



Stone Lodge School

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Assessment, Recording and Reporting Policy

Approved by:	Ollie Sharp	Date: Jan 2026
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Last reviewed on:	Jan 2026
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Next review due by:	Jan 2027
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Assessment at Stone Lodge Therapeutic School

At Stone Lodge School, it is vital that we understand all of pupils **academically, skillfully and therapeutically**. Our robust assessment system has been carefully designed to provide staff to identify areas of strengths and areas for development for all pupils in line with our school ethos: **Care, Understanding and Aspiration**.

At Stone Lodge our guiding principles ensure that we evaluate the aim of any assessment that is used and we ensure that we take our staff workload into account.

Roles and responsibilities

Teachers are kept up to date with developments in assessment practice through the school development plan, which is informed by outcomes from whole school monitoring. Staff training is identified through this process. Teachers and support staff have the opportunity to develop and improve on their practice in a variety of ways. Staff training sessions are designed as the emerging needs arise to ensure that there is a secure understanding of the purpose and practice of all assessment. From monitoring lessons, photos of good practice are shared with staff and provide visual examples of good assessment practice. This is also shared in Curriculum meetings. Any areas for development are identified and actions are given.

Review

This policy will be reviewed annually by the Assistant headteacher for progress. At every review, the policy will be shared with the proprietor and governors.

All teaching staff are expected to read and follow the policy. Senior leadership and subject leaders are responsible for ensuring this policy is followed.

SLT will monitor the effectiveness of assessment practice through our quality assurance model:

We use plan, do and review model to monitor and gauge the impact of our curriculum design. Alongside senior leadership and subject leadership, we monitor individual subjects through:



Purposes of Assessment at Stone Lodge:

- Support students to make meaningful academic, emotional and social progress
- To inform and support personalised planning, including EHCP outcomes and therapeutic targets.
- Identify and plan next steps in sequencing and progression in line with the curriculum long term plans.
- Identify pupils strengths and areas for development academically in the core subjects: English, Maths and Science
- Identify pupil strengths and areas for development in the foundation subjects that we offer: History, Geography, IT, Art, Food Studies and Physical.
- Identify pupils understanding in PSHE and identify areas for development
- Identify our pupils therapeutic needs this will include speech and language, sensory and psychotherapy
- Improve and evaluate teaching and learning, and so raise standards
- Provide evidence of achievements
- Plan for progression and development
- Provide clear information to pupils, parents/carers and professionals.
- Ensure equality of access

Assessment at Stone Lodge follows the principles of our three core values:

Care

- **Therapeutic and trauma-informed:** sensitive to emotional readiness and past experiences
- **Continuous and flexible:** embedded in daily practice rather than reliant on high-stakes testing

Understanding

- **Individualised:** recognising starting points, learning profiles, and EHCP outcomes
- **Accessible:** adapted to meet communication, sensory, and emotional needs

Ambitions

- **Strengths-based:** focusing on progress and resilience as well as attainment
- **Collaborative:** involving pupils, families, and multi-disciplinary professionals

Assessment falls largely into 3 groups:

Formative:

This is the day to day on-going assessment, carried out by our teachers and classroom mentors both formally and informally during a unit of work for example, low stakes testing, questioning, identifying and addressing misconceptions and implementation and effective use of the school agreed live marking and feedback policy. The results of formative assessment have a direct impact on the planning, teaching material and strategies employed following the assessment. Results and observations of formative assessment are also fed back to pupils. Where appropriate, pupils will respond actively in lessons to feedback given to them either verbally or written in purple pen as per the agreed live marking and feedback. This ongoing feedback loop informs the teacher response in order to support the individual in closing the learning gap.

Summative:

These occur at defined times in the academic year. They are a 'snapshot' of what a pupil has achieved both in terms of attainment and progress at a given moment in time.

Year	Autumn Term	Spring Term	Summer Term
7	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Baseline assessment recorded for core subjects.</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments if need identified</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: End of year assessments</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>
8	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>

9	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Communication screening</p> <p>Psychotherapeutic outcomes measure</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>
KS4	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Baseline assessment for core subjects.</p> <p>Mock GCSE exams</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Communication screening</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Mock GCSE exams</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p> <p>Sensory profiling</p>	<p>Aspiration: Short progress assessments in all subjects by curriculum coverage</p> <p>Gaps analysis using star reader and star Maths</p> <p>Skills builder outcomes</p> <p>Freshstart assessments</p> <p>Gatsby benchmarking</p> <p>Care/Understanding: Psychotherapeutic outcomes measure</p>

	Psychotherapeutic outcomes measure		
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National standardised summative assessment: National standardized summative assessments take the form of GCSES and vocational qualifications at the end of Key Stage 4.

Systems of practice

Stone Lodge Therapeutic School uses **Earwig** as a secure digital platform to record, monitor, and evidence pupils' academic, social, emotional, and therapeutic progress. Earwig supports our holistic, trauma-informed approach to assessment, recognising that progress for our pupils may be non-linear and demonstrated in a variety of ways beyond written outcomes.

