Curriculum and Assessment Policy

Issue:	V2
Issue Date	June 2026
Review Date	June 2027
Applies to	OMG School Kent
School type	Independent special school
Location	Kent County Council
Ratified date	16/06/2026
Review cycle:	Annually

Headteacher / DSL	Victoria Early V Early	**Date: 16/06/2026**
Approved on behalf of the Governing Body by the Chair of Governors:	Gary Macey 	**Date: 16/06/2026**

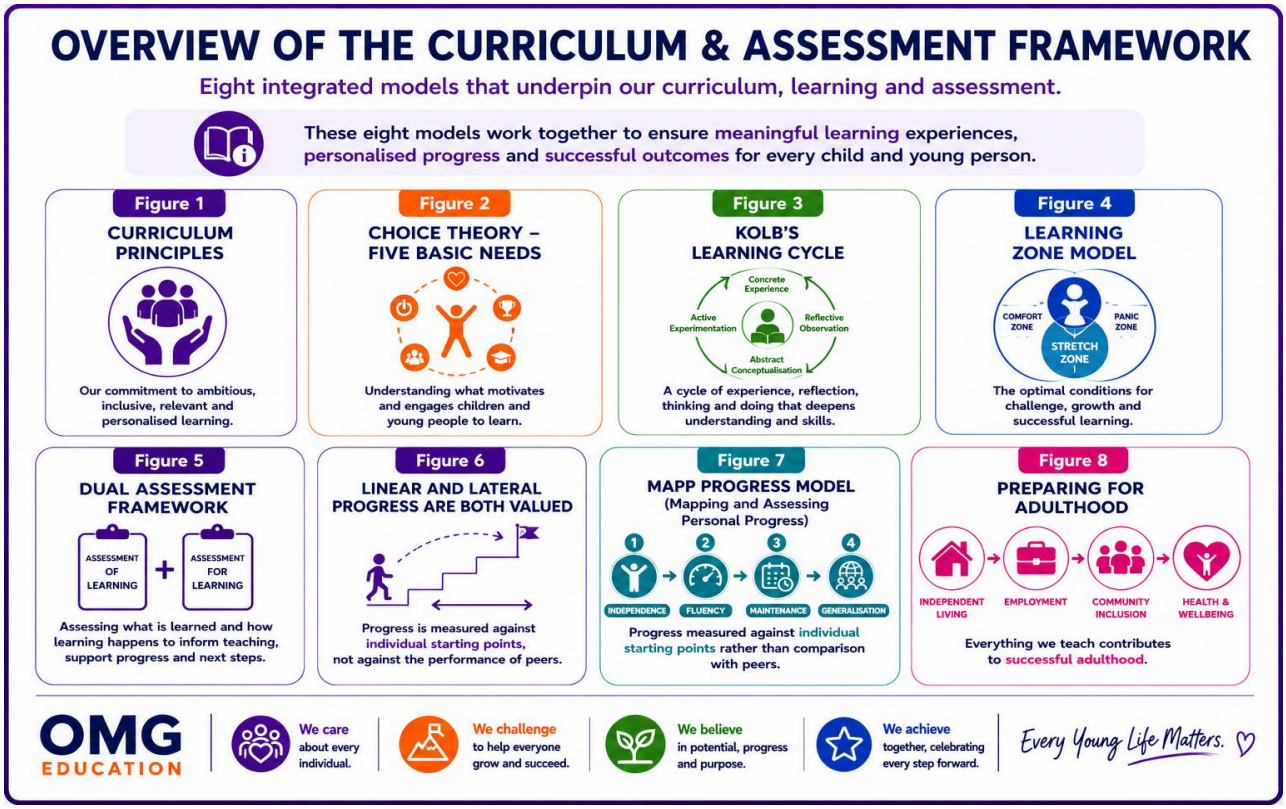
1 Scope and status

This policy sets out how OMG School Kent (OMG) plans, delivers and assesses its curriculum. It applies to all teaching and support staff and to all pupils, across the full-time, part-time and blended pathways the school offers.

OMG School Kent (OMG) is an independent school for pupils aged 11 to 19 (Years 7 to 13, Key Stage 3 to Sixth Form) who have special educational needs and disabilities (SEND), the majority of whom have an Education, Health and Care Plan (EHCP). Pupils join from mainstream schools and from local authorities, often having been excluded from or having struggled to thrive in mainstream education. The school admits pupils across all four broad areas of need set out in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

The policy is in three parts: Part 1 sets out the curriculum; Part 2 sets out the assessment framework; and Part 3 describes the coaching approach that supports teaching, learning and assessment. It should be read alongside the school's other policies, in particular those listed in the Legal framework section.

1 Part 1: Curriculum Policy



2 Statement of intent

OMG provides a broad and personalised curriculum for pupils aged 11 to 19 who have special educational needs and disabilities across all four areas of need (communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs). The majority of pupils have an EHCP, and many have experienced disrupted or unsuccessful mainstream education. The school offers full-time, part-time and blended pathways, including Alternative Provision (AP).

In keeping with the school's ethos that every young life matters, the curriculum is designed to give every pupil new opportunities to experience success. It combines a formal programme of accredited and functional learning with personal, social and vocational development, and with enrichment that prepares pupils for adult life. Learning is built around the school's music and creative identity and delivered in a calm, nurturing, context-based setting that places the pupil at the centre of every decision. The school believes it is the setting that should adapt to the pupil, not the pupil who should change to fit the system.

Through this policy, the school aims to:

- Put pupils at the centre of curriculum decisions, placing their needs above those of the organisation.
- Provide a curriculum that is accessible, personalised and matched to each pupil's starting point, needs and aspirations, whatever their area of SEN.
- Remove barriers to learning so that every pupil can take part.
- Prepare every pupil for their next stage of education, training or employment, and for life in modern Britain.
- Raise achievement and support progression between Functional Skills and accredited qualifications.
- Prioritise the development of language, literacy and numeracy.
- Develop the personal, social and emotional skills pupils need to regulate, relate and learn.

- Promote equality and diversity, and remain consistent with all other OMG policies.



