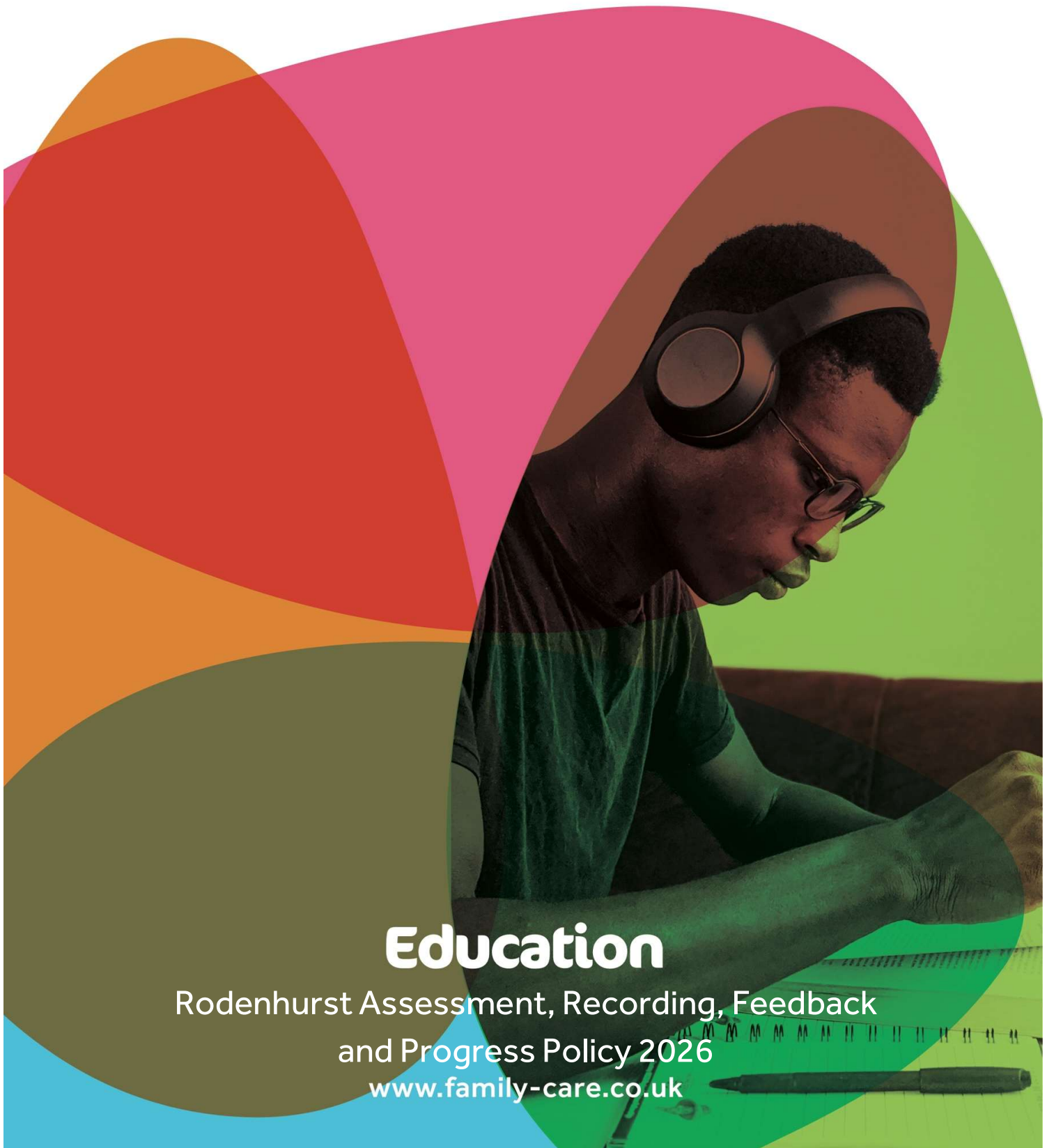


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Education

Rodenhurst Assessment, Recording, Feedback
and Progress Policy 2026

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Rodenhurst School

Assessment, Recording, Feedback and Progress Policy 2026

Implemented/Reviewed: September 2026

Date of Next Review: September 2027

Every Learner. Every Pathway. Every Day.

Policy commitment

Assessment at Rodenhurst supports learning, celebrates achievement and identifies the next meaningful step. It is continuous, strand-based, personalised and proportionate. Assessment systems must improve teaching and pupil outcomes without creating unnecessary workload.

Policy	Assessment, Recording, Feedback and Progress Policy
School	Rodenhurst School
Academic year	2026–27
Review cycle	Annual, or sooner if curriculum/assessment systems change
Status	Revised September 2026

1. Vision and purpose

At Rodenhurst School, assessment is an integral part of teaching and learning. It is used to understand what a pupil knows, understands and can do; to recognise small-step progress; to identify barriers and next steps; and to inform curriculum planning, provision and future destinations.

