



Greenfields School Assessment Policy 2026-2027

Implemented	By Whom	Last Review	By Whom	Next Review
June 2025	R.Hill	September 2026	Craig Thomas	September 2027

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
03/10/25	2	Creslyn Singh	Review and update
12/03/26	3	Creslyn Singh	Reviewed
01/09/2026	4	Craig Thomas	Review and update

This policy aligns with the ALN Code (Wales) 2021, the Equality Act 2010, the UNCRC, the Independent School Standards (Wales) Regulations 2024

1. Policy Statement

Assessment at Greenfields is an ongoing, responsive and trauma-informed process. Its purpose is to:

- Identify learners' developmental, academic, social and emotional starting points
- Inform high-quality adaptive teaching
- Track holistic progress using a developmentally appropriate model
- Provide evidence for IDP/EHCP outcomes
- Support learner voice, self-evaluation and aspiration-setting
- Provide reliable information for Estyn, parents/carers, local authorities and multi-agency teams

Our approach prioritises the emotional safety and regulation of learners. Assessment is never used punitively and is always adaptive to each learner's SEMH profile, needs and processing style.

2. Principles of Assessment at Greenfields

Assessment is:

- Continuous: Happening daily through observation, dialogue, work scrutiny and therapeutic input.
- Developmentally informed: Based on developmental stages rather than chronological age, reflecting disrupted learning histories.
- Individualised: Grounded in each pupil's IDP/EHCP outcomes, interests and learning profile.
- Purposeful: Used to shape teaching, plan interventions and identify barriers to engagement.
- Holistic: Addresses academic, social, emotional, communication, sensory and functional skills.
- Strength-based: Celebrates progress, capabilities and emerging skills.
- Transparent: Shared with learners and families in accessible, sensitivity-aware formats.

3. Assessment Framework: Taith360

Greenfields uses Taith360 as the school's whole-school assessment system in addition to WJEC entry level and GCSE grades. It is used to:

- Capture baseline assessment on entry
- Plan for and track academic progression
- Monitor SEMH development, emotional regulation and relationships
- Evidence IDP/EHCP targets
- Provide termly progress reports
- Support moderation and quality assurance

Taith360 enables staff to:

- Identify gaps in prior learning
- Set small-step progression targets
- Monitor literacy, numeracy, communication and digital competence
- Review wellbeing indicators and behaviour for learning
- Produce individual learning flight paths
- Analyse whole-school and cohort-wide trends

4. Baseline Assessment

All new learners complete a structured baseline assessment within the first 6 weeks of placement:

Baseline measures include:

- Reading age and literacy profile
- Numeracy assessment
- Communication and interaction assessment
- SEMH assessment (Motional / therapy assessment)
- Sensory and regulation profile
- Learning style identification
- Xello profile (KS3/4)
- Boxall profile where required

Baseline outcomes directly inform:

- Learner Profile
- Individual targets (IDP/EHCP)
- Class placement decisions
- Differentiation and intervention planning
- Qualifications pathways

5. Ongoing (Formative) Assessment

Formative assessment happens continuously and shapes daily teaching.

Strategies include:

- Live marking and in-lesson verbal feedback
- Therapeutic observation (regulation, engagement, anxiety levels)
- Checking understanding through discussion and modelling
- Use of scaffolds, visual supports & step-by-step guidance
- Mini-plenary checkpoints
- Adaptive planning for the next lesson

FORMATIVE ASSESSMENT IS NEVER HIGH-PRESSURE. For SEMH pupils, emotional readiness is prioritised.

6. Summative Assessment

Summative assessments are used to evaluate progress over time.

These include:

- Half-termly Taith360 data captures
- Accreditation tracking (GCSE, Functional Skills, ASDAN, AQA Unit Awards)
- Reading and numeracy standardised scores
- Annual subject review tests (KS3 & KS4)
- Termly SEMH and therapeutic assessments
- WJEC Entry level-GCSE grading half-termly

Summative data is used to:

- Inform school improvement priorities
- Adjust learner pathways
- Update IDP/EHCP outcomes
- Report to governors/proprietor
- Prepare evidence for Estyn

7. Progression: How We Measure Progress

Progress is considered across multiple domains:

Academic:

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- Literacy (reading, writing, communication)
- Numeracy and mathematical reasoning
- Digital competence
- Subject-specific knowledge

Holistic / SEMH:

- Emotional regulation
- Engagement and participation
- Relationship building
- Self-esteem and resilience
- Executive functioning and independence

Functional and Life Skills:

- Self-care
- Community skills
- Workplace behaviours
- Independence and organisation

Progress is considered good when learners show:

- Improved emotional readiness to learn
- Increased engagement in lessons
- Evidence of new knowledge or skill acquisition
- Growing independence
- Movement along Taith360 developmental descriptors
- They are on track to meet end of year target grades

8. Assessment for Learners with ALN

As an ALN-specialist school, assessment must be adapted to each pupil's profile.

