POLICY – Assessment

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026

Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by *ROC Northwest & CareTech*. Linton is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local Site Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy applies to Linton School and sets out the organisational standards for safe, compliant and responsible Assessment practice.
It provides a universal framework and outlines the expectations that apply to:

- **Staff**
- **Senior leaders**
- **Learners**
- **Visitors and contractors (where relevant)**

This policy enables Linton School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

- **ensure that learners receive accurate and useful information about their progress and attainment;**
- **ensure that staff receive clear and effective advice on managing the assessment process;**
- **ensure compliance with awarding body regulations**
- **support improvements in teaching effectiveness, learner achievement and progression.**

3. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

The policy applies to:

- All awards, certificates and qualifications offered by the school and its partners.
- Any school staff with teaching, learning or assessment responsibilities.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A.**

4. Legal and Regulatory Context (Universal)

Linton School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Policy Statement

Assessment exists to move Learners forward in their learning. Ongoing monitoring gives the education team a clear view of what knowledge has been remembered, which skills have been secured, and which concepts are understood. This informs day-to-day teaching, medium-term planning, and broader curriculum leadership, and it helps Learners to raise their own expectations by understanding their progress and next steps.

Our approach to assessment:

- **Personalises learning** by building a rounded picture of each Learner's strengths and development needs, supporting a curriculum that is right for each Learner and enabling informed choices.
- **Enriches classroom practice** by anchoring lessons and Teachers/tutors–Learner's dialogue in a shared understanding of progression.
- **Strengthens curriculum planning** by ensuring short- and medium-term plans start from what learners have achieved and found difficult; subject and curriculum leads use wider evidence of response and progress to adapt learning journeys.
- **Enables robust tracking** of progress against individual targets (e.g., ILP, EHCP, weekly data progress), impact of interventions, and supports clear reporting to parents/carers, other professionals, and Local Authorities.
- **Provides evidence for improvement** at site and organisation level—showing the effectiveness of the curriculum, priorities for improvement, and contributions of individual colleagues and teams.

Assessment aims to:

- Give a transparent, evidence-based picture of progress in behaviour and personal development, often the foundation for wider academic progress.
- Set out a clear baseline for each Learner on entry (literacy, numeracy, emotional and cognitive development), and report progress to parents/carers and Local Authorities through end of term reports.
- Compare progress within and across sites to determine what constitutes good progress.

- Triangulate diverse evidence—external exams, in-class observation, attendance and behaviour data, and Learner self-evaluation.
- Show progress in relation to statements of special educational need
- Enable all colleagues—including education support staff, therapists, and Teachers/tutors—to contribute meaningfully to learning and assessment.

6. Principles for Good Assessment Practice

Good assessment practice:

- Is based on clear curriculum intentions.
- Is an integral part of classroom activity.
- Is appropriate to the task and context.
- Focuses on learning processes as well as outcomes.
- Draws on a wide range of evidence.
- Involves Learners in reflection and review.
- Identifies strengths and development needs.
- Informs understanding of individual progress.

We use assessment to:

- Help Learners understand their strengths, areas to develop, and targets so they can take an active role in their learning.
- Enable Teachers/tutors to know Learners well as learners, monitor progress, and plan forwards for individuals and groups.
- Provide a shared language to describe achievement and progress, supporting constructive dialogue with Learners, colleagues, and parents/carers.
- Give subject and whole-School/College theme leaders a framework to monitor schemes of work, support colleagues they line-manage, and evaluate progress in their areas.
- Provide Headteacher and the senior leadership team with an accurate picture of achievement and progress across the site(s) to inform curriculum planning, self-evaluation, and performance management.

7. Rationale

Assessment is a vital link in the cycle of planned learning experiences. Sensitive, well-judged assessment recognises each Learner's achievements, supports motivation and self-esteem, and improves teaching by giving precise feedback. We provide Learners with regular feedback so they understand what to improve and why. Planning is based on detailed knowledge of each Learner, and parents/carers receive regular reports so that Teachers/tutors, Learners, and families work together to raise standards and wellbeing across our sites.

In short: assessment draws together effective practice from within and beyond our School/College into a coherent framework that directly feeds tracking, planning for improvement, and raising attainment.

