POLICY – Assessment

Education Universal

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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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.

ASalisbury

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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 CareTech.
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 School Profile

Devon School is an independent specialist provision for students aged 10 to 16 with Social, Emotional and Mental Health (SEMH) needs. We provide a nurturing and supportive environment where students can access learning that is tailored to their individual needs. Our approach focuses not only on academic progress, but also on helping every student develop confidence, self-esteem, resilience and positive relationships. At Devon School, we believe that every young person deserves the opportunity to succeed and to discover their strengths in a safe and compassionate learning community.

At Devon School, our vision is to collaborate with students and families to create a respectful and compassionate school community. We aim to foster a lifelong love of learning, empowering everyone to become the best versions of themselves.

Our school community is guided by five core values that shape everything we do:

- Respect
- Honesty
- Responsibility
- Resilience
- Kindness

These values help us create a positive environment where students feel safe, valued and supported to grow.

2. Purpose

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

3. Scope (Universal Application)

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.

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-C.**

4. Local Adaptation Requirement *(Adapt Locally)*

Some sections in this policy are marked Adapt Locally. These sections are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts). **

Where England-specific statutory references appear in the universal policy, sites in Wales and Scotland insert their own national equivalents into the marked *Adapt Locally sections.*

All local additions must be:

- Accurate
- Up to date
- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

5. Legal and Regulatory Context (Universal)

Devon 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–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

6. 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 long-term plans.
- **Enables robust tracking** of progress against individual targets (student passports, provision maps), evaluates the 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 behavioural), and report progress to parents/carers and Local Authorities.
- 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 Education Health Care Plans
- Create coherence between the academic and 24-hour curriculum, enabling all staff to see academic and personal development in relation to one another.
- Enable all colleagues—including care workers, education support staff, therapists, and Teachers/tutors—to contribute meaningfully to learning and assessment.

7. 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/Principal 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.

8. 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 into a coherent framework that directly feeds tracking, planning for improvement, and raising attainment.

9. 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 school vision —ensuring every Learner to be the best version of themselves.

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, 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 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.

10. 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.

11. Processes: What We Do and When

11.1 On Entry (within two weeks)

When students initially start at Devon School they complete baselines including NGRT, NGST, PTE, PTM and PTS.

We establish a **baseline** drawing on:

- Education, social, and medical history, including prior learning (e.g., SATs or prior assessment data), attendance, exclusions, emotional/social background, safeguarding, and agency involvement.
- EHCP.
- Current attainment in core areas: English, Maths & Science.
- Literacy and Numeracy levels
- Learner voice on strengths and perceived barriers.
- Specialist assessments triggered by the above.

11.2 Targets and Planning (after baseline)

- Set realistic progress targets across the curriculum phase.
- Establish interlinked plans (Student passports, behaviour support plans, individual risk assessments) 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.

11.3 Ongoing Cycle

- Plan for progress aligned to ability, with regular reviews in:
    - timetabled key worker time, assemblies, mentoring days, 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.

11.4 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.

12. Assessment Strategies

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

- Observation during tasks
- Learner self-- and peer-assessment
- One-to-one questioning during/after activities
- Whole-class questioning
- Plenaries and group reviews
- Marking of ongoing work
- Periodic tests/examinations
- Online/electronic assessments

For success, we ensure:

- Effective tracking of academic and personal development (incl. attendance in lessons, engagement in learning and demonstration of the school values).
- 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.

13. Formative In-Class Assessment

- In ongoing lessons**,** Teachers/instructors and Learners self-assess against lesson-specific criteria.
- Although we use Summative Assessment too, the formative loop

14. Summative Assessment

- **Years 4–9**: NGST, NGRT, SENT & progress tests in Maths, English and Science at start of each academic year and termly; end-of-unit/half-term tests in all subjects.
- **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), BKSB, Progress tests in Maths, English and Science and NGST and NGRT at start of Y10 and Y11 and termly thereafter.

15. Baseline Assessment Systems

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

- **GL Assessment progress tests in Maths, English and Science**
- **NGST(New Group Spelling Test)**-assesses single word spelling and spelling in context
- **NGRT (New Group Reading Test)**—assesses vocabulary, inference, deduction, authorial intent, grammar; informs literacy strategy annually.
- **BKSB**—diagnostics and tracking for English and Maths (KS3–FE) Together, these tools help the School understand strengths and needs in a national context and support realistic, ambitious academic targets.

16. Assessing and Reporting Progress

- **Y4–9**: We may use a level-based system for reporting to parents/carers.
- **Y10–11**: We use 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 junior/secondary phases are generated from BKSB, NGST, and NGRT alongside teacher judgement; data analysis identifies Learners requiring extra support.

