<u>Cognitive play stage</u>
<u>Ability to engage</u>	<u>Physical</u>
<u>Sensory / Processing needs</u>	<u>Executive function</u>
<u>Cognition</u>	<u>Other</u>

Provision based on Learner Characteristics

<u>Photo</u>	<u>Name</u>
<u>Focus</u>	
<u>Approach</u>	
<u>Environment</u>	
<u>Engagement</u>	
<u>Curriculum</u>	
<u>Other</u>	

Learner characteristics guidance

Photo	Name
	Date of Birth
	Class
	Year group
	Diagnosis
Communication (Presentation and Development)	Social Development (include tolerance of uncertainty and demand)
Communication style – physical means eg leading by the hand, babbling, vocalisations to express happiness, anger etc. Facial expressions, eye contact, Single words, Joining words together, simple sentences. GLP phrases – What stage? Using AAC? Signing, core boards, symbols, Voca? Communicating for what purpose – requesting, rejecting, naming, commenting, describing, answering, joke, initiate, ask questions, tell a story conversations. Understanding – blank Level	Attachments. Co regulation Showing affection? Separation from carer? Awareness of others Expressing emotions Tests boundaries? Early Empathy Recognises self in photos Independence Interest in other children Turn taking Understanding of right and wrong
Social play stage	Cognitive play stage
1. 0-3months Sensory exploration 2. 0-2 years solitary play 3. 2-2.5 years spectator / onlooker 4. 2.5-3 years Parallel play 5. 3 years Associative play – begin to interact 6. 4 years + Cooperative play	1. 0-2 years <i>Sensorimotor stage</i> (Exploration using senses) 2. 2-7 years <i>Preoperational stage</i> (associate objects with words, imaginative play) 3. 7-11 <i>Concrete operational stage</i> (games with rules) 4. 12+ <i>Formal operational stage</i> (Reason and think hypothetically)
Ability to engage	Physical
1. Exploration 2. Realization 3. Anticipation 4. Persistence 5. Initiation	Gross motor and fine motor skills
Sensory / Processing needs	Executive function
Vision, Hearing, Smell, Taste, Touch, Vestibular (Movement / Balance) proprioception (Body awareness, heavy work or difficulty judging force) Interoception (awareness of hunger, thirst, pain or emotional stages)	See EF
Cognition	Other
0-1 month Responding and reacting 1-12 object permanence, early problem solving 1-2 years vocabulary growth, symbolic play 2-5 Social cognition, development of executive function – memory attention and self-regulation 6-12 years critical thinking	

Provision based on Learner Characteristics 2026-207

Photo	Name
Focus	Key areas identified above
Approach	<u>Any adaptations required</u> <u>Specific teaching?</u> <u>Play based? Functional play and learning?</u>
Environment	<u>Engagement Motivators linked to Activities; Resources; Environments.</u> <u>Sensory adaptations?</u>
Engagement	<u>Next steps?</u>
Curriculum	<u>Focus</u>
<u>Other</u>	

Blank Level - The Four Blank Levels

Level 1 – Naming / Matching Perception Focus: Concrete, here-and-now information.

Child uses what they can *see, hear, or touch*.

Examples: “What is this?” “Show me the ...” “Find one like this.” “What did you see/hear/touch?”

Level 2 – Describing / Selective Analysis of Perception. Focus: Features, details, functions.

Child must select relevant information (size, colour, function). Examples: “Describe what is happening.”

“What can you do with it?” “How are these different?” “Find one that is X and Y.”

Level 3 – Retelling / Reordering Perception Focus: Thinking beyond what is visible; integrating information.

Examples: “What will happen next?” “Tell the story.” “How are these the same?” “Arrange these pictures in order.”

[+1](#)

Level 4 – Reasoning / Abstract Thinking Focus: Problem-solving, inference, justification.

Examples: “Why did it happen?” “What will happen if...?” “How can we tell?” “Why shouldn’t we do that?”

Stages of GLP

Stage 1: Delayed Echolalia

- Stage 2: Mix and Match Stage or “Trimming down” (Partial Gestalts) Example: “There’s a monster at the end of this book!” to “There’s a monster at the end!” (*mixing of two partial gestalts*): Child: “There’s a monster + under there” = There’s a monster under there or Child: “There’s a monster”
- Stage 3: Single Words and Two-Word Combinations *Example*: Child: “Monster” (single noun), “Scary monster” (adjective + noun combination), “Monster bed” (noun + noun combination)
- Stages 4-6: New Original Phrases or Sentences with Beginning Grammar, More Advanced and Complex Grammar - “The monster goed under” (Stage 4) “The monster can’t get out” (Stage 5), “Shouldn’t he have come out from under the bed by now?” (Stage 6).

Stages of Executive Function by Age**Infants (0-12 months):**

- **Cognitive flexibility**: Swapping focus when things change is a big challenge! Infants can shift their focus from unpleasant things to those they find more appealing.
- **Working memory**: Infants can store small amounts of information for short periods of time. Older infants begin to anticipate repeated actions.
- **Inhibitory control**: Infants look to caregivers for regulation. Some self-soothing tactics develop.

Let’s Play! Sensory Exploration Basket

- **EF Skill Practiced**: Sensory exploration
 - Grab a soft container or lined basket.
 - Add toys or bits of fabric with different textures and colors.
 - Allow your infant to handle the objects.
 - Gently introduce new objects to encourage more exploration.

