



Outcomes
First Group

Assessment, Feedback & Evidence of Learning Policy

Mountfield Heath School



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2018
2.0	Version 2 – amendments made to the colour scheme for marking and more details added	Frankie Rowe	February 2018
2.0	Version 2 – no changes	Lyndsey Jeffries	June 2019
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3.0	Version 3 – removal of reference to P Scales	Frankie Kelly	September 2020
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5.0	Version 5 – significant changes to reflect MHS 2022 Curriculum and SOLAR. Policy renamed from Marking, Assessment and Feedback	Sam Dugan	September 2022
6.0	Version 6 – renaming of 'Integrated Therapeutic Curriculum', changes to dates, update to SOLAR strands, ITEPs, pupil progress meetings.	Sam Dugan	September 2023
6.1	Clarification of SOLAR: curriculum framework, not assessment framework. Reference to Hattie and Timperley, inclusion of reflection packs, annual reviews.	Sam Dugan	January 2024
6.2	Introducing Evidence for Learning (EfL)	Sam Dugan	March 2025
7.0	Version 7 – full rewrite to align to Capabilities Approach. Policy renamed from Assessment, Feedback and Marking	Sam Dugan	January 2026

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1. Purpose and Principles

Assessment in a specialist setting must reflect the developmental, communicative, sensory, and relational differences of the pupils it serves. At Mountfield Heath School (MHS), many pupils communicate, demonstrate understanding, and show progress in ways that are not primarily written or recorded through traditional academic outcomes. Assessment therefore focuses on noticing, interpreting, and responding to meaningful developmental change across contexts and over time.

Assessment at MHS is inseparable from the school's Capabilities Curriculum and integrated therapeutic model. For our neurodiverse pupils, development is often non-linear, relational, and context dependent. Traditional models of marking and assessment — particularly those based on written outcomes or age-related expectations — do not always capture meaningful progress.

Assessment at MHS therefore focuses on understanding how pupils:

- engage with learning
- communicate and interact
- regulate emotionally and physically
- develop independence
- express identity, agency and belonging

Assessment is developmental and ipsative, recognising progress from each pupil's starting point over time. Ipsative assessment compares a pupil's progress against their own previous learning and development, rather than against age-related expectations or the performance of others. Assessment judgements are developed through collaborative professional dialogue. This includes pupil progress meetings, multidisciplinary discussion with clinical colleagues, moderation of Evidence for Learning records, and leadership review of assessment practice. These processes support consistency of professional judgement across the school.

Ipsative assessment does not mean that expectations are lowered or that progress is interpreted subjectively. Rather, it ensures that development is understood in relation to each pupil's starting point, profile of need, and context of learning. Professional judgement is informed by evidence gathered across multiple contexts, including classroom interaction, therapeutic work, and everyday school experiences. This approach allows staff to recognise meaningful developmental change that may not be captured through traditional attainment measures.

Assessment information is used to:

- inform planning
- review progress towards ITEP targets
- inform the evidence base for EHCP annual reviews, including Sections B and F, ensuring that documented needs and provision remain accurately aligned with pupils' current profiles (including Section A pupil voice work)

- support communication with families
- ensure appropriate challenge and support for each pupil

The purpose of assessment at MHS is to understand pupil development over time.

2. Limited or Stalled Progress

Where Evidence for Learning records or ITEP review indicate that a pupil is making limited progress over time, this is identified through pupil progress meetings involving the class teacher, senior leaders and therapists.

The school recognises that progress for our pupils is non-linear and may be affected by a wide range of factors, including health, regulation, transitions and the complexity of need. Limited progress therefore prompts professional inquiry rather than automatic intervention.

Where concerns are sustained, a structured response is agreed through multidisciplinary discussion, which may include review of ITEP targets, adaptation of provision, increased therapeutic input, or consultation with external agencies. This process is documented and tracked.

3. The MHS Assessment Model

Assessment at MHS brings together three complementary elements:

- Individual Therapeutic Education Plans (ITEPs)
- Capabilities achievement statements
- Evidence for Learning (EfL)

Together, these provide a triangulated understanding of each pupil's development across time and context.

This model enables assessment to remain both rigorous and personalised.

3.1 Evidence for Learning (EfL)

Evidence for Learning (EfL) is the school's primary platform for recording and reflecting on pupil development.

Evidence may include:

- observation notes
- photographs
- video
- pupil voice
- professional reflection
- examples of pupil work

Evidence is narrative and developmental rather than quantity-driven. Staff are not expected to collect a fixed number of observations; instead, evidence is captured when it meaningfully contributes to understanding a pupil's development.

EfL entries may be tagged to:

- ITEP targets
- capabilities achievement statements
- level of support provided
- qualitative indicators such as increased independence, new context, or self-direction

This approach allows staff to build a rich narrative picture of pupil development over time.

Staff receive ongoing training and guidance to support high-quality observational and narrative evidence on EfL.

2.2 Individual Therapeutic Education Plans (ITEPs)

Each pupil has an Individual Therapeutic Education Plan aligned to their EHCP outcomes and the four areas of need:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Sensory & Physical

ITEP targets are reviewed termly and evidenced through EfL.

Progress is recorded using the ZEDSM framework:

- Zero
- Emerging
- Developing
- Secure
- Mastered

Progress is understood as fundamentally non-linear and affected by numerous variables. Predetermined expectations of “x steps of progress” do not fully account for the complexity of pupils’ experiences and are therefore not used at MHS. The review process ensures that targets remain ambitious, meaningful, and responsive to pupils’ development. Progress through ZEDSM stages does not follow a fixed timeframe and may vary depending on the complexity of the skill, the context in which it is demonstrated, and the developmental profile of the pupil. Movement between stages may also reflect consolidation, regression, or renewed progress as pupils generalise learning across different environments.