3 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Education (Independent School Standards) Regulations 2014 (as amended)
- Children and Families Act 2014
- Equality Act 2010, including the reasonable adjustments duty
- DfE and DoH 'Special educational needs and disability code of practice: 0 to 25 years' (2015)
- 'Keeping Children Safe in Education' (KCSIE)
- DfE 'The Engagement Model' (2020)
- Rochford Review recommendations (2016)
- Alternative Provision statutory guidance
- JCQ regulations for access arrangements (where applicable)
- DfE 'The national curriculum in England' (used as a reference point for breadth and balance)

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Personal development and Relationships (Behaviour) Policy
- Safeguarding and Child Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE / PSD Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Educational Visits Policy

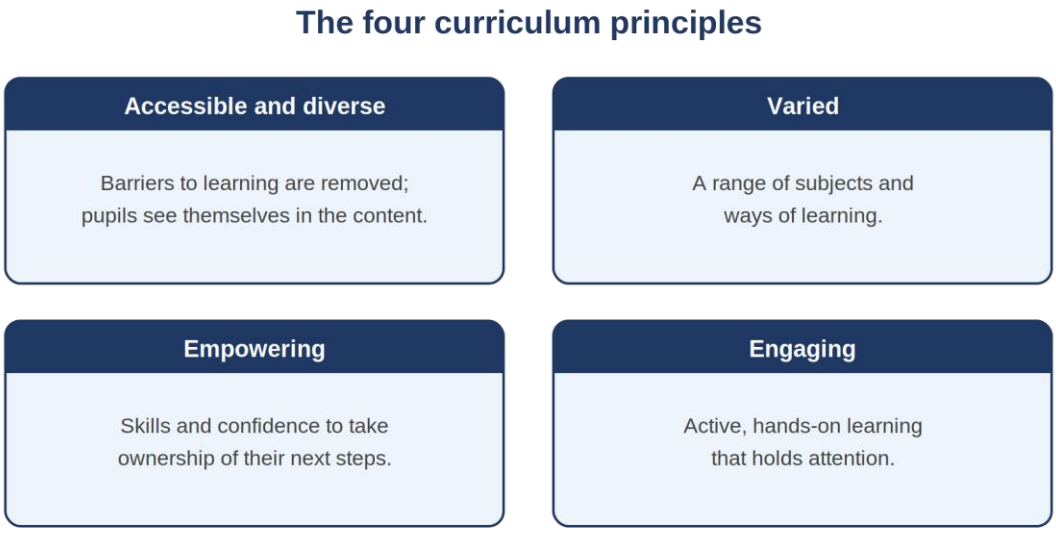
4 Curriculum aims and intent

The OMG curriculum is drawn from the Glasser approach, also referred to as the Quality curriculum, in which practical and real-world topics are emphasised and pupils' interests and inclinations are built upon. Pupils are given genuine choices, supported to commit to them, and helped to work towards a positive destination.

4.1 What the curriculum is designed to do

The curriculum is built around four principles.

- **Accessible and diverse**. Barriers to learning are removed, and pupils see themselves reflected in the content. The curriculum acts as a mirror and a window: it offers representation and opens up new perspectives.
- **Varied.** A range of subjects and delivery methods is offered, so that pupils can find and develop their interests rather than following a single fixed route.
- **Empowering.** Pupils gain the practical skills and confidence to take ownership of their next steps and contribute to their communities.
- **Engaging.** Active, hands-on learning is used to sustain attention and motivation, including practical making, discussion and structured reflection.



The four principles underpinning the curriculum.

4.2 Intended impact

The aim of the curriculum is to produce pupils who are not only prepared for accreditation but ready for adult life: able to regulate, relate to others, think for themselves and act on their choices. The table below shows what the values look like in day-to-day practice.

Value	What it looks like in practice
Varied	A mix of digital media, practical making, discussion and structured reflection.
Accessible	Universal Design for Learning (UDL) principles, so that every pupil can take part.
Empowering	Projects in which pupils solve real-world problems or lead the session.

Pupils at OMG have often had previous experiences that make them vulnerable to underachievement. The curriculum is therefore designed to give them new opportunities to experience success and self-realisation in a calm, context-based setting.

4.3 Curriculum principles

The curriculum will:

- Promote equality and diversity and remain complementary to all other OMG policies.
- Meet the individual development needs and aspirations of pupils, in line with OMG's inclusive learning strategy.
- Match programmes of study and support closely to each pupil's needs and aspirations.
- Be delivered through differentiated and fluid teaching by all teaching teams.
- Be underpinned, for every pupil, by an Individual Learning Plan (ILP) supported through mentoring.
- Address national and local priorities, including the engagement of young people not in education, employment or training (NEET) and workplace learning.
- Prioritise the development of language, literacy and numeracy.
- Give pupils an understanding of the public institutions and services in England.
- Offer a full range of programmes of study with clear routes for progression, including fluid movement between Functional Skills and GCSE attainment as set out in the Assessment and Marking Policy.

- Provide an entitlement curriculum: high-quality teaching, a coherent and ambitious offer, and daily individual advice and guidance through a dedicated mentor (MATRIX accredited).
- Be supported by appropriate schemes of work for all subjects, with assessment for learning (AfL), behaviour for learning (BfL) and verification strategies applied consistently.
- Avoid the promotion of partisan political views in any subject, activity or promotional material.
- Promote the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and support pupils' understanding of living and working in modern Britain.

The OMG Strategic Assurance Team reviews all policies regularly, feeding into the self-assessment document, and updates them in line with new developments and changes in awarding body specifications.

