MIAG

ASSESSMENT, RECORDING & REPORTING POLICY

MIAG ORGANISATIONAL POLICY

Organisation-wide

Supporting consistent, effective practice across the MIAG organisation.

SUPPORTING INDIVIDUALS | CREATING OPPORTUNITIES | ENRICHING COMMUNITIES

POLICY STATEMENT AND COMMITMENT:

MIAG (Meeting Individual Aspirations & Goals) is committed to ensuring that assessment is accurate, purposeful, inclusive and used effectively to improve teaching, learning and outcomes. Assessment is an integral part of the continuous process through which teachers understand learners' starting points, check what they know and can do, identify gaps or misconceptions, adapt teaching and evaluate progress.

MIAG recognises that learners may have complex and varied profiles, including special educational needs and disabilities (SEND), social, emotional and mental health (SEMH) needs, interrupted education and differing prior attainment and educational experiences. Assessment must therefore be appropriate to each learner, sufficiently rigorous to identify progress and barriers, and sensitive to the individual's communication, developmental and emotional needs.

Assessment is not an end in itself. Information gathered must be reliable, proportionate and acted upon. MIAG will not rely solely on a single score, assessment tool or measure of progress. Professional judgement will be informed by a range of evidence, including the quality of learners' work, observed application of knowledge and skills, formal assessment, discussion, attendance and engagement information, and progress towards relevant individual outcomes.

PURPOSE AND AIMS:

This policy establishes the organisation-wide expectations for assessment, recording, reporting, evaluation and quality assurance across MIAG Independent Schools. It aims to:

- Secure an accurate understanding of each learner's prior attainment, starting points, strengths, needs and barriers to learning;
- Ensure assessment is regular, sufficiently thorough and appropriate to age, aptitude, ability, SEND and individual circumstances;
- Use assessment information to document, plan and adapt teaching, curriculum sequencing, intervention and support;
- Measure progress over time against relevant curriculum objectives, individual targets and the school's stated aims;
- Identify gaps in knowledge, skills, literacy, numeracy and communication and ensure timely action;
- Involve learners, parents/carers and relevant professionals appropriately in understanding progress and next steps;
- Provide reliable information for EHCP reviews, annual reviews, placement reviews, transition planning and reports to commissioners where appropriate;
- Provide leaders, the proprietor and governors with accurate information to evaluate educational quality and compliance

LEGAL AND REGULATORY FRAMEWORK:

This policy supports MIAG's duties under the Education (Independent School Standards) Regulations 2014, as amended, particularly Part 1 – Quality of Education:

- Paragraph 2(1): the proprietor must ensure that the written curriculum policy, supported by appropriate plans and schemes of work, is drawn up and implemented effectively and takes account of pupils' ages, aptitudes and needs, including pupils with an EHC plan
- Paragraph 3(g): teaching must demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- Paragraph 4: the proprietor must ensure that a framework is in place for evaluating pupil performance by reference to the school's own aims, national norms, or both

The policy should also be read alongside the current DfE Independent School Standards guidance (April 2026), the current Ofsted Non-Association Independent Schools Inspection Toolkit and operating guide, the MIAG Curriculum Policy, Belonging, SEND and Inclusion Policy, Accessibility Plan, Relationships and Sex Education policy, Safeguarding and Child Protection Policy, Behaviour Policy, Data Protection and GDPR Policy and relevant provision-level procedures.

The assessment policy is a supporting organisational policy. It does not replace the separate written curriculum policy, curriculum plans and schemes of work required by ISS Part 1 paragraph 2, nor does it imply that a standalone assessment policy is itself expressly named as a separate ISS requirement.

SCOPE AND APPLICATION:

This policy applies across all MIAG provisions registered as independent schools and to all staff involved in curriculum planning, teaching, assessment, recording, reporting, leadership and governance. It applies to all learners on roll, including learners with EHC plans and learners working substantially below age-related expectations.

Each provision must implement this policy through local assessment procedures, curriculum plans, subject or pathway assessment frameworks and reporting arrangements that reflect its registered age range, curriculum, learner cohort and operational context. Local arrangements must not dilute the requirements of this policy.

