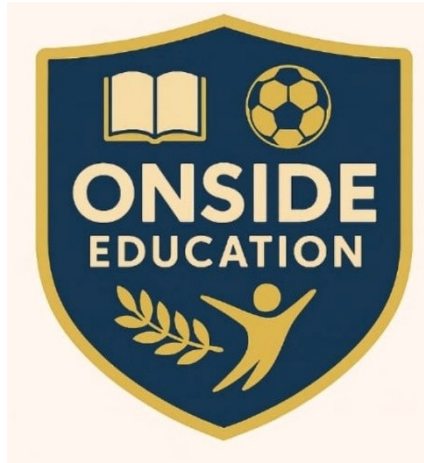




Onside Education Assessment & Progress Monitoring Policy

Issue date: September 2025

Review date: September 2026

1. Policy Statement

Onside Education is committed to ensuring that assessment:

- Accurately identifies pupils' aptitudes, needs and prior attainment.
- Informs adaptive teaching and curriculum planning.
- Supports pupils to make good progress from their starting points.
- Provides reliable evidence of impact for parents, referring schools and local authorities.
- Meets the requirements of the Independent School Standards (Part 1).

Assessment at Onside Education is:

- Purposeful
- Proportionate
- Safeguarding-aware
- SEND-informed
- Focused on progress from baseline

2. Aims of Assessment

Assessment at Onside Education aims to:

1. Identify starting points on entry.
2. Detect learning gaps and barriers.
3. Inform Individual Learning Plans (ILPs).
4. Guide adaptive teaching strategies.
5. Monitor progress over time.
6. Evidence impact of provision.
7. Support EHCP annual review processes (where applicable).

3. Principles of Assessment

Assessment will:

- Be fair and non-discriminatory.
- Be appropriate to pupil need and ability.
- Take account of SEND and SEMH profiles.
- Avoid excessive testing.
- Be used to improve teaching, not label pupils.
- Include pupil voice where appropriate.

4. Baseline Assessment Process

All pupils complete a structured baseline within the first **5–10 school days** of admission.

Baseline assessment covers three core domains:

4.1 Academic Baseline

English

- Reading age assessment (NGRT)
- Writing sample (Structured cold write)
- Comprehension task (Lexia comprehension data)
- Vocabulary and spelling check (Single Word Spelling Test)
- Functional Skills baseline (BKSB functional skills)

Mathematics

- Diagnostic topic assessment (GL Progress Test)
- Arithmetic fluency check (10-minute arithmetic fluency test)

- Functional Skills baseline (BKSb Functional skills)

Vocational Aptitude (if applicable)

- Practical task observation
- Safety awareness check
- Instruction-following assessment

All results are recorded in a Baseline Data Sheet and stored securely.

4.2 Learning Behaviour Profile

Staff record:

- Attention span
- Task initiation
- Task completion
- Organisation
- Independence
- Response to feedback
- Response to challenge

This forms a Learning Profile that informs adaptive planning.

4.3 SEMH & Wellbeing Baseline

Assessment may include:

- Strengths and Difficulties Questionnaire (SDQ)
- Trigger mapping
- Anxiety indicators
- Confidence self-rating
- Self-esteem reflection

- Behaviour pattern analysis

Where necessary, additional screening tools may be used.

4.4 Baseline Summary & Planning Link

Referral documentation received prior to admission is reviewed alongside baseline assessment data collected during the first 5–10 school days.

Within five school days of completing baseline assessments, a concise Pupil Baseline Profile is created. This profile summarises:

- Prior attainment
- Identified learning gaps
- SEND and SEMH needs
- Strengths and aptitudes
- Risk considerations (where relevant)

This summary directly informs:

- The Individual Learning Plan (ILP)
- Adaptive planning expectations
- Support deployment
- Intervention allocation

Teachers are required to reference the Baseline Profile when planning sequences of learning to ensure provision reflects pupils' starting points.

5. Individual Learning Plans (ILPs)

Within 10 school days, each pupil is issued an ILP informed by baseline data.

The ILP includes:

5.1 Academic Targets

- Based on prior attainment and identified gaps

- Specific and measurable
- Matched to ability

5.2 SEMH Targets

- Regulation strategies
- Behaviour goals
- Confidence development

5.3 Character & Independence Targets

- Organisation
- Self-management
- Responsibility
- Leadership opportunities

ILP summaries are shared with all relevant staff to ensure consistency in planning.

6. Assessment for Learning (AfL)

Teachers are expected to:

- Use questioning to check understanding.
- Adjust tasks in response to pupil performance.
- Scaffold or stretch appropriately.
- Provide regular feedback.
- Reference reading age and baseline information in planning.

Lesson plans include a section titled:

“Adaptive Planning Based on Baseline Information”

This ensures prior attainment and need directly inform teaching.

7. Progress Monitoring Cycle

Formal progress reviews take place every **six weeks**.

Review includes:

- Academic progress against baseline
- Reading age tracking (where appropriate)
- Behaviour incident trends
- Attendance data
- SEMH development
- ILP target review

Pupil voice and parent/carers communication form part of the review cycle.