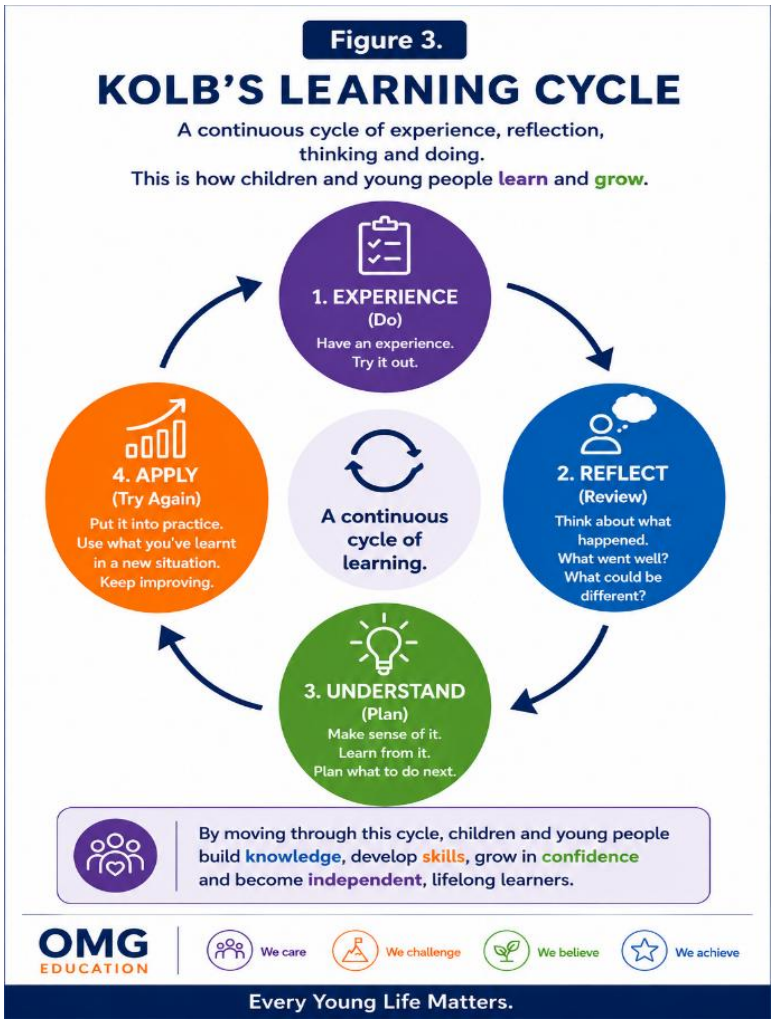
4.4 Theoretical framework

Three philosophies underpin the curriculum, alongside the group's values of promoting education, high-quality teaching, supporting one another, and providing a safe environment.

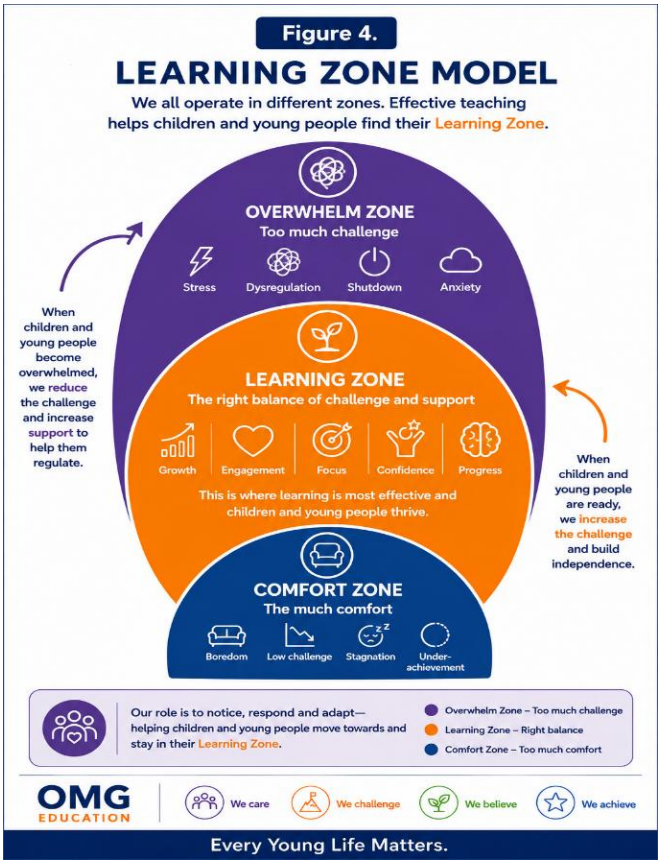
Choice Theory. We can give another person information; however, everyone must always retain the agency to make self-directed decisions in seeking to meet one of five basic needs—love and belonging, power, fun, survival, and freedom. For pupils with SEND and trauma, this capacity to make self-directed decisions may be significantly impacted, requiring a trauma-informed and highly relational approach to embed Choice Theory principles.



Kolb's Learning Cycle. Experiential learning, often achieved through 'learning by stealth.' This cycle of concrete experience (do), reflective observation (review), abstract conceptualisation (plan/understand), and active experimentation (apply) drives pupils to internalise learning through structured reflection, ensuring that practical, hands-on activity translates into transferable knowledge.



The Learning Zone Model. Learning is created by intentionally moving pupils out of their comfort zone and into the Learning Zone, but not so far as to trigger their Overwhelm Zone. This ensures challenges promote growth and resilience, without leading to a state of emotional dysregulation or trauma response that shuts down cognitive function.



In practice, pupils and their parents or carers 'buy in' and choose to use the service at induction, and this choice is checked to ensure it is informed and genuine. Mentors use choice-theory activities to develop soft skills. Pupils choose their qualifications but must show commitment to a programme to be entered for it (choice with consequences) and then work towards their positive destination through a personal development plan supported by an individual learning plan.

5 Roles and responsibilities

5.1 The proprietor and governance body are responsible for:

- Approving and monitoring the content of this policy.
- Ensuring the curriculum is inclusive, broad and accessible to all pupils, including those with SEND.
- Ensuring sufficient teaching time and appropriate resourcing for the curriculum offer.
- Ensuring the setting meets the Independent School Standards and any commissioning or funding requirements.
- Contributing to decisions about the curriculum and monitoring pupil progress and attainment.

5.2 The Senior Leadership Team / Head of Teaching and Learning is responsible for:

- Devising appropriate and high-quality long- and medium-term curriculum plans with subject leaders, teachers and the SLT.
- Communicating the curriculum to the proprietor and governance body annually and reporting on standards achieved and arrangements made for access.
- Ensuring the curriculum is implemented consistently and that difficulties are addressed promptly.
- Supporting teachers with planning and implementation and keeping workload manageable.
- Keeping up to date with statutory and awarding body changes and acting where required.

- Maintaining this policy and the curriculum intent statement.

5.3 Teachers are responsible for:

- The provision and quality of the curriculum in their areas.
- Developing schemes of work that give pupils the skills they need for later life.
- Strategic leadership of their curriculum areas within the school's aims and policies.
- Supporting and advising colleagues, and managing resources for their area.
- Monitoring pupil progress and reporting to the Teaching & Learning Lead, who then reports to wider SLT.
- Ensuring specialist resources are available so all pupils can access the curriculum.

5.4 Teachers are responsible for:

- Implementing this policy consistently and planning lessons reflective of the curriculum.
- Delivering personalised, differentiated and engaging teaching, using each pupil's ILP.
- Working closely with the Assessment & Intervention Lead, TAs and YSTs so that pupils receive the support they need.
- Monitoring the progress of all pupils, including those with SEND, and reporting to the Inclusion Team
- Recording assessment accurately (both baseline and ongoing) and acting on it to close gaps.

5.5 The Inclusion team are responsible for:

- Leading SEND assessment processes, including MAPP implementation, and supporting staff.
- Ensuring teaching materials and assessment do not discriminate, in line with the Equality Act 2010.
- Carrying out SEND assessments and ensuring pupils receive the additional help they need.
- Liaising with external agencies and ensuring EHCP provision is delivered.
- Confirming nurture-group and reduced-timetable arrangements and reviewing them.