PRINCIPLES OF ASSESSMENT:

Principle:	MIAG Expectation:
Purposeful	Assessment is used to establish what learners know and can do, identify next steps and improve teaching
Inclusive and Accessible	Methods are adapted where appropriate to communication, sensory, cognitive, physical, language and SEMH needs

Reliable and Proportionate	Evidence is sufficiently valid and consistent for the decision being made; unnecessary testing is avoided
Continuous	Teachers check learning during lessons and across sequences of learning, not only at formal assessment points
Holistic but evidence-based	Academic, vocational, communication, independence and relevant personal development outcomes are considered without conflating distinct measures
Ambitious	Assessment supports high expectations and identifies appropriate challenge, not fixed assumptions about what a learner can achieve
Learner-centred	Learners are supported to understand their achievements, targets and next steps in ways they can access
Collaborative	Parents/carers and relevant professionals contribute where appropriate, particularly where assessment informs EHCP outcomes and reviews
Action-oriented	Assessment findings lead to changes in teaching, curriculum, intervention or support where needed

ASSESSMENT FRAMEWORK:

Entry and Baseline Assessment:

On admission, the provision must gather and review available information to establish a clear baseline. This should include, as relevant:

- Previous school or provider records, attainment information, work samples and transition information;
- EHCP outcomes, identified needs, provision and relevant professional advice;
- Reading, writing, mathematics and communication skills, using suitable standardised or diagnostic tools where appropriate;
- Prior subject knowledge, vocational skills and practical competencies relevant to the curriculum;
- Learner views, interests, aspirations, strengths and preferred ways of communicating;
- Information relevant to attendance, engagement, learning experiences and any significant gaps or interruptions in education.

Baseline information must be recorded, dated and interpreted. Staff must distinguish between information verified through assessment and information reported by others. Where a baseline

cannot be completed promptly, the reason and interim arrangements must be recorded and a completion date agreed.

Formative Assessment:

Formative assessment is embedded in day-to-day teaching. Teachers must use appropriate strategies to check understanding, identify misconceptions and decide what to teach or revisit next. This may include questioning, discussion, observation, retrieval practice, quizzes, practical demonstrations, review of written or digital work, feedback, learner explanation and self-assessment.

Teachers must use the information gathered to adapt explanations, pace, resources, grouping, scaffolding, challenge and intervention. Feedback should be timely, constructive and accessible to the learner.

Summative and Periodic Assessment:

Summative assessment provides a structured review of what learners have learned over a defined period. Each provision must set out appropriate assessment points within its annual assessment calendar. These may include half-termly or termly reviews, end-of-unit assessments, practical demonstrations, portfolio reviews, accreditation assessments and formal examinations where relevant.

The frequency and method must be appropriate to the subject, age, learner needs and qualification requirements. MIAG will not assume that one assessment method is suitable for every learner or curriculum area.

Assessment of Accredited Learning:

Where learners are undertaking accredited qualifications, assessment and internal quality assurance must follow the relevant awarding organisation's specification, assessment requirements, malpractice rules, authentication arrangements and centre procedures. Evidence must be authentic, sufficient, valid and attributable to the learner. Reasonable adjustments and access arrangements must be considered and authorised in accordance with the awarding organisation's requirements.

Assessment of Wider outcomes:

Where relevant to the learner and curriculum, MIAG will assess and record progress in communication, social interaction, emotional regulation, independence, practical and vocational skills, preparation for adulthood and other outcomes identified in the learner's plans. These outcomes must be described clearly and evidenced; they must not be used as a substitute for assessing academic and curriculum learning.

ASSESSMENT, EHCPs AND INDIVIDUAL NEEDS:

For learners with an EHC plan, staff must take account of the outcomes, needs and specified provision in the plan when planning learning and assessing progress. Assessment should help establish whether the learner is making progress towards relevant outcomes and whether teaching, support or provision needs to be adapted.

