

Assessment, Recording & Reporting Framework at The Milestone School



Intent:
 Our Assessment, Recording & Reporting Framework (ARRF) is designed to provide a structured approach to evaluating, documenting, and communicating pupils' learning progress, achievements and areas for development. Through this framework, we aim to:
Assess pupils' learning by gathering robust evidence of their progress and understanding
Record assessments systematically, ensuring the documentation is accurate, well-organised, and easily accessible
Report these outcomes clearly to both pupils and parents, facilitating constructive feedback, setting next steps, and informing decisions that support continuous school and curriculum improvement

Implementation:
 The Assessment, Recording & Reporting Framework (ARRF) is an integral part of daily teaching practice, ensuring that assessment is meaningful, documentation is accurate, and reporting facilitates constructive feedback and development for the pupils. It involves clear steps and strategies to ensure that the framework is effectively integrated into teaching and learning processes. Assessment supports learning to be carefully planned and sequential, to build upon existing knowledge and ensure pupils master new skills effectively.

Assessment in Phases

EYFS pathway (Reception – Year 1)	PMLD (L1-3)	Complex needs/ASD (L4-6)	Semi-Formal (L7-11)	Formal (L12-16)
In EYFS, we make systematic observations and assessments of each child's achievements, interests and learning styles. These observations inform assessment and planning. This creates a cohesive and efficient system of informing the implementation of relevant activities and opportunities for each child.	Pupils identified as working on the Engagement Model require detailed annotations in order to populate the pupil's individual Engagement Model Profile. Annotation supports progress against learning outcomes and intentions, from EHCPs and SOLAR outcomes.	Pupils with complex AS needs focus on their EHCP and core subject outcomes. Communication and PSHE underpins all areas of learning. Evidence and assessment informs of reinforced and repetitive learning and when pupils are ready for their next step in learning.	Pupils who have been assessed as learning through a semi-formal approach access all core and enriching subjects and this is assessed using a variety of forms. The spiral curriculum enables revisiting and building on knowledge and skills and generalisation.	Pupils who have been assessed as learning through a formal approach access all core and enriching subjects and this is assessed using a variety of forms. The spiral curriculum enables revisiting and building on knowledge and skills and generalisation.
RECORDING	RECORDING	RECORDING	RECORDING	RECORDING
Evidence for Learning (EFL) SOLAR Learning Journals Observation documents EHCP Reviews Pupil Progress meetings	Evidence for Learning (EFL) SOLAR Engagement Model Profiles Observation documents EHCP Reviews Pupil Progress meetings	Evidence for Learning (EFL) SOLAR 3 week rolling programme for evidencing core areas Recording documents EHCP Reviews Pupil Progress meetings Engagement Model Profiles	Evidence sheets Evidence for Learning (EFL) SOLAR EHCP Reviews Rolling programme of evidencing all subjects Pupil Progress meetings	Evidence sheets Evidence for Learning (EFL) SOLAR EHCP Reviews Rolling programme of evidencing all subjects Pupil Progress meetings
REPORTING	REPORTING	REPORTING	REPORTING	REPORTING
Reception Baseline Assessment Birth to 5 Framework (7 areas of learning) informing future curriculum pathways EYFS Profile EHCP outcomes data 3 x a year to parents Curriculum Reports	SOLAR assessment - Levels 1 to 3 EHCP outcomes data Engagement Model Reporting 3 x a year to parents Curriculum Reports	SOLAR assessment - Levels 4 to 6 EHCP outcomes data Birth to 5 Framework 3 x a year to parents Curriculum Reports	SOLAR assessment - Levels 7 to 11 EHCP outcomes data RWI Assessments 3 x a year to parents Curriculum Reports Target setting data	SOLAR assessment - Levels 12 to 16 EHCP outcomes data RWI Assessments 3 x a year to parents Curriculum Reports Target setting data
ACCREDITATION ASSESSMENT – KEY STAGE 4 PUPILS				
N/A	ASDAN life skills Pre-phonics	ASDAN life skills Pre-phonics	ASDAN life skills, core subjects, AQA Entry 1 Maths BTEC pre-vocational Entry 1, DofE bronze award Reading – Phonics (RWI)	Pearson functional skills English Entry L1,2 L3 AQA Maths Entry L1,2, 3, AQA Maths Entry L1-2, AQA Maths L1, BTEC pre-vocational Entry 2 & vocational Entry 3, DofE bronze award, PSHE/RSE

IMPACT:

Our Assessment, Recording, and Reporting Framework (ARRF) is essential to enhancing the quality of education. It supports pupil progress, informs practice and strengthens the relationship between our school, parents and external agencies. Regular and clear reporting of pupil progress helps parents engage with their child's learning. This communication promotes a partnership between the school and home, allowing parents to support their child's development at home. Through ongoing assessment and recording, teachers reflect on the effectiveness of their teaching methods and this enables the evaluation and improvement in pedagogy. Assessment findings guide teachers to shape their planning of lessons and delivery of the curriculum; addressing learning gaps and identifying areas that need further focus or reinforcement. Formative assessment helps pupils to understand their learning achievements, develop self-awareness about their learning and motivates them to progress and succeed, following feedback. We use assessment data to evaluate the success of the curriculum, track performance trends, monitor attainment, and identify areas of whole school strength and improvement of teaching and learning. Please see our Marking and Annotation framework.