Assessment reflects the school's 6–16 curriculum architecture. Pupils are assessed from their individual starting points within subjects and strands. Chronological age determines an age-respectful curriculum context; developmental assessment identifies the next appropriate small step; and pathway informs access, scaffolding and teaching approach.

Core principle

Pathway is not an attainment level. A pupil may be working at different developmental points in different subjects and strands, and assessment does not restart when the pupil changes class, phase or pathway.

2. Assessment principles

- Assessment improves learning and teaching and is responsive to what pupils demonstrate.

- Small-step progress is recognised without reducing ambition or narrowing curriculum entitlement.
- Assessment is strand-by-strand; outcomes are not averaged into one overall pupil or subject level.
- Communication, regulation, engagement, understanding, application, appropriate independence and generalisation are considered where relevant to the assessed learning.
- A pupil's established communication system, assistive technology or adapted equipment provides access and does not in itself reduce an independence judgement.
- Assessment is communication-modality neutral. Evidence may be demonstrated through speech, vocalisation, facial expression, body movement, gesture, signing, symbols, AAC, eye-pointing, object use, writing, technology or another established method.
- Assessment supports EHCP outcomes and ADPR targets while keeping personalised targets distinct from subject curriculum progression.
- Assessment supports Preparation for Adulthood, self-advocacy and future destinations.
- Evidence is purposeful and proportionate: quality of evidence is more important than quantity.
- Feedback is timely, meaningful and appropriate to the pupil and the learning.

3. The Rodenhurst assessment architecture

1. Curriculum progression	The 6–16 subject progression frameworks define the knowledge, skills and developmental small steps to be taught and assessed.
2. Trackable (SOLAR)	Records the pupil's secure starting point and progress through relevant curriculum strands and small steps.
3. Assessment for learning	Continuous observation, interaction, questioning, pupil communication, practical application, work and feedback inform teaching and next steps.
4. EHCP and ADPR	Identify personalised long-term outcomes and current individual priorities. They inform planned opportunities but do not replace subject progression.
5. Additional assessment frameworks & tools	The Engagement Model for eligible PP1 pupils, Read Write Inc. Phonics/Fresh Start assessments, WRAT and other appropriate assessments provide specific additional information alongside curriculum assessment.
6. Review and quality assurance	Moderation, pupil progress review, formal review windows, ADPR review, annual review and curriculum review quality-assure judgements and inform next steps.

4. Baseline on entry

Baseline takes place whenever a pupil joins Rodenhurst, regardless of age or phase. The purpose is to establish the pupil's secure starting point within each relevant curriculum strand so that teaching begins from what the pupil already understands and can do.

- A pupil may baseline at different developmental points in different strands.
- Baseline is informed by teaching, observation, prior information, pupil communication, work and appropriate assessment tools.
- WRAT, Read Write Inc. assessment, the Engagement Model for eligible PP1 pupils and other appropriate diagnostic or standardised assessments may contribute information where relevant, but none constitutes the whole-school curriculum baseline on its own.
- Baseline should identify secure learning, emerging learning, access needs and the next meaningful curriculum steps.
- When a pupil changes class, phase or pathway, the existing curriculum assessment continues; it is not restarted.

5. Curriculum progression and pathways

Rodenhurst uses one continuous 6–16 curriculum progression model. Each subject is organised into strands and sequenced progression statements or small steps. Teachers use these to identify what a pupil has secured, what is developing and what should be taught next.

Pathway	Curriculum lens	Assessment principle
P1 – Engage & Communicate	Access through connection, communication and meaningful experience.	Progress within relevant strands; no requirement to move to P2 to demonstrate progress.
P2 – Explore & Apply	Develop understanding through exploration, reasoning and purposeful application.	Progress through increasing understanding, application, independence and generalisation.
P3 – Achieve & Aspire	Develop increasingly precise subject knowledge, reasoning and independent application.	Progress through depth, complexity, precision, transfer and future readiness.

Pathway placement is a curriculum-access decision informed by the pupil's profile and support needs. It is not derived from a single score and must not be used as an overall attainment label.

6. Trackable (SOLAR): curriculum assessment

Trackable (SOLAR) is Rodenhurst's central platform for recording progress through the school's curriculum progression framework. It records assessment at the level of relevant subject strands and curriculum small steps.

Assessment status	Meaning
Baseline / Not Yet	Entry assessment or insufficient evidence that the step is currently demonstrated.
Emerging	The pupil demonstrates part of the step, inconsistently or with substantial prompting.

Developing	The pupil demonstrates the step more consistently in familiar contexts, with some prompting or support.
Secure	The pupil demonstrates the step consistently and accurately across appropriate opportunities, with appropriate independence.
Generalised	The pupil transfers the learning across people, places, resources, tasks or less familiar contexts with appropriate independence.