- Assessment information must be connected to relevant EHCP outcomes and individual learning targets where appropriate
- Targets should be specific, understandable, meaningful and reviewed at an appropriate frequency
- Staff must consider advice and recommendations from relevant professionals and record how this informs assessment and teaching
- Where progress is limited or needs change, the teacher must consider possible barriers, review strategies and seek advice or escalate concerns through the SENCO/Head Teacher/Provision Lead
- Learner and parent/carer contributions should be sought in an accessible and meaningful way

Assessment records must not make unsupported diagnostic statements or use labels in place of describing the learner's demonstrated knowledge, skills, strengths and support needs.

RECORDING AND REPORTING:

Recording:

Assessment information must be recorded accurately, consistently and in a timely manner using MIAG-approved systems and templates. Records must identify the learner, subject or area assessed, date, assessment method, outcome or evidence, relevant target or benchmark, teacher or assessor and any agreed next steps.

Records should enable another suitably qualified member of staff to understand the learner's current position and what action is required. Data must be sufficiently clear to support tracking over time and avoid misleading comparisons.

Progress Tracking:

Each provision must maintain a current assessment overview for each learner and a cohort-level view that enables leaders to identify progress, gaps, patterns and learners who may require additional support or challenge. Leaders must be able to explain the measures used, their limitations and how the information informs decisions.

Where numerical scores, levels or bands are used, the school must define what they mean, how they are derived and how they should be interpreted. Staff must not present different assessment measures as directly comparable unless the method supports that comparison.

Reporting to Parents/Carers and Others:

Parents/carers must receive clear information about their child's progress and attainment at appropriate intervals. MIAG's minimum expectation is that personalised written progress information is shared at least twice each academic year, alongside appropriate opportunities for discussion. Reports should explain progress, strengths, areas for development and next steps in language that is accessible and meaningful.

Assessment evidence must be available to support EHCP annual reviews, placement reviews, transition planning and reports to local authorities or other commissioners, where required. Information must be shared lawfully, securely and on a need-to-know basis.

USING ASSESSMENT TO IMPROVE TEACHING AND LEARNING:

Assessment must inform lesson planning, curriculum sequencing and the level of challenge and support. Teachers are expected to identify when learners have secured knowledge and skills, when learning is insecure and when misconceptions or gaps require further teaching.

Where assessment indicates that a learner or group is not making expected progress, the teacher must consider and record appropriate action. This may include revisiting prior learning, adapting teaching, targeted intervention, additional practice, changes to resources or reasonable adjustments, discussion with the SENCO/Head Teacher/Provision Lead, or seeking specialist advice.

Leaders must evaluate whether the actions taken have improved learning. Interventions should have a clear rationale, intended outcome, review point and decision about whether to continue, adapt or stop.

MODERATION, STANDARDISATION AND QUALITY ASSURANCE:

MIAG will use proportionate internal moderation and standardisation to secure confidence in assessment judgements across subjects, staff and provisions. Moderation should be planned and recorded and may include:

- Joint review of learner work and assessment evidence against agreed criteria;
- Discussion and comparison of teacher judgements, including borderline or unusual cases;
- Sampling of assessment records, feedback and progress tracking;
- Checking that assessment methods and expectations are appropriate for the curriculum and learner cohort;
- External moderation or verification where required by an awarding organisation or qualification.

The Head Teacher/Provision Lead is responsible for ensuring that assessment quality is monitored locally. The COO will coordinate organisation-wide assurance and may undertake or arrange cross-provision sampling.

Findings, actions, owners and timescales must be recorded and followed through. Where moderation identifies inconsistency, leaders must provide support, training or corrective action and check that improvements are sustained.