5.6 Teaching assistants, YSTs, therapists and specialists are responsible for:

- Contributing observation and evidence and applying agreed strategies consistently.
- Delivering mentoring and, where relevant, home- and community-based support.
- Providing targeted assessments and recommendations to inform planning.

6 Organisation and planning

Class sizes are intentionally small, so that every pupil receives personalised attention. The school day begins with a well-being session each morning, followed by tutor and timetabled learning. In collaboration with teachers and the SLT, the Teaching & Learning lead devises:

- **Long-term plans** covering the major areas of learning across all key stages.
- **Medium-term plans** setting out units of work, typically on a termly basis.
- **Short-term plans** for individual lessons or sessions, addressing differentiation and access for individual pupils.

Planning identifies and breaks down barriers to learning. Pupils who need additional support (including those with SEND) receive it without delay, including dedicated time with support staff and access to specialist resources. Support staff are deployed strategically to support pupils and minimise disruption. Pupils who have EAL are given opportunities to develop their English throughout lessons.

6.1 Learning groups and timetable

The Key Stage 3 and 4 timetable is split into up to four learning groups S-more nurturing, O, M and G) with one additional base class for sixth form. On joining, every pupil completes initial baseline assessments; the results inform their learning and their group placement, agreed by all stakeholders (see the baseline assessment overview). Because of pupils' needs, some follow a tailored programme and/or work towards integrating into the full timetable if appropriate.
A pupil on full-time provision undertakes 25 or more hours of learning a week. Following a review by the Inclusion team, a pupil may be placed in the Nurture group (S), where they receive more specialist support as set out in their EHCP, taking the same subjects on a reduced timetable. This is reviewed and confirmed by the Inclusion team.

6.2 Flexible education packages

Some pupils need a more personalised package, made up of sessions in school, through outreach, online and in the community. This may be because of individual needs, previous experiences, high anxiety, difficulty with the school environment, or a clear vocational direction. In each case, the school works with parents or carers and the place commissioner to put in place a bespoke package that meets needs and addresses barriers to learning, referencing any live EHCP requirements.
All flexible packages include mentoring delivered by experienced YSTs at the family home or in the community. Staff take a flexible, creative approach, often addressing learning targets through 'under the radar' learning framed around each pupil's interests. Packages may include:

- College placements
- Online learning with a quality-assured specialist provider
- Extended vocational placements
- Extended community placements

6.3 Short stay and part-time provision

For pupils on short-stay placements, the curriculum priorities are social, emotional and behavioural skills, literacy and numeracy. These are developed through personal and social development, project-based learning, small groups and one-to-one intervention. Literacy and numeracy are taught as discrete lessons and through projects, with one-to-one and small-group intervention for pupils who need it. Pupils also have access to all lessons offered at the school.

A pupil on part-time provision undertakes a maximum of 16 hours per week using a project-based learning model. One established project enables pupils to set up a music label under OMG, gaining insight into the music industry while embedding numeracy, literacy, digital skills, employability and business administration.

7 Curriculum content

The curriculum offer is set out below by key stage. It combines accredited and functional qualifications in the core subjects with vocational, creative and enrichment learning, reflecting the school's music and creative identity. Each subject is supported by a scheme of work; the linked schemes are reviewed and updated each academic year.

7.1 ICT across the curriculum

ICT is delivered through iMacs and Chromebooks. Pupils use Microsoft Office and creative platforms on Google, including maths apps, video and promotional production, and research. Learning is continuously

contextualised so pupils understand the transferable value of what they are taught. Schemes of work set out how ICT is embedded in each subject; in practice, pupils use computers and laptops productively day-to-day, including for music production.

7.2 Soft Skills Matrix and PSD

The Soft Skills Matrix is linked to the PSD rationale and scheme of work. Soft skills are developed across the curriculum, particularly in PSD. Pupils are reviewed weekly in one-to-one mentoring, focusing on positive behaviour, time management, critical thinking, effort, participation and teamwork, communication, leadership, negotiation and conflict. With mentor support, pupils judge where they are against expectations in each area, recorded in a weekly report evidenced by their worksheets.

7.3 Key Stage 3 (Years 7–9)

7.3.1 Core subjects (accredited)

Subject	Qualification	Description
English	Functional Skills (Entry Level 1–3, Levels 1–2)	Develop reading, writing, speaking and listening through creative, engaging activities.
Mathematics	Functional Skills (Entry Level 1–3, Levels 1–2)	Build a strong foundation in maths, focusing on problem-solving and practical application.
Music Technology	NCFE Level 1	Introduction to music composition, recording and editing using modern technology.

7.3.2 Vocational and creative subjects

Subject	Qualification	Description
Physical Education	Vocational	Develop teamwork, fitness and leadership skills through a range of physical activities.
PSHE	Vocational	Develop strategies for physical and mental health, including stress management and self-awareness.
Science	Vocational	Explore scientific concepts through hands-on investigations and projects.
Humanities	Vocational	Study history, geography, religious and cultural studies for a broad understanding of the world.
Drama	Vocational	Study scripts and stagecraft across the range of dramatic disciplines.

7.3.3 Enrichment and skills development

Workshop	Description
Teamworking skills	Understand roles in a team and build collaborative abilities.
Career planning	Explore future career options and connect personal skills with opportunities.
Interpersonal skills	Learn effective communication and time management.

Money management	Practise budgeting, saving and responsible spending.

7.4 Key Stage 4 (Years 10–11)

7.4.1 Core subjects (accredited)

Subject	Qualification	Description
English	Edexcel GCSE (Literature / Language)	Master reading, writing and critical analysis, focusing on clear communication.
Mathematics	Edexcel GCSE (Higher / Foundation)	Deepen understanding of mathematical concepts for further education and careers.
Science	Vocational	Explore biology, chemistry and physics through practical application.
PSHE	Vocational	Build confidence, understand healthy relationships and make positive life choices.

7.4.2 Vocational and specialist subjects

Subject	Qualification	Description
Music Technology	NCFE Level 1 & 2	Develop skills in composing, recording and editing music, preparing for industry careers.
Sports Studies	Vocational	Engage in physical activity while learning the principles of coaching and leadership.
Drama	Vocational	Study scripts and stagecraft across the range of dramatic disciplines.

7.4.3 Enrichment and skills development

Workshop	Description
CV writing	Craft professional CVs and practise interview techniques.
Career planning	Explore apprenticeships, higher education and employment pathways.
Studio time	Explore artistic media and experiment with creative self-expression.

