Pathways School

Assessment Policy

Policy Monitoring

Date policy last reviewed: April 2026

Signed by:

Neil Jones	Headteacher	Date:	April 2026
Saima Ali	Chair of governors	Date:	April 2026

Date of next review: April 2027

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessments.
- Establish a coherent approach to recording assessment outcomes and reporting to parents consistent with Applied Behaviour Analysis (ABA) principles.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Pathways School recognises the Engagement Model Guidance for maintained schools, academies (including free schools) and local authorities, July 2020.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

The engagement model is the assessment (replacing P scales 1 to 4) for students working below the standard of national curriculum assessments and not engaged in subject-specific study.

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess students' engagement in developing new skills, knowledge, and concepts in the school's curriculum by demonstrating how students are achieving specific outcomes. They represent what is necessary for students to fully engage in their learning and reach their full potential.

The Engagement Model helps to inform our assessment of students with our own model of assessment, Pathway2Independence (P2I).

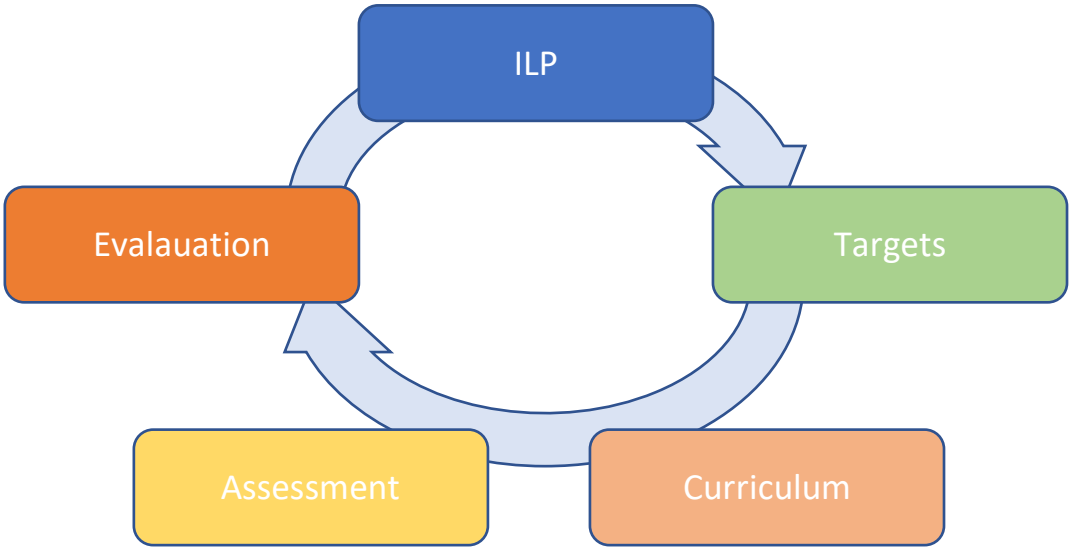
3. Links with other school policies and practices

- Curriculum policy

4. Principles of assessment

Assessment is used to support the learning and development of our students at Pathways School. Each student has an **individual learning plan (ILP)** containing **targets** for an individualised programme which is supported by our **curriculum** and dependent on the learner's pathway (Early, Intermediate or Advanced).

Teachers and Tutors use MyABAKiS and Pathway2Independence (P2I) assessment data to inform their teaching and support student progress. **Assessment** data leads to the evaluation of the effectiveness of students' programmes which in turn leads to revision of **ILPs** and further target setting and programme building and a continuous cycle of improvement.



We aim to moderate assessments regularly in-house and annually with schools with students with a similar profile to those at Pathways School.

5. Assessment approaches

At Pathways School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers & Tutors** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment techniques used at Pathways School include observations, Discrete Trial Teaching, Natural Environment Teaching, Incidental Teaching, questioning.

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers & Tutors** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress, and wider outcomes of their child across a period.

Our in-school summative assessment feeds into reviews for students with special educational needs or disabilities. The main assessment model is **Pathway2Independence (P2I)** which is based on The Engagement Model, Essential for Living (EFL), The Assessment of Functional Life and Living Skills (AFLLS) and The Verbal Behaviour Milestones Assessment and Placement Programme (VBMAPP), and the National Curriculum. Other models may be used if more relevant to a student's needs. Data is collected in P2I annually.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers & Tutors** to understand national expectations and assess their own performance in the broader national context
- **Students and parents** to understand how students are performing in comparison to students nationally

Nationally standardised summative assessments take the form of GCSEs, AQA ASDAN and vocational qualifications at the end of Key Stage 4 and 5 as well as the Engagement Model for those students achieving levels below National Curriculum summative assessments.

5.4 Collecting and using data

Assessment data is recorded termly for each of our students. Data is collected through a recording and reporting tool, MyABAKiS. This information is primarily used to inform the teaching of the student and allow staff to monitor progress and plan teaching accordingly.

6. Reporting to parents

Assessment data is shared with parents and carers through annual written reports. This information is also shared during students' annual review meetings.

Our reports include the following information:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- The student's attendance record:
    - The total number of possible attendances for that student, and
    - The total number of unauthorised absences for that student, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

7. Inclusion

The principles of this assessment policy apply to all students. Typically, Pathways students are learners who are not engaged in subject-specific study and are likely to be at the earliest stages of development in either one, a combination of, or all the 4 areas of need as set out in the SEND code of practice: communication and interaction, cognition and learning, social, emotional, and mental health difficulties, and sensory and/or physical needs. This means that the assessment of their progress needs to be holistic. Improving students' ability to process information as well as improving their communications and motor skills, can help to improve students' ability to engage in education. This targeted intervention is incorporated into lesson plans and used by teachers to personalise the curriculum for each student.

Often students do not make progress in a linear way. There may be a period in which the student does not gain new concepts or skills but adapts to apply existing ones to a broader range of contexts. For a student with complex needs, this can be a significant development and can demonstrate real evidence of achievement. Progress for these students can also be variable. They may make progress for a period, but then either plateau or lose some of the gains they have made before progress starts again. These patterns of progress are typical for students who are not engaged in subject specific study.

Preventing or slowing a decline in the students' performance may also be an appropriate outcome of intervention. Not all students will make progress. As a result of their medical conditions, some students may regress in their achievements and progress. This can be temporary, but sometimes it can be lengthy or permanent. In these cases, students' recorded progress may decline. For these students, maintaining existing skills may have priority over the promotion and assessment of new skills.

8. Training

Staff attend regular training on assessment delivered in school.

Behaviour and Teachers are responsible for remaining up-to-date with good practice and share best practice with peers as and when required.

The leadership is responsible for ensuring that all staff have access to appropriate training.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Reporting to trustees on all key aspects of student progress and attainment, including current standards and trends over previous years

10. Teaching & Tutor staff

BA, Teachers & Tutors are responsible for following the assessment procedures outlined in this policy.