ROLES AND RESPONSIBILITIES:

Role:	Responsibilities:
Proprietor / CEO	Ensure appropriate leadership, resources and governance oversight are in place so the ISS are met consistently. Review assurance about educational quality and learner progress
Governing Body	Provide strategic oversight and challenge, including scrutiny of assessment information, progress, outcomes and actions arising from quality assurance
COO	Own this organisational policy; maintain oversight of implementation and cross-provision consistency; coordinate compliance and quality assurance; report significant concerns and themes to the CEO/Proprietor and governance
Head Teacher/Provision Lead	Lead local implementation; ensure staff understand and apply assessment arrangements; maintain the assessment calendar and local procedures; monitor quality, progress and reporting; address gaps and escalate concerns
SENCO	Support the use of EHCP outcomes and relevant professional advice in assessment and target setting; advise on appropriate assessment approaches and reasonable adjustments
Teachers /Tutors	Assess learners regularly and thoroughly; record accurate evidence; use findings to plan and adapt teaching; provide feedback; communicate progress and raise concerns
Support staff	Contribute relevant observations and evidence within their role, support learners to access assessment and share information with the teacher; they do not make unsupported

	attainment judgements outside their competence
Learners	Be supported to understand their learning, contribute views, reflect on progress and participate in setting or reviewing appropriate goals
Parents/carers	Contribute relevant information and views and engage with progress discussions and review processes

STAFF TRAINING AND SUPPORT:

Staff involved in assessment must receive appropriate induction, guidance and support for the assessment methods, recording systems and qualifications relevant to their role. The Head Teacher/Provision Lead must identify training needs, including assessment literacy, use of standardised tools, subject-specific assessment, feedback, moderation, EHCP-linked assessment and data interpretation.

Staff must not administer or interpret specialist assessment tools unless appropriately trained and authorised. Where internal expertise is insufficient, the provision must seek suitable specialist advice.

DATA PROTECTION, ACCESS AND RECORD RETENTION:

Assessment records are personal data and, in some cases, may include special category data. They must be processed in accordance with UK GDPR, the Data Protection Act 2018 and MIAG's Data Protection and GDPR Policy. Access must be role-based and limited to those who need the information to fulfil their responsibilities.

Records must be stored securely, shared using approved systems and retained in accordance with MIAG's retention schedule and applicable legal, contractual and awarding organisation requirements. Staff must not keep unofficial or unnecessary copies of sensitive assessment information.

MONITORING, EVALUATION AND GOVERNANCE ASSURANCE:

MIAG will evaluate the effectiveness of assessment arrangements through a combination of:

- Sampling of learner assessment records, work and feedback;
- Learning walks, lesson visits and scrutiny of teaching and curriculum planning;
- Moderation and standardisation records;
- Analysis of progress from starting points and against relevant curriculum and individual outcomes;
- Learner and parent/carer voice;

- Cohort and subject-level analysis, including attendance and participation context where relevant;
- Review of interventions and actions taken in response to assessment findings;
- Reporting to the Governing Body and Proprietor on educational quality, progress, outcomes and identified risks.

The Governing Body and Proprietor should receive information that is sufficiently clear to understand what learners are achieving, whether progress is appropriate, where variation or gaps exist and what leaders are doing in response. Data should be accompanied by professional analysis and not presented without explanation.

The policy is effective only when its arrangements are understood and used consistently. Inspection and internal assurance may test the policy through staff discussions, learner work, lesson visits, assessment records, learner and parent voice, progress information and evidence that assessment has influenced teaching.

EQUALITY, ACCESSIBILITY AND REASONABLE ADJUSTMENTS:

Assessment arrangements must not unlawfully discriminate. MIAG will consider reasonable adjustments and accessible methods so that learners can demonstrate what they know and can do without unnecessary barriers. Adjustments must preserve the validity and integrity of the assessment and comply with awarding organisation rules where applicable.

Staff must consider language, communication, sensory, physical, cognitive and emotional factors when selecting assessment methods. Where an adjustment is required, it should be recorded and applied consistently.

CONCERNS, DISAGREEMENTS AND CORRECTION OF RECORDS:

Where a learner, parent/carer or member of staff raises a concern about an assessment judgement or record, the concern should be considered promptly by the teacher and, where necessary, the Head Teacher/Provision Lead. Errors must be corrected transparently, with an audit trail retained where required. Concerns about accredited assessment must also follow the relevant awarding organisation's appeals and complaints procedures.

