

MIAG



Assessment Policy

Ratified by Chair of Govs:

Signed by

Date 20/8/25

Date:

Review Date:

Policy Statement:

Introduction:

At MIAG, assessment is a vital tool used to understand, support and celebrate the progress of every learner. Our assessment practice is rooted in relational approaches and tailored to reflect the personalised and often non-linear learning journeys of our young people. We view assessment as a collaborative process between learners, staff, parents/carers, and other professionals.

Aims of the Assessment Policy:

- ✚ To ensure assessment is purposeful, inclusive, and informs planning and teaching
 - ✚ To provide a holistic picture of learner progress – academic, social, emotional and behavioural
 - ✚ To enable learners to understand and take ownership of their learning journey
 - ✚ To identify and address gaps in learning quickly and effectively
 - ✚ To report progress clearly and support transitions
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Principles of Assessment at MIAG:

Assessment at MIAG is:

- ✚ Relational and personalised – taking into account the needs and starting points of each learner
 - ✚ Holistic – encompassing SEMH progress, personal development, and social skills alongside academic learning
 - ✚ Formative and summative – including day-to-day observations, discussions, work scrutiny, and termly data
 - ✚ Supportive – used to encourage learners and celebrate effort and growth, not just outcomes
 - ✚ Trauma-informed – avoiding high-stakes pressure and recognising the impact of adverse experiences
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Types of Assessment Used:

Baseline Assessment:

All learners complete a comprehensive baseline assessment on entry to MIAG, including:

- ↓ Reading, writing, maths (standardised where appropriate)
- ↓ Emotional literacy and wellbeing (e.g. Boxall Profile)
- ↓ Attendance history
- ↓ Previous attainment and EHCP outcomes (if applicable)

Ongoing/Formative Assessment:

- ↓ Daily observations, conversations, and feedback
- ↓ Marking and feedback (verbal and written)
- ↓ Self-assessment and peer assessment where appropriate
- ↓ Ongoing teacher assessment against individual learning targets

Summative Assessment:

- ↓ Half-termly reviews of academic and personal development
 - ↓ Regular review of EHCP outcomes (where relevant)
 - ↓ Assessment of engagement and behaviour using MIAG's engagement tracker
 - ↓ Accreditation outcomes (e.g. NOCN Awards, NOCN Certificates Functional Skills, Entry Level)
 - ↓ Annual reviews and reports for parents/carers and stakeholders
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Recording and Reporting:

- ↓ Progress is recorded on our internal tracking systems and updated half-termly
 - ↓ Learner progress is reviewed regularly in staff meetings and planning sessions
 - ↓ Personalised learner reports are shared with parents/carers at least twice a year
 - ↓ EHCP annual reviews and placement reviews are supported by assessment evidence
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Supporting Learners Through Assessment:

- ↓ Learners are involved in setting and reviewing their own learning goals
 - ↓ Assessments are explained clearly and adapted to meet diverse needs
 - ↓ Staff use strengths-based approaches and provide praise and encouragement
 - ↓ Feedback is constructive and supports next steps in learning
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Moderation and Quality Assurance:

- ↓ Regular internal moderation ensures consistency and accuracy of assessment
 - ↓ External moderation takes place where learners complete accredited courses
 - ↓ SLT conducts learning walks, work scrutiny and learner voice checks to assure quality
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Roles and Responsibilities:

- ↓ Tutors and ALP Co-ordinators: Conduct assessments, give feedback, record data, support learners
 - ↓ SENCo: Oversees EHCP-linked assessment and works with staff on appropriate targets
 - ↓ Curriculum & Assessment Manager: Monitors policy implementation, ensures quality, and reports to stakeholders
 - ↓ Learners: Engage in self-assessment, review targets, and give feedback on their progress
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Policy Review

This policy will be reviewed annually, with input from staff, learners, and parents/carers, to ensure it remains fit for purpose.