7.5 Key Stage 5 (Years 12–13)

7.5.1 Core subjects (accredited)

Subject	Qualification	Description
English	Functional Skills (Levels 1 & 2)	Improve advanced literacy skills for professional and academic purposes.
Mathematics	Functional Skills (Levels 1 & 2)	Strengthen practical maths skills for real-world scenarios.
PSHE	Vocational	Build independence, resilience and decision-making skills.

7.5.2 Vocational and specialist subjects

Subject	Qualification	Description
Music Technology	NCFE Level 2	Advanced expertise in music production, including live sound and industry insight.
Drama	NCFE Level 2	Refine communication and performance techniques for career progression.
Physical Education	NCFE Level 2	Gain qualifications in coaching, fitness instruction and sports leadership.

7.5.3 Enrichment and skills development

Workshop	Description
Team working skills	Enhance collaboration and leadership abilities.
Entrepreneurship	Learn to develop and pitch business ideas.
Work experience	Participate in placements and industry projects.
Well-being	Focus on holistic health through workshops and guided practice.

8 PSHE and Personal and Social Development (PSD)

PSHE and PSD are central to the curriculum and to the school's commitment to social, emotional and mental well-being. They develop pupils' personal, social, emotional and health knowledge alongside the soft skills tracked in the Soft Skills Matrix. Provision is delivered through a well-being session every morning, discrete PSD lessons, one-to-one mentoring and project-based learning, and is planned in line with the PSHE / PSD and RSHE policies.

Soft skills are developed in all areas of the curriculum, with progress reviewed weekly in one-to-one mentoring and recorded in each pupil's weekly report.

9 Careers education

Careers education and guidance are embedded across the curriculum in line with the Careers Policy. Every pupil receives daily individual advice and guidance through a dedicated, MATRIX-accredited mentor. Pupils are supported to explore options, connect their skills to opportunities, and prepare for apprenticeships, further education, training and employment.

Provision includes CV writing and interview practice, career-planning workshops, entrepreneurship and enterprise, and work experience and placements. For pupils on flexible or vocational pathways, careers learning is delivered through real-world and community-based activity.

10 Reporting and assessment

All reporting and assessment are conducted in line with the Assessment and Marking Policy. Because assessment is central to how this school understands and supports each pupil, the full framework is set out in Part 2 of this document.

In summary, assessment identifies accurate starting points, informs teaching and intervention, and tracks meaningful progress across both curriculum learning and SEND development. It uses two interconnected systems (curriculum assessment and SEND assessment) and captures lateral as well as linear progress.

Progress is reported to parents and carers termly, through assess–plan–do–review cycles, at annual reviews against EHCP outcomes, and through moderation and SLT monitoring.

11 Equal opportunities

The school takes account of its duties under equality legislation covering race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. When planning and delivering the curriculum, the school has due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times, and ensures all pupils can access curriculum content.

The curriculum celebrates diversity. The SLT is responsible for ensuring the curriculum does not discriminate against any pupil, and that materials are culturally relevant and accessible.

12 Supporting pupils with SEND

The curriculum is designed to provide access and opportunity for every pupil. As a school for pupils with SEND, support is not an add-on but the basis of the offer.

Where required, pupils receive additional support academically and with personal development, in line with the SEND Policy. This may include small-group and one-to-one work with TAs and YSTs, specialist resources and equipment, sensory and environmental adjustments, and personalised pathways. Each pupil has an ILP, supported through mentoring, that translates EHCP outcomes into achievable learning intentions and is used in all lessons. Teachers monitor the progress of pupils with SEND and report to the Inclusion Lead, and the Inclusion Lead works closely with teachers to remove barriers to learning.

Personalised, non-linear progress is captured through MAPP by EQUALS and, for pupils working below subject-specific study, the Engagement Model. Both are described in Part 2.

13 Extracurricular and enrichment activities

Enrichment is part of the school's ethos and draws directly on Kolb's Learning Cycle, threaded through lessons, observations and schemes of work. The enrichment curriculum includes educational visits and experiential learning that build confidence, independence and social skills, alongside creative and music projects that reflect the school's identity — for example, studio sessions, music production and filming, and trips to cultural, creative and industry settings.

The school ensures that all pupils can take part where possible. Where a pupil cannot take part in a particular activity, it is adapted where reasonable so that they can. All activities and visits are planned and delivered in line with the Enrichment and Educational Visits Policy.

14 Monitoring and review

This policy is reviewed annually by the Head of Teaching and Learning and the proprietor, with input from staff, pupils and families. The OMG assurance process also reviews it as part of the self-assessment cycle and updates it in line with statutory and awarding body changes.

Any changes are communicated to all staff and relevant stakeholders. This policy is reviewed on an annual cycle. The adoption and next review dates are recorded on the cover.

2 Part 2: Assessment Framework

15 Purpose and scope

Assessment at OMG School Kent (OMG) ensures that every pupil is understood as an individual and supported to thrive. We educate pupils with special educational needs across all four areas of need (communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs) including, for example, autism, ADHD, Dyslexia, SEMH, sensory and communication differences and learning differences. Many pupils have experienced disrupted education in mainstream, and some access our Alternative Provision pathways.

Assessment is used to identify accurate starting points, inform teaching and interventions, and track meaningful progress across curriculum learning and SEND development. It is never used to disadvantage pupils or make unfair comparisons with mainstream peers.