For pupils accessing reintegration programmes, progress measures may also include successful attendance at phased return placements, engagement with mainstream lessons, reduction in barriers to learning and readiness for transition back to school.

7.1 Annual Reporting to Parents and Commissioners

In addition to six-week placement reviews and ongoing communication, Onside Education will provide parents/carers with an annual written report detailing each pupil's progress and attainment.

The annual report will normally include:

- Academic attainment and progress
- Reading and numeracy development
- Progress against ILP targets
- Attendance information
- Behaviour and SEMH development
- Progress towards EHCP outcomes (where applicable)
- Strengths and achievements
- Recommended next steps

Where placements are commissioned by a school, trust or local authority, progress information will also be shared in accordance with agreed reporting arrangements.

8. SEND & EHCP Assessment Monitoring

For pupils with SEND:

- Provision is monitored against EHCP Section F (where applicable).
- Progress towards EHCP outcomes is recorded.
- Evidence is gathered for Annual Reviews.
- The SENCo oversees SEND-related assessment quality assurance.

Assessment follows the **Assess–Plan–Do–Review** cycle in line with the SEND Code of Practice.

8.1 Qualifications, Examinations and Access Arrangements

For Key Stage 4 pupils, assessment information will support qualification pathways including GCSEs, Functional Skills and vocational qualifications.

Where appropriate, screening and evidence gathering will support applications for examination access arrangements in accordance with Joint Council for Qualifications (JCQ) requirements.

The SENCo will oversee access arrangement processes and maintain supporting evidence.

9. Recording & Data Management

Assessment data is:

- Recorded securely.
- Stored in accordance with GDPR.
- Used proportionately.
- Shared appropriately with referring schools and local authorities.

Data is analysed to:

- Identify trends.

- Evaluate intervention impact.
- Inform curriculum adaptation.

The Proprietor will receive termly summary information regarding pupil progress, intervention impact and assessment quality assurance.

9.1 Assessment Moderation and Quality Assurance

Assessment judgements will be moderated at least termly to ensure accuracy, consistency and reliability.

Moderation activities may include:

- Work scrutiny
- Sampling of pupil assessments
- Progress data reviews
- Cross-checking against baseline information
- Review of ILP outcomes
- Leadership moderation meetings

The Head of Provision and SENCo will oversee moderation processes and identify any staff training or quality assurance actions required.

9.2 Intervention Impact Evaluation

Interventions will be reviewed regularly to determine their effectiveness.

Evaluation may include:

- Academic progress measures
- Attendance improvement
- Behaviour trends
- SEMH development
- Pupil voice
- Parent/carers feedback
- EHCP outcome progress

Interventions that do not demonstrate sufficient impact will be reviewed and amended.

Assessment information will normally be shared as follows:

- Baseline summary – within the first three weeks of placement
- Placement review report – every six weeks

- EHCP review information – as required
- Annual written report – annually
- Reintegration or transition reports – when appropriate

Information will be shared securely with parents/carers, commissioning schools, trusts and local authorities in accordance with data protection requirements.

10. Roles & Responsibilities

Proprietor

- Ensures compliance with Independent School Standards.

Head of Provision

- Oversees the quality and accuracy of assessment reporting.
- Quality assures annual reports and placement review reports.
- Ensures commissioners, parents/carers and relevant professionals receive information within agreed timescales.

SENCo

- Oversees SEND assessment processes.
- Monitors EHCP progress.
- Advises on adaptive provision.

DSL

- Ensures safeguarding considerations inform assessment practice where relevant.

Teaching Staff

- Administer baseline assessments.
- Implement ILPs.
- Use assessment to inform planning.
- Monitor and record progress.

11. Equality & Inclusion

Assessment processes:

- Make reasonable adjustments for pupils with SEND.
- Are culturally sensitive.
- Avoid bias.
- Do not disadvantage pupils based on protected characteristics.

Appendix 1 – Example Baseline Profile & Adaptive Planning Model

Example Pupil – KS3 (Age 13)

Chronological Age: 13

Reading Age (NGRT): 8y 9m

Spelling Age (SWST): 9y 2m

GL Maths Standardised Score: 84 (Below average)

BKSB English: Entry Level 3

BKSB Maths: Entry Level 2

Learning Behaviour Profile:

- Sustains attention for 12–15 minutes
- Avoids extended writing
- Responds positively to visual instruction

SEMH Baseline (SDQ):

- Elevated emotional regulation concerns
- High anxiety in unfamiliar tasks
- Positive response to structured routine

Appendix 2 – Assessment & Reporting Calendar

Activity	Timescale
Baseline Assessment	Days 1–10
Baseline Profile	Within 5 days of baseline completion
ILP Issued	Within 10 school days
Progress Review	Every 6 weeks
Intervention Review	Every 6 weeks
Moderation Meeting	Termly
EHCP APDR Review	Termly / Annual Review
Annual Written Report	Annually
Reintegration Review	As required
Policy Review	Annually