Three different things

Curriculum progression = what the pupil understands/can do and what comes next.

Assessment status = how securely the pupil demonstrates that particular step. Pathway = how the curriculum is accessed and taught.

Strand outcomes must not be averaged into one overall subject or pupil level.

7. Assessment for learning

Assessment for learning is continuous throughout teaching. Staff gather information naturally through interaction with pupils and use it immediately to adapt explanations, modelling, scaffolding, practice, resources, communication access and next steps.

- Observation of purposeful response and application.
- Questioning and discussion, including AAC and other established communication methods.
- Practical activity and real-life application.
- Pupil voice, choice, self-advocacy and reflection.
- Reading, writing, recording and work samples where appropriate.
- Retrieval, rehearsal and application in different contexts.
- Feedback and the pupil's response to feedback.
- Prompt level and appropriate independence where these are relevant to the assessed concept.

Staff allow the pupil's usual processing time before deciding whether prompting is required. Eye contact, spoken language, compliance or removal of an access aid are not default indicators of attainment.

8. Evidence and recording

Evidence exists to support an assessment judgement; it is not an end in itself. Staff should record significant evidence that demonstrates the assessed concept clearly enough to support professional judgement, moderation and review.

- Evidence may include observation, annotated work, photographs, video, practical outcomes, reading evidence, pupil voice, AAC/communication evidence, digital work or other relevant records.
- The evidence method must be appropriate to the curriculum statement being assessed.

- Evidence quantity does not equal progress. Once sufficient high-quality evidence supports a judgement, repeated uploads are not required simply to increase volume.
- Trackable (SOLAR) should record significant progress and security; staff are not expected to create evidence solely to meet a daily or weekly upload quota.
- Evidence should be proportionate and should protect teaching time.

9. Feedback

Feedback is more important than written marking. It should help the pupil recognise success, understand what to do next and become increasingly able to reflect on and improve their learning.

- Feedback may be verbal, visual, gestural, written, modelled, demonstrated or communicated through the pupil's established system.
- Feedback should be immediate where this is most useful, and delayed where reflection or independence is better supported later.
- The amount and form of feedback should reflect the pupil, task and purpose rather than a pathway-based marking quota.
- Written marking is used when it adds value; it is not required where another feedback method is more effective.
- Where support level is recorded, staff distinguish access arrangements from adult prompting.

10. EHCP outcomes and ADPR

EHCP outcomes identify personalised long-term priorities. Curriculum assessment continues through the relevant subject and strand progression frameworks. EHCP outcomes do not replace curriculum progression.

The Assess–Do–Plan–Review / ADPR cycle translates longer-term priorities into current, meaningful targets and provision. At Rodenhurst, individual target evidence should be gathered through genuine opportunities rather than manufactured links.

ADPR classroom link

EHCP outcome → current ADPR target → planned curriculum opportunity → support/adaptation → evidence → independence/next step → review

The Child's Weekly Plan identifies where an individual target can genuinely be practised or evidenced within the week's curriculum. There is no expectation to link every ADPR target to every subject.

11. Additional assessment frameworks and tools

Key distinction

Supplementary assessments provide an additional lens. Trackable (SOLAR) records progress through the Rodenhurst curriculum progression framework.

11.1 Engagement Model – Primary Pathway 1

For pupils in Primary Pathway 1 (PP1) who are not yet engaged in subject-specific study as defined by the statutory Engagement Model guidance, Rodenhurst uses the Engagement Model alongside the school's curriculum assessment framework. It supports staff to understand how a pupil engages with learning and how engagement changes over time.

The five areas of engagement are Exploration, Realisation, Anticipation, Persistence and Initiation. These areas are considered through observation of the pupil in meaningful learning contexts and are used to inform teaching, access, provision and next steps.

The Engagement Model does not replace the Rodenhurst curriculum, Trackable (SOLAR) assessment or subject/strand progression. It provides an additional lens on engagement for eligible PP1 pupils. Where a pupil is engaged in subject-specific study, curriculum progress continues to be assessed through the relevant Rodenhurst progression strands.

Engagement evidence should be purposeful and proportionate. Staff should not create separate activities simply to generate Engagement Model evidence; observations should arise naturally from high-quality teaching and learning.

11.2 Read Write Inc. assessment

Read Write Inc. assessment is an explicit part of Rodenhurst's reading assessment system for pupils receiving Read Write Inc. teaching. Read Write Inc. Phonics assessments are used to identify pupils' current phonics and word-reading starting points, inform appropriate teaching and grouping, monitor progress and identify when teaching or grouping needs to change.