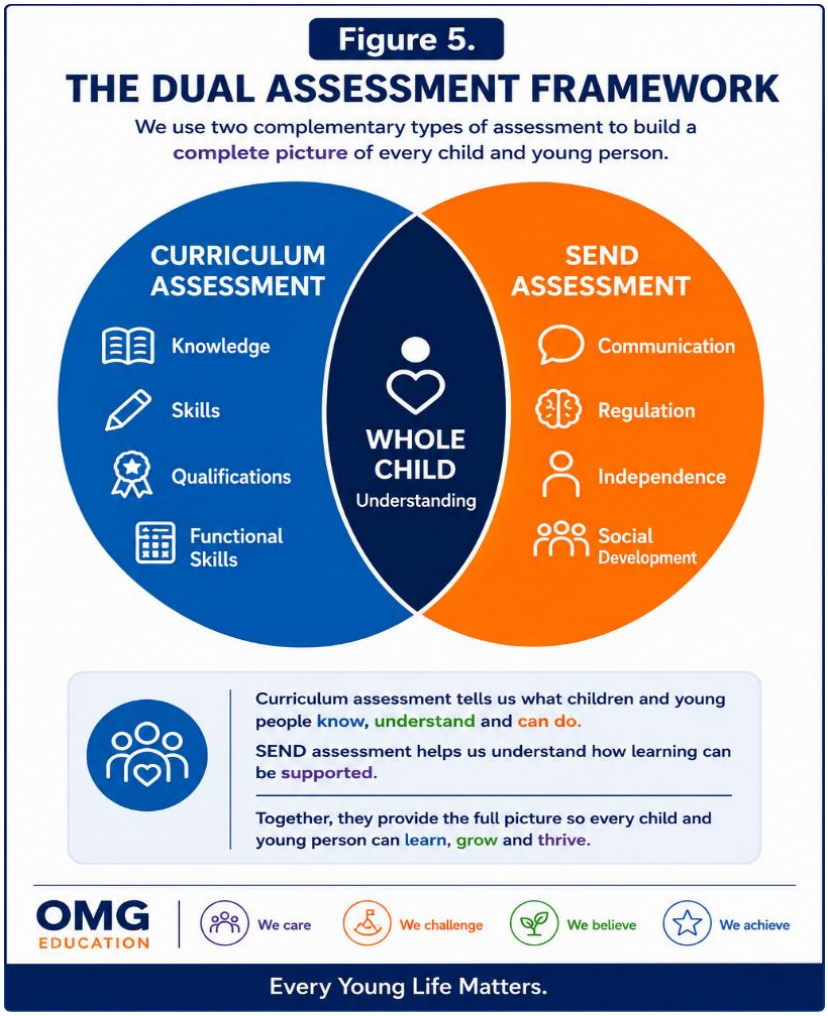
This policy applies to all staff. It covers curriculum assessment, SEND assessment, baselines, ongoing classroom assessment, MAPP by EQUALS, assessment for pupils with SEMH and trauma, recording and reporting, moderation and quality assurance.

16 Principles

Assessment is guided by the following principles.

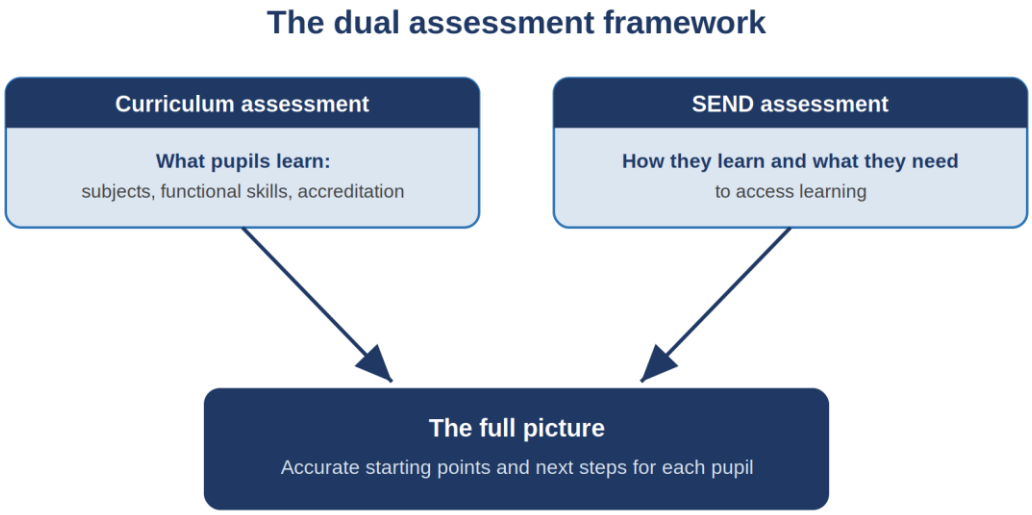
- **Start with the student.** Assessment begins with what the student can currently do, with baselines and observation informing next steps.
- **Assessment supports learning.** If assessment does not help us teach better or students learn better, we question why we are doing it.
- **Progress is personal.** Many students make lateral progress before linear progress. Small steps matter and must be captured.
- **Assessment is holistic.** We value communication, regulation, independence, sensory access and personal development alongside subject knowledge.
- **Accessibility first.** Tools and conditions are adapted so assessment is fair for diverse communication, sensory and cognitive profiles.
- **Shared responsibility.** Teachers, support staff, therapists, parents and students all contribute to the assessment picture.
- **Strengths-based.** We focus on what students can do, avoiding assumptions based on labels or diagnosis.

Our dual assessment framework: Assessment uses two interconnected systems.



- **Curriculum assessment.** Tracks progress within subject learning, functional skills and accreditation or project work, adapted to developmental level and AP pathway where relevant.
- **SEND assessment.** Captures development in communication, sensory regulation, emotional regulation, social interaction and independence, using tools such as MAPP by EQUALS and observational assessment.

Curriculum assessment tells us what students learn. SEND assessment tells us how they learn and what they need to access learning. Together they provide the full picture.



The dual assessment framework: curriculum and SEND assessment together.

17 Understanding complex needs in a SEND and AP context

The DfE describes complex needs as two or more SEND conditions that overlap and interact, requiring a highly personalised approach. We use this definition while challenging deficit language and assumptions, prioritising a strengths-based approach and a personalised curriculum that recognises diverse pathways, including AP.

18 Baseline assessment

Every pupil receives a baseline within the first six weeks of joining or changing pathway (see baseline assessment overview). This is staged and relational for pupils with SEMH or trauma histories. The baseline may include:

- Review of EHCP outcomes and prior assessments
- All About Me profile and pupil voice
- Autism Progression Framework where appropriate
- Communication and language checks, including Blank Levels and TALC
- Literacy and numeracy appropriate to developmental level
- Strengths and Difficulties Questionnaire (SDQ) where needed
- Handwriting speed (DASH) if relevant for access arrangements
- Spelling and reading assessments such as the Helen Arkell Spelling Test and Suffolk Reading Scale
- Sandwell numeracy
- Observational assessment across the four SEND areas of need
- Functional skills and independence
- MAPP starting point where a personalised pathway is in place

Baselines identify each pupil's starting point, strengths, barriers to learning and the adjustments needed for access to the curriculum and AP activities.

19 Ongoing classroom assessment (formative)

Formative assessment is central to high-quality teaching. Staff use planned observation, verbal feedback, mini-plenaries, modelling, visual scaffolds, adapted self and peer assessment, and annotated work to respond to need in the moment and over time. Questioning is pitched using the 5 Ws and the Blank Levels

to avoid overloading pupils with language-processing difficulties. These practices apply in classrooms, workshops, therapy spaces and AP sessions.

Our teaching approach emphasises collaborative, purposeful and aligned practice, with coaching, peer observation and reflective enquiry to improve assessment practice.