8. Aims and Objectives

At our School, we educate and nurture the whole Learner, providing opportunities to discover and develop talents and abilities. We cultivate a culture of achievement within a vibrant, stimulating environment, using appropriate differentiation and positive reinforcement at all levels of ability. Our vision is for Learners to become confident, independent, lifelong learners who contribute to wider society and global challenges.

The Assessment Policy supports our mission – 'Building Our Futures Together' — ensuring every Learner can and will achieve their personal best.

How assessment supports the mission

Achievement & reinforcement

- Create a culture of achievement with positive reinforcement for all abilities.
- Support learning by identifying strengths and development areas; help Learners evaluate progress and reach their highest attainable outcomes.
- Close gaps between potential and current performance.

Meeting individual needs

- Enable Teachers/tutors to identify needs (including additional support) and plan work that accurately reflects each Learner's profile.

Innovation with strong foundations

- Provide information and guidance on up-to-date assessment methods without losing traditional strengths.
- Prepare Learners for transitions within and beyond the School/College, including FE and onward destinations.

High-calibre staff and professional learning

- Offer ongoing CPD so colleagues are confident in assessment.
- Monitor and develop the curriculum; evaluate teaching impact.

Environment and communication

- Maintain a high-quality learning environment characterised by trust, respect, and purpose.
- Ensure meaningful, regular communication with parents/carers (and care homes where relevant) about achievement and progress.
- Provide Headteacher/Principal and SLT with the information needed to judge effectiveness.

Educating the whole Learner

- Enable Learners to demonstrate what they know, understand, and can do; make clear what needs to happen next.

9. Principles of Assessment

We base our work on research-informed approaches:

- **Summative assessment** planned and conducted frequently as a reflective process after tasks or units.
- **Shared criteria**: **Learners** and **Teachers/tutors** co-own success criteria.
- **Learner agency**: self-assessment and target-setting are central.
- **Appropriate challenge**: results inform targeted stretch and support.
- **Assessment-aware planning**: plans recognise the full range of outcomes and how Learners learn.
- **Professional skill**: assessment is a core professional competence.
- **Sensitivity**: assessment has emotional impact; feedback is constructive.
- **Motivation**: approaches build confidence and engagement.
- **Clarity on goals**: commitment to learning intentions and success criteria.
- **Actionable feedback**: guidance shows how to improve.
- **Developing self-regulation**: Learners recognise next steps and how to achieve them.
- **Formative emphasis** in routine practice; summative checks termly to track progress.

10. Processes: What We Do and When

Pre-placement Information

As part of the transition process to Linton School, academic information about the learner is requested from the placing authority and/or the current education setting prior to the onset of a placement. This data may include:

- Current academic levels including areas of strength and areas for development
- EHCP, with close considerations given to targets and Section F (provision)
- School reports, certificates and teacher observations
- SEN information including access arrangements
- Educational Psychology reports
- SaLT or OT reports
- Samples of learner work
- Risk Assessment of behaviour in school, including at times copies of the most recent incidents recorded
- Individual Education Plans
- Personal Education Plans

10.1 On Entry

Initial Baseline Assessments

Over the first six weeks following admission to the school, all pupils undergo a baseline assessment in the areas of curriculum. As part of this, any identified and specific diagnostic assessments will also be arranged.

We establish a **baseline** drawing on:

- Education, social, and medical history, including prior learning (e.g., SATs attendance, exclusions, emotional/social background, safeguarding, and agency involvement.
- Statement of SEND
- Current attainment in core areas: English (reading, writing, speaking, listening), Maths, ICT, Science.
- Cognitive ability (e.g., non-verbal reasoning).
- Learner voice on strengths and perceived barriers.
- Specialist assessments triggered by the above.

10.2 Targets and Planning (after baseline)

- Set realistic progress targets across the curriculum phase.
- Establish interlinked plans (e.g., IEP (Individual Education Plan), PCP, OPP (One Page Profile) risk assessment with priorities, targets, and strategies—shared with parents/carers/LA as appropriate.
- Ensure all relevant staff know each Learner's academic and care needs and targets.
- English and Maths targets are shared and added to the medium-term plans for every subject with a view to encourage these targets across all subjects when possible.