2.3 Capabilities Achievement Statements

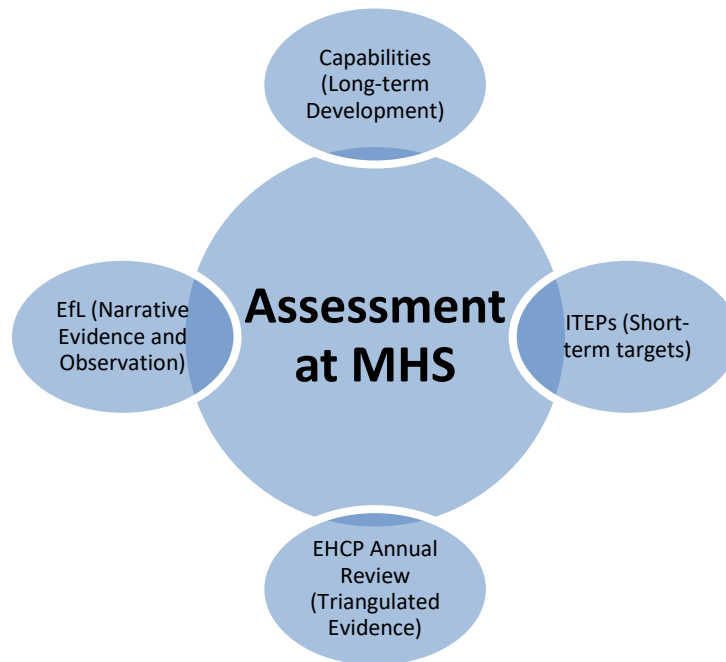
The Capabilities Framework forms the foundation of the school’s curriculum and therefore provides a shared long-term structure for recognising pupil development across the whole school experience.

Each of the capabilities includes achievement statements that can be interpreted across developmental stages. These are not hierarchical steps.

Progress is recognised when pupils demonstrate capability in ways that are:

- new
- more independent
- self-directed
- generalised across contexts

Evidence of capability development is recorded through EfL and contributes to annual report, case studies, and annual reviews.



2.4 Communication with Families

Assessment information is shared with families through a range of regular contact points. This includes termly ITEP reviews and updates through Evidence for Learning, which may include observation notes, photographs and video where appropriate and consented. Learning journey folders provide an accessible summary of pupil development that families can engage with during visits or review meetings. Annual EHCP reviews provide a formal opportunity to share comprehensive assessment evidence and progress towards long-term outcomes. The school's aim is that families have a clear, ongoing picture of their child's development and feel able to contribute meaningfully to assessment and planning processes.

4. Learning Journey Folders

Each pupil has a learning journey folder containing representative examples of their learning across the curriculum.

Learning journey folders:

- celebrate pupil achievements
- support reflection
- provide accessible evidence for families and visitors
- complement EfL rather than replace it

They are not intended to contain a comprehensive record of all learning.

5. Feedback and Reflection

5.1 Principles of Feedback

Feedback at MHS is:

- immediate where possible
- relational
- developmentally appropriate
- accessible to the pupil

For many pupils, delayed written marking does not support learning. Staff therefore prioritise responsive interaction, modelling, co-regulation, and revisiting learning experiences using EfL media.

Staff are not expected to retrospectively mark learning.

5.2 Reflection Across Pathways

Reflection is central part of MHS's practice and pedagogy and is adapted to pupils' developmental stage and communication profile. Reflection is embedded throughout the week rather than confined to a single session.

Across the school, reflective activities will differ from pathway to pathway, class to class.

Curiosity pathway

Reflection focuses on revisiting experiences through photos, video, sensory recall, or shared attention activities. Staff interpret and document pupils' responses, engagement, and preferences.

Discover pathway

Reflection may involve supported recall of recent learning experiences using EfL media, structured conversation, symbols, or social cognition approaches.

Explore pathway

Pupils may engage in more structured reflection, including reviewing work, discussing learning, and contributing to Section A pupil voice materials for annual reviews.

6. Planning and Learning Objectives

Learning objectives support:

- teacher planning
- communication between staff
- differentiation and adaptation
- quality assurance

They do not function as assessment criteria for pupils.

In exploratory or play-based provision, learning objectives may be broad or recorded retrospectively to reflect developmental learning that emerges during activity.

Professional judgement is central to determining how learning intentions are framed and recorded across pathways.

7. Evidencing Support and Independence

Recording the level of support a pupil receives is an important part of understanding development and independence.

Support may be recorded through:

- EfL tagging
- observation notes
- annotated work where appropriate

Education and therapy staff work collaboratively to ensure support levels are accurately understood and recorded.

8. Quality Assurance

Assessment practice is reviewed through:

- pupil progress meetings
- EfL monitoring and moderation
- annual reviews
- annual school reports
- moderated case studies
- governance reporting

These processes ensure assessment remains meaningful, accurate, and aligned with the school's curriculum model.

School leaders review assessment practice regularly through sampling of Evidence for Learning records, analysis of pupil progress meeting outcomes, and review of moderated case studies. This oversight ensures that assessment remains meaningful, consistent and aligned with the school's curriculum principles and capabilities framework.

The governing body receives information about assessment practice and pupil progress through quality of education governor visits and termly reporting from school leaders. This includes overview of ITEP review outcomes, Evidence for Learning monitoring, and case study moderation. Governors use this information to assure themselves that assessment practice is robust, consistent, and that pupils are making meaningful developmental progress.



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