20 Summative assessment

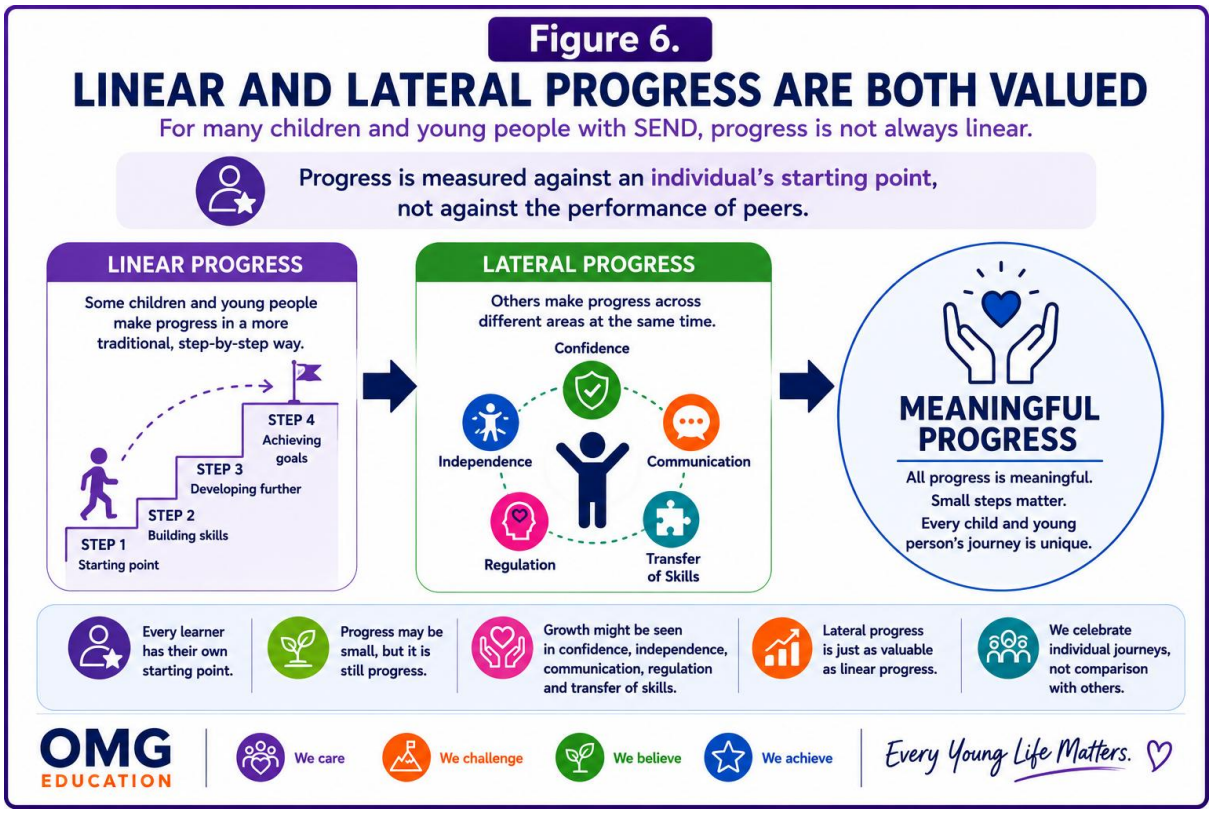
Summative assessment provides periodic snapshots of learning. We use:

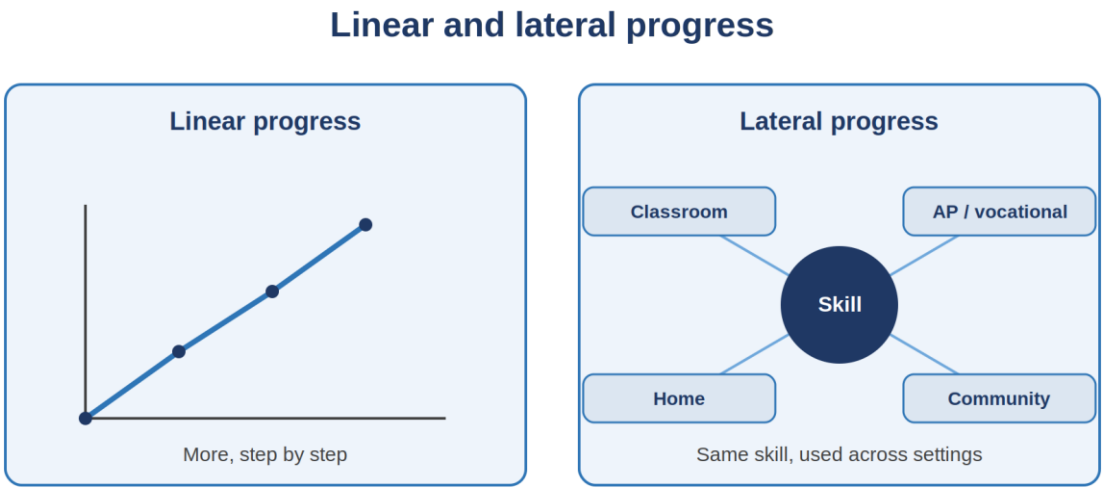
- Termly milestone assessments linked to learning intentions in subjects and functional skills
- Portfolios, project work and photographic evidence
- Teacher-assessed tasks adapted to the pupil's level and pathway
- Functional or accredited assessments for pupils on formal pathways
- MAPP termly reviews for personalised pathways

Milestones identify strengths and gaps and drive next-step planning. They also supply evidence for annual reviews, ILPs and AP progression planning.

21 Linear and lateral progress

We recognise the limits of linear assessment for many pupils with complex SEND. Lateral assessment focuses on the development of skills such as independence, reliability and transfer across contexts. We therefore use both approaches as appropriate to both the pathway and developmental stage.