10.3 Ongoing Cycle

- Plan for progress aligned to ability, with regular reviews in:

- Timetabled tutor time, assemblies, IEP reviews, personal support meetings—covering behaviour and learning
- All involved staff contribute; reviews lead to updated plans/targets and, where needed, further assessments/interventions.
- Keep Learner involvement central.
- Communicate successes and difficulties regularly to parents/carers.

10.4 Key Transitions (half-term, end-year/annual review, key stage)

- Review progress against targets and relative to ability.
- Use a comprehensive view (learning and behaviour) involving all key staff.
- Report to parents/carers/LA on achievement, behaviour, contributing/impeding factors, and agree next steps.

11. Assessment Strategies

We select methods based on the focus of assessment and triangulate evidence:

- Observation during tasks
- Learner self-- and peer-assessment (checklists, progress ladders)
- One-to-one questioning during/after activities

- Whole-class questioning
- Plenaries and group reviews
- Marking of ongoing work
- Periodic tests/examinations
- Online/electronic assessments
- Teacher feedback with pupil response in books

For success, we ensure:

- Effective tracking of academic and personal development (incl. behaviour in class, engagement, attendance, punctuality) via Assessment trackers completed weekly within teaching staff meetings
- Planned moderation opportunities within and across subjects and with partner School/College settings.
- Long-term planning clarifies assessment strands/foci and progression steps.
- Short/medium-term planning identifies what will be assessed in specific lessons or sequences.
- Emotional, social, and behavioural development is a key focus, with a shared understanding (e.g., QCA "Supporting School Improvement: Emotional and Behavioural Development" as a model)

12. Formative In-Class Assessment

- In ongoing lessons**,** Teachers/tutors and Learners self-assess against lesson-specific criteria
- Formative assessment is proven by research to be one of the key activities that improves learner achievement and teachers should plan opportunities to feedback in class and on draft submissions that are sufficient to prepare learners for summative assessment.
- Teachers must ensure that their approach to formative assessment meets the awarding body regulations.
- Formative feedback should be constructive, focused on improvement, criterion referenced where relevant and designed to develop English, Maths and employability skills in addition to the subject.

13. Summative Assessment

- **Years 7–9**: BKSB and GL at start of each academic year and termly; end-of-unit/half-term tests in all subjects; regular vocabulary tests in Modern Languages (where taught); regular spelling (English) and arithmetic checks.
- **Years 10–11**: Regular end-of-unit tests aligned to exam syllabi; Functional Skills diagnostics (if followed); GCSE examinations (May/June in Y11 or Y10 as appropriate), including ISAs/Assessed Practical/Controlled Assessments; BKSB and NGRT at start of Y10 and Y11 and termly thereafter.
- **Years 12–13 / FE**: Regular end-of-module tests in study areas; Functional Skills diagnostics (if followed); GCSE examinations; BKSB at start of Y12 and termly thereafter.

- The marking of assessments must comply with the requirements of the assessment criteria laid down by awarding bodies.
- Summative feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance.
- Where an assignment is based on group work, learners must receive an individual grade which reflects their personal contribution; evidence of individual work must be clearly delineated and demonstrate that all learners have met the criteria targeted.
- Allowances may need to be made for learners with additional support needs. Please liaise with the SENCo for information on an individual case; they will need to liaise with Exams Officer where arrangements need to be put in place;
- Assessment grades must be internally verified in accordance with the sampling plan before being returned to the learners; where actions are necessary, feedback to the assessor must be acted upon by the assessor and signed off by the verifier before the final assessment decision is returned to the learner.
- All teachers are strongly encouraged to attend awarding body standardisation events and relevant training courses to remain current and share best practice in assessment and grading.

14. Baseline Assessment Systems

We use a range of nationally standardised tools (as relevant to the Learner and programme):

- **BKSB**—diagnostics and tracking for English and Maths (KS3–FE) Together, these tools help the School/College understand strengths and needs in a national context and support realistic, ambitious academic targets. provides and academic level for each YP, Entry Level, Level 1 etc
- **GL Assessments** - diagnostics and tracking for English and Maths (KS3–FE) Together, these tools help the School/College understand strengths and needs in a national context and support realistic, ambitious academic targets. Provides and working age ability, 6years, 13.5 years etc.
- **YARC Assessments** - York Assessment of Reading for Comprehension. Allows the observation of a pupil's reading behaviours, strengths and areas for development. It breaks down the components of reading so that you can target specific skills to bring about rapid progress.