Toddlers (12-24 months):

- **Cognitive flexibility**: Toddlers have increased cognitive flexibility compared to infants, allowing them to categorize objects in multiple ways.
- **Working memory**: Complex patterns of activity are tough! Your toddler notices patterns in your actions and also understands when you break the pattern.

- **Inhibitory control:** Basic self-regulation strategies become more advanced. Toddlers still seek your directions and support for control.

Let's Play! Shape Sorting Fun

- **EF Skills Practiced:** Cognitive flexibility, working memory
 - Assemble toys or objects with different shapes and some small containers or baskets on a blanket or mat.
 - Designate one container for each different shape. Model which shape goes in which container and name the shapes with your child.
 - Ask your child to sort all of one shape into its container.
 - Repeat with the remaining objects until everything is sorted.

Early Preschoolers (2-3 years):

- **Cognitive flexibility:** Flexibility continues to increase. By age 3, EF skills vary within “hot” (emotional) and “cool” (non-emotional) situations.
- **Working memory:** Memory has increased to allow children in this range to play games with multiple rules and keep three pieces of information in mind.
- **Inhibitory control:** Waiting is possible, even in exciting situations! Early preschoolers can wait their turn in games, even when tempted by things like gifts.

Let's Play! Rule-Based Shape Sorting Game

- **EF Skills Practiced:** Cognitive flexibility, working memory
 - Assemble coloured paper, various objects with different shapes, and some small containers or baskets on a blanket or mat.
 - Explain the sorting rules: “For red, put in all the round shapes; for blue, put in all the square shapes; and for yellow, put in all the triangular shapes.”
 - Show a shape that fits multiple rules (e.g., a round red ball).
 - Encourage your child to start sorting shapes based on the given rules.

Preschoolers (3-4 years):

- **Cognitive flexibility:** Doing the opposite of what is asked of them is a challenge for this group.
- **Working memory:** Preschoolers practice “self-talk” to keep rules and information in mind. Playtime gets more complex!
- **Inhibitory control:** Self-regulation increases, particularly in “hot” (emotional) situations.

Let's Play! Opposite Day Challenge

- **EF Skills Practiced:** Cognitive flexibility, working memory, inhibitory control
 - Lay out colored cards or paper in different areas of the room, each representing a specific action.
 - Explain that today is “Opposite Day” and the goal is to do the opposite of what the cards indicate.
 - Pick a card and perform the opposite action, then encourage the child to do the same.
 - Introduce a memory element by displaying multiple cards and asking the child to remember the opposite actions for each.

Reception (4-5 years):

- **Cognitive flexibility:** Four-year-olds can think about their own beliefs as well as the beliefs of others.
- **Working memory:** Self-talk becomes more of an inner monologue. Working memory expands to four pieces of information at play.
- **Inhibitory control:** Kindergarteners understand inhibitory control well enough to evaluate others' self-regulation abilities.

Let's Play! "In My Shoes" Role-Play

- **EF Skills Practiced:** Working memory, self-regulation
 - Provide scenario cards or read aloud written scenarios that involve conflicting beliefs or emotions.
 - Explain that the child will have the opportunity to step into different roles and understand how others may think or feel in various situations.
 - Assign roles to the child and yourself for the role-play.
 - Encourage them to express their beliefs and understand the conflicting beliefs of the other role.

School-agers (5-12 years):

- **Cognitive flexibility:** Switching between rules is easy for this age group!
- **Working memory:** Working memory is similar to that of adults; around 5 pieces of information can be stored at once. Children begin creating more complex plans.
- **Inhibitory control:** Proactive, rather than reactive, inhibition takes over. This age group can also inhibit automatic responses and reflect on their actions.

Let's Play! Dynamic Rule Switching Game

- **EF Skills Practiced:** Cognitive flexibility, working memory, inhibitory control
 - Lay out coloured cards or paper in different areas of the room, each representing a sorting category.
 - Explain that the rules for sorting will change dynamically. For example, start with sorting by colour, then switch to sorting by shape after a set time.
 - Start a timer and instruct your child to sort the objects according to the initial rule (e.g., colour), then switch to sorting by shape after a set time. The child must adapt quickly to the new rule!

Areas of Engagement to consider

Engagement Areas and Questions
Exploration How do they build on their initial reaction? Do they notice/reach out? Do they continue to be responsive to the same stimulus in different contexts? Which stimulus interest the pupil, motivate them to pay attention?
Realisation How they interact with new stimulus? What behaviours show that they want more control of the stimulus? What new skills and used in new ways or different contexts? Are they continuing to be excited in their learning?
Persistence Can the pupil sustain attention and actively find out more? Do they show a determined effort to interact? Do they demonstrate intention changes? What are they? How long are the maintaining engagement in an activity?
Initiation How much investigation of a stimulus does the pupil show? How do they interact? Are they investigating spontaneously and independently during familiar activities? How well are they developing independence? What does this look like?
Anticipation Is the pupil demonstrating prediction, expectation or association between a stimulus and event? Is the pupil anticipating when familiar activities are starting/finishing? Do they show awareness of familiar activities with reduced prompts? What is the pupil's understanding of cause and effect?