Read Write Inc. Fresh Start assessment is used where appropriate with older pupils who continue to require systematic phonics and decoding intervention. The assessment identifies the phonics teaching required; it does not determine the maturity of the pupil's wider reading curriculum. Older pupils continue to access chronologically age-respectful texts, topics, vocabulary and reading purposes.

Read Write Inc. assessment information sits alongside the Rodenhurst English progression framework. It informs teaching in phonics and word reading, while Trackable (SOLAR) records progress through the relevant English curriculum strands and small steps. A pupil's decoding and reading-comprehension starting points may differ and should not be collapsed into one overall reading level.

Read Write Inc. assessment cycle: Assess → group/plan → teach → practise → apply → reassess.

11.3 WRAT and other standardised or diagnostic assessment

WRAT provides standardised information that may inform baseline and review where appropriate. It can contribute to understanding attainment, identifying possible gaps and considering intervention, but it does not replace strand-level curriculum assessment and does not determine pathway placement.

Other appropriate specialist, diagnostic or standardised assessments may be used where they add useful information to the pupil's assessment picture. These assessments provide an additional lens and must be interpreted alongside curriculum evidence, communication/access needs and professional judgement.

Assessment element	Purpose
Trackable (SOLAR)	Records progress through the Rodenhurst 6–16 curriculum progression framework.
Engagement Model – PP1 where applicable	Provides an additional lens on how eligible PP1 pupils engage with learning across Exploration, Realisation, Anticipation, Persistence and Initiation.
Read Write Inc. Phonics / Fresh Start	Diagnoses phonics and word-reading needs, informs teaching/grouping and monitors response to systematic phonics teaching.
WRAT / other standardised tools	Provides supplementary standardised or diagnostic information where appropriate.
EHCP / ADPR	Identifies personalised long-term outcomes and current individual priorities; it does not replace curriculum progression.

12. Qualifications and accreditation

At KS4, qualification and accreditation evidence contributes to the overall picture of achievement and future readiness. Qualification outcomes are related to, but are not identical with, the Rodenhurst curriculum progression continuum. Curriculum assessment continues alongside qualification assessment.

13. Assessment, review and quality assurance cycle

Assessment for learning takes place continuously. Planned review windows are used to quality-assure professional judgements, review progress, identify pupils or strands requiring additional attention and agree next steps. They are not the only times evidence is gathered or assessment decisions are made.

Continuous	Assessment for learning during teaching; responsive feedback; evidence gathered naturally.
Regular team review	Teachers and support staff review learning, access, independence and next steps.
Planned review windows	Trackable (SOLAR) judgements are reviewed and quality-assured; pupil progress is considered.
ADPR / EHCP review	Personalised priorities are reviewed through agreed cycles and statutory annual review processes.
Curriculum / leadership QA	Moderation, learning walks, work/evidence scrutiny and curriculum review check consistency, ambition and impact.

14. Moderation

Moderation ensures that assessment judgements are consistent, evidence is sufficient and curriculum expectations remain ambitious. Moderation should focus on the assessed statement, the evidence of understanding, the level of prompting, the context in which the learning was demonstrated and whether Secure or Generalised criteria are met.

15. Reporting to pupils, families and professionals

Progress is communicated in accessible and meaningful ways through pupil feedback, family communication, written reports, pupil progress discussions, ADPR reviews, EHCP annual reviews and multi-agency processes as appropriate.

Reporting should describe strengths, progress, current priorities and next steps without reducing the pupil to a single overall level.

16. Roles and responsibilities

Headteacher / senior leaders	Ensure the assessment system is coherent, proportionate, quality-assured and aligned with curriculum, SEND and statutory expectations.
Lead Teacher / curriculum leaders	Maintain progression frameworks, support moderation, monitor implementation and use assessment information to improve curriculum and teaching.
SENCO	Ensure EHCP and ADPR processes connect meaningfully with curriculum opportunities and statutory review requirements.
Teachers	Plan from curriculum progression, assess continuously, make and review Trackable (SOLAR) judgements, provide effective feedback and identify next steps.
Support staff	Support teaching, observe and communicate significant evidence, use agreed access approaches and contribute to pupil review under teacher direction.
Pupils	Are supported to understand success, communicate preferences, reflect on learning and contribute to decisions and next steps in ways appropriate to them.

17. The Rodenhurst Golden Thread

Regulation → Communication → Engagement

These foundations enable pupils to develop understanding, application, appropriate independence, generalisation and preparation for adulthood. Assessment considers the pupil's access and communication while remaining focused on the knowledge, skill or concept being assessed.

18. Monitoring and review

This policy will be reviewed annually, or sooner where curriculum structures, assessment systems, qualifications, statutory guidance or school practice change. Review will include consideration of staff workload, assessment reliability, pupil progress and the extent to which assessment information improves teaching and outcomes.

Every Learner. Every Pathway. Every Day.

Be the best you can be.