15. Assessing and Reporting Progress

- **Y1–9**: We may use a level-based system for reporting to parents/carers from their assessment data or Functional Skills exams achieved.
- **Y10–11**: We use Functional Skills/GCSE grades informed by tests, classroom interactions, and quality of work; sub-levels/split grades are permitted where appropriate.

- Predicted outcomes for the end of the school phases are generated from BKSB and GL assessments alongside teacher judgement; data analysis identifies Learners requiring extra support.

16. Roles and Responsibilities

Titles reflect your preferred terminology; where original roles differ, both are shown for clarity.

Headteacher will:

- Hold overall responsibility for monitoring and evaluation of Learner progress and achievement.
- Monitor assessment processes for fidelity and consistency.
- Ensure judgements are moderated, recorded, and evidenced at individual and subject level.
- Report regularly to senior leaders on performance.
- Ensure Local Authorities and parents/carers receive timely progress reports.
- Ensure every Learner has an identified tutor/mentor for timetabled progress reviews.
- Chair Annual Reviews.

SLT/SENCo will:

- Arrange baseline assessments and periodic objective assessments; co-develop IEP (Individual Education Plan) and related plans with education/care staff to inform teaching and interventions.
- For Learners needing additional support, produce, share, and monitor a Learning Support Plan.
- Enable regular reviews against IEP targets, drawing on academic and personal development evidence and engaging Teachers/tutors, support and care staff.
- Coordinate reports that feed the statutory annual review process, including Learner contributions.

Subject Leaders will:

- Ensure baselines are in place for all Learners in their area.
- Embed assessment in schemes of work and monitor consistent use.
- Use assessment evidence to inform short-, medium- and long-term planning.
- Contribute to IEP reviews
- Meet with the Headteacher termly for pupil progress meetings, to discuss targets met/not met, need for interventions and plans going forward.
- Maintain a consistent, continuous focus on achievement, using data to monitor learning (in discussion with Subject and Phase Coordinators).
- Organise a diverse, flexible curriculum with an effective assessment framework.
- Oversee the collection and interpretation of assessment data.
- Implement recording/reporting processes based on regular assessments.
- Report outcomes of assessment activities to the Headteacher/Principal.

- Manage assessment activities in their phase.
- Monitor assessment and reporting and provide updates to SLT.
- Enable effective use of assessment data across the School.

Teachers/tutors will:

- Make assessment integral to every lesson (clear objectives, success criteria, responsive teaching, purposeful plenary).
- Provide Learners with opportunities to reflect on learning and understand progression in the subject.
- Offer regular written and verbal feedback—celebrating what's been achieved and specifying next steps.
- Monitor and evaluate progress to inform future planning.
- Attend to both academic and personal progress.
- Report on progress for IEP reviews or formal reports

Support Staff will:

- Know the lesson plan and their role (e.g., target group support, specific individuals).
- Understand the assessment objectives for the Learners they support.
- Record performance as directed for later discussion and planning.
- Attend to both academic and personal progress (incl. behavioural targets).
- Contribute actively to periodic progress reviews.

External Support Staff will:

- Contribute to baseline/admissions/referral processes; lead on diagnostic assessments in their discipline.
- Participate in target setting; advise colleagues on supporting therapy-related targets.
- Conduct clinical interviews/assessments and psychological risk assessments as needed.
- Undertake observation assessments in classrooms, residential units, trips, Outdoor Education, and other learning environments.
- Contribute to integrated reviews; provide reports for the annual review process.

Learners will:

- Share views of progress on entry and at reviews.
- Know personal development targets and how to work towards them.
- Engage in peer and self-assessment during lessons and at the end of modules.
- Discuss achievements, challenges, and attitudes with identified staff.
- Make their statutory contribution to annual reviews.

Parents/Carers will:

- Respond to periodic reports, sharing perceptions of progress and development areas.
- Be aware of key targets set through annual reviews and contribute actively.