Assessment information must never be altered to create a misleading impression of progress or performance. Suspected malpractice, falsification or improper influence must be escalated under the relevant MIAG procedures.

REVIEW AND APPROVAL:

The COO will review this policy at least annually and sooner where there are changes to legislation, the Independent School Standards, Ofsted inspection arrangements, curriculum requirements, awarding organisation rules or MIAG provision. The review will consider feedback from staff, learners, parents/carers, leaders, governors and external quality assurance.

This policy requires approval in accordance with MIAG's governance arrangements. It must be communicated to relevant staff, made accessible and supported by local procedures, assessment calendars, templates and training.

APPENDIX A – MINIMUM PROVISION ASSESSMENT CYCLE:

Stage:	Minimum Expectation:	Evidence:
On admission	Review prior records and EHCP; complete or plan baseline assessment; record starting points and initial priorities	Admission assessment record; baseline profile; learner targets
Ongoing	Formative assessment embedded in teaching; feedback and adaptation; records updated in line with local procedures	Learner work; teacher records; feedback; planning
Periodic review	Formal review at planned points in the provision assessment calendar; analyse progress and agree next steps	Assessment overview; progress review; action record
At least twice yearly	Provide parents/carers with personalised written progress information and opportunities for discussion	Reports; meeting records; communication log
EHCP /Placement Review	Provide relevant evidence against outcomes and needs; contribute to annual and placement reviews	Review reports; progress evidence; professional contributions
Annual Evaluation	Leaders evaluate the effectiveness of assessment and progress information and identify improvement priorities	Self-evaluation; moderation; governance report

APPENDIX B – MINIMUM EXPECTATIONS FOR AN ASSESSMENT RECORD:

- Learner name and unique school identifier, held securely
- Subject, curriculum area, qualification or outcome being assessed
- Date and name of assessing teacher
- Assessment method and context
- Clear evidence or outcome, including the criteria or benchmark used

- Connection to prior attainment, curriculum sequence or relevant individual target
- Interpretation of what the evidence shows and any limitations
- Agreed teaching response, intervention or next step, with owner and review date where appropriate
- Any relevant reasonable adjustment or access arrangement
- Secure storage location and appropriate access controls

KEY REFERENCES:

- The Education (Independent School Standards) Regulations 2014, as amended, Schedule 1, Part 1, paragraphs 2, 3(g) and 4: https://www.legislation.gov.uk/uksi/2014/3283/contents
- Department for Education, Independent School Standards guidance, April 2026: https://www.gov.uk/government/publications/regulating-independent-schools
- Ofsted, Non-Association Independent Schools Inspection Toolkit and operating guide, in use from September 2026: https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information
- Equality Act 2010: https://www.legislation.gov.uk/ukpga/2010/15/contents
- Data Protection Act 2018: https://www.legislation.gov.uk/ukpga/2018/12/contents
- UK General Data Protection Regulation (UK GDPR).
- MIAG Curriculum Policy; Belonging, SEND and Inclusion Policy; Accessibility Plan; Data Protection and GDPR Policy; relevant provision-level assessment procedures and awarding organisation requirements.

DOCUMENT CONTROL:

Field	Details
Document	Assessment, Recording and Reporting Policy
Policy type	MIAG Organisational Policy
Application	Organisation-wide – all MIAG registered independent school provisions
Policy owner	Lisa Savage, Chief Operating Officer
Responsible lead	Head Teacher/Provision Lead
Governance / oversight	Proprietor / CEO / Governing Body, as applicable
Approval	Guy Hopson, Chair of Governors
Effective date	04.11.2026
Review date	November 2027, or earlier if required
Version	2.0 – ISS-aligned organisational review

VERSION HISTORY:

Version	Date	Summary
1.0	August 2025	Original MIAG Assessment Policy (ALP)
2.0	November 2026	Rewritten as an organisation-wide policy for MIAG registered Independent Special Schools; strengthened ISS alignment, assessment, progress evaluation, reporting, moderation and quality assurance.