Adaptations include:

- Reduced or chunked assessment tasks
- Use of visuals, symbols, dual-coding and scaffolds
- Reader/scribe support
- Alternative evidence gathering (photos, video, orals)
- Assessment in low-stimulus settings
- Flexible timing and breaks

Where learners are working significantly below age-related expectations, progress is measured through small-step developmental progression, not normative comparisons.

9. Recording and Reporting Progress

Teachers record progress using:

- Taith360 "I can..." statements
- Daily observations
- Intervention logs
- Marking and feedback notes
- Subject trackers
- Weekly planning

Reporting cycles include:

- Termly written reports to families
- Half-termly progress review meetings
- Annual Review / IDP Review
- Destination and transition data for KS4

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Reports include information on:

- Academic progress
- SEMH development
- Attendance/engagement
- Personal development
- Next steps

10. Moderation & Quality Assurance

To ensure accuracy and reliability:

Internal moderation occurs termly:

- Cross-checking of Taith360 assessments
- Work scrutiny
- Subject leader reviews
- Learning walks & observations
- Therapy–education joint review of SEMH markers

External moderation includes:

- Examination board moderation
- ASDAN and/or AQA verification
- Cross-school moderation within Cambian where appropriate

11. Pupil Involvement in Assessment

Learners engage in:

- Simple self-assessment (“How did I do?”)
- Visual progress trackers
- Reflective tutor time discussions
- Individual target-setting
- Xello interests and strengths reviews (KS3/4)

Prompts and scaffolds are used to support pupils with communication or processing differences.

12. Use of Assessment Information

Assessment information is used to:

- Plan targeted interventions
- Adjust curriculum pathways
- Identify ALN needs and provision
- Inform teaching strategies
- Support annual reviews
- Provide data for Estyn inspections
- Report to the proprietor

Senior leaders use assessment data to:

- Monitor whole-school performance
- Identify vulnerable groups
- Inform the School Development Plan
- Evaluate curriculum impact

13. Assessment of CWRE (Careers and Work-Related Education)

Assessment of CWRE includes:

- Xello profile completion
- Career interest surveys

- Work-experience experiences
 - Skills profiling linked to employability
- KS4 learners build a portfolio reflecting their:
- Careers research
 - Skills development
 - Qualifications
 - Work-related learning experiences

14. Roles and Responsibilities

Teachers:

- Complete daily formative assessment
- Update Taith360
- Provide feedback and adjust planning
- Report termly to families

Senior Leaders:

- Monitor whole-school data
- Lead moderation
- Oversee Taith360 integrity
- Ensure statutory compliance

Therapeutic Team:

- Provide SEMH assessments
- Advise on regulation needs and progress
- Contribute to IDP outcomes

Parents/Carers:

- Engage in reviews
- Provide home context to support assessment

Learners:

- Participate in reflection and self-assessment
- Share aspirations and feedback

15. Legislative Framework

This policy is written in accordance with:

- Independent School Standards (Wales) Regulations 2024
- Estyn Inspection Framework (2024)
- Curriculum for Wales Assessment Guidance
- Additional Learning Needs Code (Wales) 2021
- Keeping Learners Safe (2021)
- Equality Act 2010

16. Review Cycle

This policy is reviewed annually, or sooner if required due to:

- Current climate recommendations
- Changes to Welsh Government guidance
- Updates to assessment tools or frameworks

In line with the ISS(W)R 2024, the school makes available to parents: the curriculum policy, complaints policy, safeguarding arrangements, term dates, academic performance information and the latest inspection report. These are published on the school website.

Headteacher:	Craig Thomas	Date:	1 st September 2026
Proprietor:	Rob McConomy	Date:	1 st September 2026