Local Authorities will:

- Provide relevant prior attainment, background, and learning/behaviour information at admission.
- Participate in periodic reviews of progress.
- Facilitate additional support (e.g., CAMHS) where indicated

17. Recording

- We keep up-to-date records of Learners' achievements. While primarily formative, records also underpin reports and parent/carer consultations.
- Teacher Assessments and summative reports are recorded and shared with the Headteacher/Principal, deputies, relevant staff, and parents/carers.
- Teachers/tutors record weekly/half-term results (e.g., spelling, times tables, end-of-unit tests).
- Judgements are based on work reviewed in varied contexts; teacher notes capture attainment demonstrated orally or through less tangible activity.

18. Feedback to Learners

- Feedback explains how well a Learner has done and what to do next.
- We prioritise in-lesson verbal feedback; written comments are provided where verbal feedback is not possible.
- Comments reference the lesson objective/success criteria, state whether they were met (and why/why not), and specify next steps.
- Work may also be graded in line with marking criteria for final assessment where appropriate.

19. Reporting to Parents/Carers

We use a range of strategies to keep parents/carers fully informed:

- Termly data reports
- Phone calls to discuss excellent work or concerns
- Class Dojo App
- Informal verbal updates at the start/end of the day (where appropriate)

Parents/carers are encouraged to contact the School/College with any concerns; they should feel informed, involved, and confident in our procedures.

Written reports

Each subject provides a formal written report based on continuous formative assessment. Reports highlight strengths and give clear guidance for addressing any weaknesses. Reports are phased across the academic year to align with key milestones.

Primary phases

Settings in Wales and Scotland must apply their own national / local curriculum phases and content in place of England based terminology

- **Years 1–6**: Half-termly IEP Reviews per subject (Effort in Class, Behaviour). progress towards targets and progress recorded via the individual assessment trackers.

Secondary phases (England terminology)

- **Years 7–11**: Half-termly IEP Reviews per subject (Effort in Class, Behaviour). progress towards targets and progress recorded via the individual assessment trackers.

Class Dojo Reward Scheme descriptors include:

- Ready to learn
- Focus and concentration
- Teamwork/independence
- Behaviour
- Going above and beyond in lessons
- Independent learning
- Completing work
- Spellings
- Individual targets
- Handwriting
- Reading

Learners may earn bonus tokens during the day for positive engagement in lessons and extra activities.

20. SEND

- Where Learners face challenges accessing the taught curriculum, assessment arrangements may be modified to meet need without compromising outcomes or marking integrity.
- Adjustments vary by Learner and are at the discretion of Teachers/tutors, informed by any educational psychology recommendations and agreed with parents/carers as appropriate.

21. Quality Assurance, Moderation, and Data Use

- **Moderation** occurs routinely within subjects, across subjects in the form of book marking and planning scrutiny carried out by Headteacher/Deputy Headteacher
- **Data reviews** (class, subject, phase, site) identify patterns, evaluate interventions, and inform curriculum/CPD priorities.
- **Site-level** and **organisation-level** views allow benchmarking and sharing of effective practice across our privately owned specialist sites.

External verification and moderation

- All programmes are subject to some form of external verification, standardisation or moderation, and Exams Officer is responsible for ensuring that awarding body regulations are followed.
- The Head Teacher must be sent copies of all external reports
- The Exams Officer must ensure that all actions and recommendations from reports are shared during the appropriate meetings so that progress can be recorded and reviewed.

Special considerations and reasonable adjustments

- Examination performance can be impaired due to circumstances out of a student's control. Special consideration adjustments can be made post-examination where temporary illness or conditions have impacted upon the student's ability to perform to their ability. Individual awarding body processes must be followed in these circumstances.
- Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification.
- Where reasonable adjustments need to be made to accommodate learners with particular needs, care must be taken to ensure that they are fair and compliant with awarding body expectations. This applies to learners where a disability or difficulty may be at a disadvantage in an assessment and applies to vocational qualifications.
- Support must be agreed at the pre-assessment planning stage, examples may be appropriate in a variety of ways including:
    1. help with communication and number skills;
    2. adapted equipment and physical environment; extended assessment time; assistive technology.
- Awarding body protocols must be adhered to. The Exams Officer and SENCo can advise on awarding body guidelines to ensure compliance.
- For external examinations and tests, the Exams Officer must consult with the SENCo.

Malpractice

All incidences of academic misconduct, such as cheating and plagiarism, must be dealt with according to the school's Malpractice and Maladministration Policy.