17. Roles and Responsibilities

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.

SENCO (or senior leader with these responsibilities) will:

- Arrange baseline assessments and periodic objective assessments; co-develop provision maps 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 student passport 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.
- Moderate assessments where multiple colleagues teach the subject
- Use assessment evidence to inform short-, medium- and long-term planning.
- Contribute to student passport reviews
- Produce an annual subject progress report.

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 student passport 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.

Curriculum Coordinator will:

- 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.

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, gym, and other learning environments; occasionally with primary caregivers.
- 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

18. Recording

- We keep up-to-date records of Learners' achievements. While primarily formative, records also underpin reports and parent/carer consultations.
- Termly data drops are completed at the end of each term and subsequent progress meetings review which students are making expected progress.
- Termly progress reports and annual full reports to be sent home to parents.

19. 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.
- Outstanding effort/achievement is recognised through House Points.
- Parents/carers are encouraged to complete feedback forms alongside reports and return them to key workers

20. Reporting to Parents/Carers

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

- Termly data reports and annual written reports
- Weekly phone calls to discuss excellent work or concerns
- Informal verbal updates at the start/end of the day (where appropriate)

Parents/carers are encouraged to contact the School 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.

Primary phases

- **Years 1–6**: Termly reports reviewing attitude to learning, behaviour, attendance in lessons, progress and measure against national expectations. End of year full written report**.**

Secondary phases (England terminology)

- **Years 7–11**: Termly reports reviewing attitude to learning, behaviour, attendance in lessons, progress and measure against national expectations. End of year full written report**.**

Points descriptors include:

- Lesson attendance
- Lesson engagement
- Displaying school values

Learners may earn house points during the day for going above expectations.

21. 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/instructors, informed by any educational psychology recommendations and agreed with parents/carers as appropriate.

22. Quality Assurance, Moderation, and Data Use

- **Moderation** occurs routinely within subjects, across subjects, and—where possible—across partner School/College settings to secure consistency.
- **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.

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

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix B – Legal and Regulatory Framework in Wales

Appendix C – Legal and Regulatory Framework in Scotland

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 2026 (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

Appendix B — Wales

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

ALNET Act 2018 & ALN Code 2021

- **Means:** Unified 0–25 ALN system; Code sets duties for identification, **assessment**, IDPs, reviews and multi-agency working.
- **Requires:** Learner-centred IDPs with evidence spine; consistent assessment records; strong transition planning.
- **Our stance:** Keep one IDP evidence spine (progress, voice, interventions, impact).
- **Implementation Example:** Monthly 10-minute IDP huddles + termly full reviews with family/LA.
- **Links:** ALN Code overview
  ALN Code (PDF)
  ALN Regulations 2021

Curriculum and Assessment (Wales) Act 2021 (Progression & Assessment)

- **Means:** Puts Curriculum for Wales in law; sets statutory progression/assessment arrangements (3–16), with continuity expected post-16.
- **Requires:** Site assessment policy aligned to Progression Code/regs; narrative evidence of steps; responsive teaching.
- **Our stance:** Express progress via progression steps + narrative; translate for 16–19 pathways.
- **Implementation Example:** Half-termly "progression conversations" using work/voice; FE teams use profiles at transition.
- **Links:** Act (legislation.gov.uk)
  Law Wales summary (incl. assessment)

Estyn — Inspection Expectations (Schools, Independent Schools & FE)

- **Means:** Evaluates curriculum/assessment quality, inclusion, wellbeing and personal development across Schools and FE.
- **Requires:** Triangulated assessment evidence; moderation; clear information on ALN progress; leadership oversight.
- **Our stance:** One inspection "evidence menu" per site for quick sampling.
- **Implementation Example:** Moderation minutes, ALN adaptation logs, live progression dashboard.
- **Link:** Estyn — inspection guidance resources

Independent School Standards (Wales) & Registration Guidance

- **Means:** Sets standards and clarifies proprietor obligations; 2024 guidance covers registration/operation.
- **Requires:** Assessment arrangements evidencing progress; proprietor oversight of compliance/info standards.
- **Our stance:** Assessment schedule pre-mapped to standards with termly artefact filing.
- **Implementation Example:** Term planner flags standard-evidence (welfare, assessment reports) to proprietor portal.
- **Links:** Independent School Standards (Wales) 2003
  Independent schools registration & operational guidance (2024)

Keeping Learners Safe (Safeguarding)