The use of Earwig enables staff to capture meaningful moments of learning, regulation, engagement, and development, supporting personalised provision and informed decision-making. To access this you need a login name and password issued by the school.

Earwig is used at Stone Lodge to:

- Record **individualised progress** linked to EHCP outcomes and therapeutic targets
- Capture learning through **photos, videos, observations, and annotations**
- Support assessment that is **inclusive, flexible, and emotionally safe**
- Collect and analyse data to inform planning, intervention, and review
- Track progress over time, identify patterns, strengths and areas for development
- Provide evidence for **reviews, reports, and inspections**
- Celebrate success and build pupil confidence
- Facilitate effective communication with parents/carers and professionals where appropriate

To further understand our pupils specific gaps in a stage not age approach, we use Star reader and Star Maths assessments in Reading and Maths to provide a gaps analysis in the subject. This allows teachers to identify gaps in a pupils' education due to interrupted learning and therefore plan effectively to meet individual needs, monitor progress and share with senior leaders and parents/carers. This supports in our whole school aim of closing the knowledge gaps for all pupils to bring them in line with age related expectations.

Assessment information is tracked and progress is monitored through the following frameworks:

- Stone Lodge Core KS3 outcomes (Maths, English and Science- KS3 and KS4 outcomes)
- Stone Lodge Foundation KS3 outcomes (History, Geography, PE, IT, Art, Food studies)
- PSHE outcomes- Jigsaw scheme- in line with statutory guidance
- KS4 exams
- EHCP targets

Teachers assess against the following outcomes:

Beginning Pupils have been taught the skill but rarely are able to apply their understanding

Developing Pupils begin to apply their understanding – this is usually with the support of a teacher or adult

Secure They are consistently working at this level.

Mastery Pupils are able to apply key skills across a range of curriculum areas without explicit teaching

Beginning A pupil will	Developing A pupil will	Secure A pupil will	Mastery A pupil will
<ul style="list-style-type: none"> - Have been taught this skill - Been given opportunities to develop - Be supported by an adult - Be at the early stages of acquisition - Occasionally be able to apply independently 	<ul style="list-style-type: none"> - Revisit previous knowledge or skills - Be given opportunities to practise the skills - Show increasing understanding - Frequently be able to apply independently 	<ul style="list-style-type: none"> - Achieve or be working at all the assessment points - Show a range of evidence from across the curriculum - Consistently be able to apply independently 	<ul style="list-style-type: none"> - Show further evidence of deep understanding - Be able to apply their knowledge across the curriculum without explicit teaching - Aspire to take risks and apply their knowledge and understanding

Our assessment system assesses our pupils in points of progress:

Beginning- 1 point

Developing- 2 points

Secure- 3 points

Mastered- 4 points

The system collates a total score based on framework coverage and also provides a total point score for each subject. This can be broken down further by strand if necessary. Targets can then be set based against their baseline scores taken approximately six to eight weeks in to the academic year.

Key Stage 4

At KS4 there are also end of key stage national exams. At Stone Lodge, we use various exam bodies and cover all levels to accommodate the various abilities of pupils and to make sure that all pupils achieve success and gain qualifications in the subjects they are taking.

- AQA
- IGCSE
- Btecs
- Entry Levels
- Functional skills

EHCP outcomes

Alongside our analysis of academic outcome and skills builder, we also measure progress against individual small step targets for each pupil. These targets are generated from the EHCP statement outcomes and are individual to each pupil.

Reading at Stone Lodge

With our whole school focus on reading there are a number of robust assessment tools in place to monitor reading across the whole school. We use the Read, Write Inc Fresh Start Assessment. This varies only minutely from the phonics assessment and is designed to be more accessible to older students. These assessments are delivered 1:1 by our intervention team who are trained in the Fresh start assessment. Assessments of progress take place every 6 weeks.

Our accelerated reader, supports our pupils with reading more widely and often and assesses their comprehension of a variety of texts.

Other assessment elements

- Attendance data is monitored closely weekly with the Senior leadership team and family support team.
- A staff, pupil and parent/carer survey is carried out twice a year to identify and embrace stakeholder voice. This data is used throughout the year to inform staff training as well as teaching and learning elements that arise as emerging needs are identified. It also enables use with identification or indications relating to staff workload and the well being of all our stakeholders.
- Accreditation is consistently reviewed and adapted to meet the needs of the cohort. As well as GCSE qualifications we also offer functional skills, entry levels and Btecs to suit the needs of all of our students.
- Gatesby benchmarking and preparation for Adulthood outcomes (this supports judgements made on skills builder) are measured at identified points throughout the academic year to identify the successes and next step of our Careers strategy (informing Futures), next steps in learning and skills progression throughout Stone Lodge.

RELATED POLICIES

- Curriculum policy
- Live marking and feedback
- Exams policy