Learners must be informed of this policy during induction and given careful guidance about what constitutes malpractice and the study skills required to avoid it.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in November 2026.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A — England

The legal and regulatory frameworks and guidance underpinning Assessment in England.

Education (Independent School Standards) Regulations 2014 — Part 1 Quality of Education

- **Means:** Curriculum & assessment must secure progress; inspected under ISS Parts 1 & 8.
- **Requires:** Assessment cycle, moderation, SEND adaptations.
- **Our stance:** One organisation-wide assessment model + site addenda.
- **Implementation Example:** Half-termly moderation; termly rapid-cycle intervention review.
- **Links:** Independent School Standards (Regulations 2014)
  DfE guidance on meeting the ISS

Children and Families Act 2014 (Part 3) & SEND Regulations 2014

- **Means:** Legal basis for **0–25** SEND, incl. EHC assessments/plans and multi-agency duties.
- **Requires:** Clear referral routes; evidence packs for EHC assessments/reviews; termly progress feeding outcomes.
- **Our stance:** Annual review = data-in, decision-out with one collated evidence set.
- **Implementation Example:** Pre-review bundle from MIS (-2 weeks); actions closed within 10 working days.
- **Links:** Children and Families Act 2014 — Part 3 [gov.uk]
  SEND Regulations 2014

SEND Code of Practice (0–25)

- **Means:** Statutory guidance on identification, assessment and graduated response across Schools/Colleges/FE.
- **Requires:** APDR cycles; measurable targets; assessment evidence linking provision and reviews.
- **Our stance:** Every SEND target states measure, cadence and responsible practitioner.
- **Implementation Example:** Two live APDR cycles per term; SENCO monthly QA sample.
- **Link:** SEND Code of Practice (0–25)

Ofsted — Education Inspection Framework (EIF)

- **Means:** Inspects Schools and sites FE; assessment is a core evidence stream.

- **Requires:** Assessment informing adaptive teaching; triangulated evidence; proportionate data use.
- **Our stance:** Evidence "assessment for learning" mainly via work + learner conversations.
- **Implementation Example:** Subject deep-dive folder: curriculum map, typicality samples, adaptation notes, progression narratives.
- **Link:** Education Inspection Framework (current)

Keeping Children Safe in Education (KCSIE)

- **Means:** Statutory safeguarding guidance for all Schools/Colleges; SEND learners may be more vulnerable.
- **Requires:** Planned curriculum/assessment of safety knowledge and digital resilience; clear recording/escalation.
- **Our stance:** Safeguarding objectives embedded in PSHE/RSE; termly knowledge checks reviewed by DSL.
- **Implementation Example:** Half-termly online-safety checks; targeted sessions adjusted from outcomes.
- **Link:** KCSIE 2025 (current edition)

Equality Act 2010 — Education

- **Means:** Anti-discrimination and reasonable adjustments duties across teaching/assessment (incl. FE).
- **Requires:** Anticipatory adjustments for assessments; monitor impact on participation/attainment.
- **Our stance:** Run an "assessment accessibility checklist" before major summative points.
- **Implementation Example:** Alternative formats (scribe/reader/AT) logged as normal way of working for awarding bodies.
- **Link: Equality Act 2010: advice for schools (DfE)** — https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Linton School
A division of ROC Northwest Ltd.

Induction Checklist

	Yes	No
1. Have you received a copy of the student handbook?		
2. Do you know how to make an appeal?		

3. Do you know how to make a complaint?		
4. Do you know who your teacher is going to be?		
5. Do you know who the internal moderator is?		
6. Do you know which other members of staff can help?		
7. Do you know what plagiarism is?		
8. Do you understand the importance of attendance?		
9. Do you know where the malpractice policy is and has it been explained to you?		
10. Have you been provided with the training materials to support you with this course?		
11. Do you know what is meant by portfolio?		
12. Do you understand that you will have 1 meeting every half term to reflect on your progress and identify any concerns?		