- **Means:** Statutory safeguarding guidance for Schools and FE; requires protective education and aligned procedures.
- **Requires:** Assess safety knowledge/help-seeking; robust recording; multi-agency escalation.
- **Our stance:** Safeguarding checks in Health & Wellbeing/PD; DSL/ALNCo termly review.
- **Implementation Example:** Tutor-time micro-sessions + quick quiz on reporting routes and digital footprints; actions recorded in the Safeguarding Evidence Folder for Estyn.
- **Link:** Keeping Learners Safe

Appendix C — Scotland

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

Education (Additional Support for Learning) (Scotland) Act 2004 & Statutory Code

- **Means:** Legal framework for identifying, assessing, planning and reviewing ASN; Code (2017) is main guidance; refreshed draft 2026 in consultation.
- **Requires:** Early identification; coordinated planning; multi-agency working; progress/outcome evidence incl. transitions.
- **Our stance:** Plans structured as needs → outcomes → measures → review cadence with learner voice via GIRFEC tools.
- **Implementation Example:** A termly ASN review uses the National Practice Model: SHANARRI check-in, updated outcomes, and short evidence bundle (work samples + staff/parent/learner notes) that feeds the next support cycle and any college transition steps.
- **Links:** ASL Act 2004
  Statutory guidance (2017)/refresh 2026

Standards in Scotland's Schools etc. Act 2000 & National Improvement Framework

- **Means:** Duties to raise standards and plan/report annually; assessment evidence underpins improvement/equity.
- **Requires:** Site improvement planning driven by assessment data + qualitative evidence; equity focus.
- **Our stance:** Single termly "improvement evidence set" (attainment, wellbeing, destinations).
- **Implementation Example:** Each site runs a termly "Attainment & Equity Review" where subject leads present progress data + sampling; actions align to the NIF priorities and are embedded into the School/College Improvement Plan with clear success measures.
- **Links:** Standards in Scotland's Schools etc. Act 2000
  Statutory guidance (2024)

Inspection & Self-evaluation — HM Inspectors / HGIOS4

- **Means:** HGIOS4 is the national self-evaluation framework; inspection expects robust assessment, tracking and moderation.
- **Requires:** Moderation across/beyond the site; learner participation; clear evidence of progress/impact.
- **Our stance:** HGIOS4-aligned evidence grid per QI with hyperlinks to artefacts.
- **Implementation Example:** For **QI 2.3 Learning, teaching & assessment**, departments keep a one-page moderation log (task, standards reference, sample decisions, next steps) and a "Learner Voice note" that captures how assessment informed changes in teaching.
- **Links:** HMIE frameworks hub (HGIOS4)
  HGIOS4 PDF

Registration/Standards — Independent Schools (Scotland)

- **Means:** Independent schools must be registered and meet standards; inspections check quality, welfare, governance (incl. assessment).
- **Requires:** Evidenced assessment of progress; appropriate staffing/resources; post-registration inspection compliance.
- **Our stance:** Pre-pack a registration/inspection evidence bundle (assessment, safeguarding, staffing, premises) per site.
- **Implementation Example:** Before a post-registration visit, the **site** uploads: (i) a 12-month assessment calendar; (ii) three moderated learner journeys per stage; (iii) staff CPD on assessment & ASN; and (iv) premises-related exam access arrangements — all cross-referenced to the Registrar/HMIE expectations.
- **Links:** Registration Regulations 2006
  Scottish Government guidance for proprietors/applicants

GIRFEC — National Wellbeing & Planning

- **Means:** National approach to wellbeing (SHANARRI), coordinated planning and early support; shapes assessment for ASN/all learners.
- **Requires:** National Practice Model; child's plan where multi-agency support is required; proportional information-sharing.
- **Our stance:** Embed SHANARRI in reviews; record "what's working/what needs to change" in learner-friendly language.
- **Implementation Example:** Tutors run a 10-minute SHANARRI mini-review each half-term for identified learners (traffic-light per indicator + two next steps), escalating to a child's plan with a nominated Lead Professional when multi-agency support is needed.
- **Link:** GIRFEC (gov.scot)

National Guidance for Child Protection in Scotland (Updated 2023)

- **Means:** National safeguarding expectations and multi-agency processes; education is a key partner.
- **Requires:** Protective education, staff training, referral pathways and chronology practice aligned with pastoral systems.
- **Our stance:** Periodic safeguarding knowledge checks; learning chronologies for vulnerable learners.
- **Implementation Example:** Each site maintains a Protection Chronology Checklist (date/concern/action/agency/outcome), reviewed termly with the Designated Child Protection Lead to ensure thresholds, referrals and follow-up align to the national guidance.
- **Link:** National Guidance (2021, updated 2023)