Student

Signature:		Date:	
Print name:			

Teacher

Signature:		Date:	
Print name:			

Internal Verification Procedure

Internal verification of assignments

1. The Exams Officer allocates an Internal Verifier for each assignment.

2. All assignments go through Internal Verifier even if they are repeated from previous years to ensure dates and any new guidance or industrial practices have been taken into account.
3. The assessor submits the assignment to the Internal Verifier in good time to make any necessary amendments before the planned hand-out date.
4. The Internal Verifier follows awarding body protocols and uses any templates or checklists provided to assess the assignment.
5. Checks are likely to include, but are not limited to:
    - correct course codes and titles;
    - correct unit/module codes and titles;
    - reasonable time for completion between hand-out and submission dates;
    - a clear scenario giving an employment context to the assignment (where appropriate);
    - correct spelling, punctuation and grammar;
    - language suitable for the learners, level and subject;
    - accurate linkage of criteria to tasks;
    - tasks likely to enable learners to produce evidence that meets the criteria at all grades available;
    - guidance about how the evidence should be presented by the learner;
    - tasks which provide adequate coverage of course content;
    - tasks which adhere to assessment guidance in the specification.
6. If the assignment is fit for purpose, the Internal Verifier includes feedback about good practice and signs and dates the Internal Verification form; a copy of the Internal Verification form and assignment are kept in the Internal Verification file and the assignment can be issued to learners.
7. If the assignment is not fit for purpose, the Internal Verifier completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time to make amendments before the issue date.
8. The assessor makes the necessary amendments and hands back the new assignment and the Internal Verification form to the Internal Verifier.
9. The Internal Verifier checks the assignment again to ensure it is now fit for purpose. If so, the Internal Verifier signs and dates the form to agree that the actions have been met; a copy of the Internal Verification form and assignment are kept in the Internal Verification file and the assignment can be issued to learners.
10. If the assignment is still not fit for purpose, the Internal Verifier should repeat the cycle or alert the Head Teacher if they require further support. It is vital that any issues are resolved in good time to hand out the assignment in accordance with the assessment schedule.

Internal verification of assessments

1. The Exams Officer completes an Internal Verification sampling planner which ensures coverage of all units, assessors, students and sites.
2. The number of pieces of work sampled in each unit must adhere to the awarding body guidelines – some stipulate a percentage or minimum while others are risk-based.
3. There may be reasons for increasing the number of samples in a particular unit if the risk of safeguarding academic standards is increased by factors such as a new teacher, a new unit or a unit which was blocked in the previous year.
4. When the work has been submitted, the assessor marks the work and hands the submissions identified on the sampling planner to the Internal Verifier.
5. The Internal Verifier checks the assessment decisions and feedback using the awarding body template where provided.
6. Checks are likely to include, but are not limited to:
    - Whether the criteria awarded have been met;
    - Whether differentiated grades have been interpreted and awarded correctly;
    - Where a unit grade has been awarded, whether the grade has been calculated correctly;
    - Whether the awarding of grades is consistent between submissions;
    - Whether feedback is constructive and criterion referenced;
    - Whether opportunities have been taken to mark SPAG;
    - Whether specific guidelines for giving feedback have been adhered to.
7. If the assessment is agreed, the Internal Verifier includes feedback about good practice and signs and dates the Internal Verification form; a copy of the Internal Verification form and assessment top sheet are kept in the Internal Verification file and the assessment can be returned to learners.
8. If the assessment is not agreed, the Internal Verifier completes feedback including necessary actions to make it fit for purpose, signs and dates the form and hands it back to the assessor in good time for them to make amendments within the three-week assessment window.
9. The assessor makes the necessary amendments and hands back the submission, the new assessment sheet and the Internal Verification form to the Internal Verifier.
10. The Internal Verifier checks the assessment again to ensure it is now fit for purpose. If so, the Internal Verifier signs and dates the form to agree that the actions have been met; a copy of the Internal Verification form and assignment and assessment top sheet are kept in the Internal Verification file and the assignment can be issued to learners.
11. If the assessment is still not fit for purpose, the Internal Verifier should repeat the cycle or alert the Exam's Officer if they require further support. It is vital that any

issues are resolved in good time to hand the submission back within the three-week window.

12. Copies of sampling should be kept for three years following certification including:
    - the assignment and assignment Internal Verification sheet;
    - the learner work;
    - the assessment top and Internal Verification sheet;
    - any associated witness statements, observation records, videos, photos etc.;
    - learner and staff authentication declarations and permissions where required by the awarding body.;
    - the sampling plan;
    - tracking documents at criterion level.
13. Awarding bodies stipulate how long all learner work must be kept.