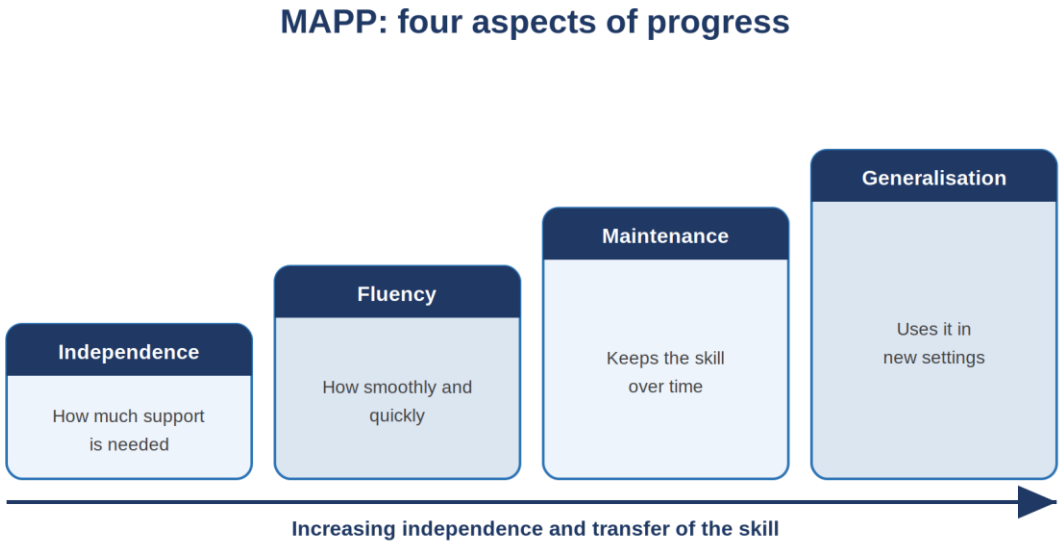
Both are valued. Many pupils make lateral progress before linear progress.

Linear and lateral progress are both valued.

22 MAPP by EQUALS (Mapping and Assessing Personal Progress)

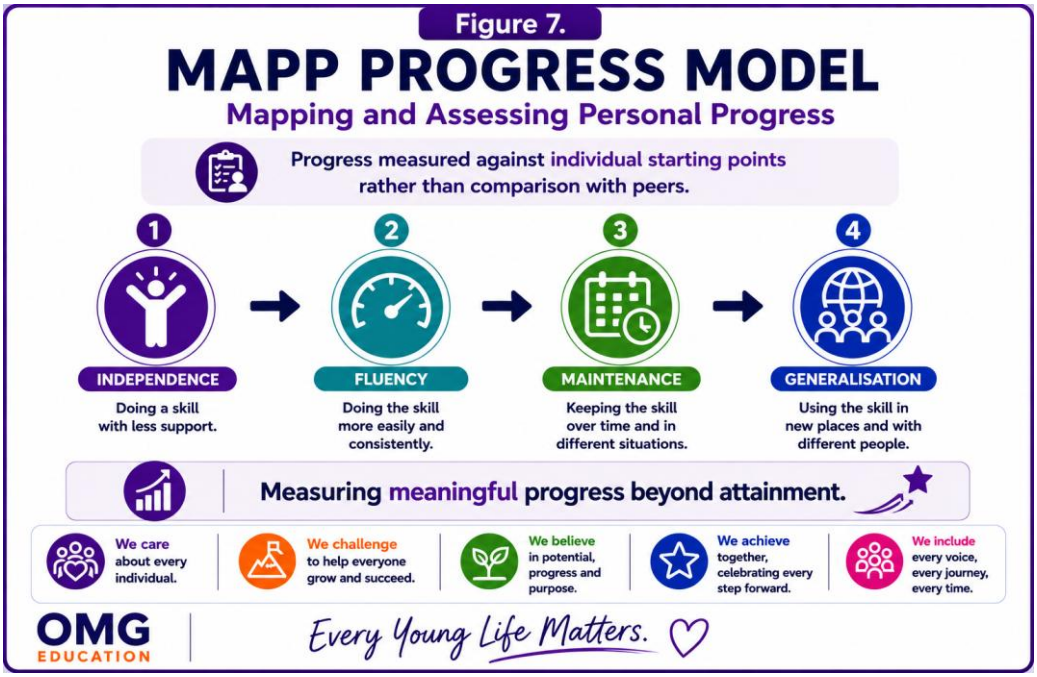
MAPP is our core framework for personalised, non-linear assessment. Learning intentions are derived from the pupil's EHCP and baseline. Progress is measured across four aspects:

- Independence
- Fluency
- Maintenance
- Generalisation



The four aspects of progress measured by MAPP.

Teachers agree on a small number of learning intentions per pupil, collect evidence through daily learning and structured tasks, and complete a termly MAPP review. MAPP findings feed directly into ILPs, teaching adjustments, therapy targets and annual reviews. It is especially suited to pupils with uneven developmental profiles, sensory differences, significant communication needs, SEMH needs or AP pathways that prioritise functional and independence outcomes.



23 The Engagement Model

For pupils working below subject-specific study, we use the Engagement Model principles to understand how pupils explore, initiate, persist and respond, so that we can plan next steps and reduce barriers. Staff triangulate engagement evidence with MAPP and baseline findings to ensure accurate next steps.

24 Assessment for pupils with SEMH, trauma and ACEs

Many pupils have experienced adversity and disrupted education. Assessment for this cohort is trauma-informed and relational.

- Start with safety and relationship before formal assessment. Use low-demand observations and short, predictable tasks with choice and breaks.
- Adapt environments for sensory regulation and allow co-regulation.
- Use accessible response modes including visuals, AAC, practical demonstration or scribing.
- Prioritise assessment of regulation, readiness to learn, routines and transitions, relational trust and help-seeking, executive functions and functional independence.
- Use suitable tools when indicated, for example SDQ or Boxall, and always combine with observation and pupil voice.
- Capture lateral progress in regulation and independence through MAPP intentions where appropriate.
- Translate findings directly into routines, regulation plans, instructional scaffolds and environment design.

25 How assessment informs planning

Assessment must lead to action. Teachers use assessment to:

- Personalise learning intentions and break learning into small steps.
- Adapt tasks, language, visuals and scaffolds.
- Plan sensory and environmental adjustments.
- Select interventions and therapeutic input.
- Adjust curriculum sequencing and AP opportunities.
- Update ILPs, MAPP targets and annual review evidence.

26 Recording and reporting

26.1 Recording

Teachers keep concise, meaningful records:

- Annotated work, learning journals and photos
- Observation notes and lesson evaluations
- MAPP scoring sheets and termly reviews
- Milestone assessments
- ILP updates and AP progression notes

26.2 Reporting

We report progress:

- Termly to parents and carers
- Through assess, plan, do, review cycles
- At annual reviews against EHCP outcomes
- Through moderation and SLT monitoring
- In AP reviews for part-time, off-site or re-engagement programmes

27 Moderation

We moderate to ensure validity and fairness:

- In-team and cross-phase moderation each term
- Annual external moderation with partner SEND settings
- SLT sampling and feedback cycles
- Professional dialogue that considers context, not just artefacts of work

28 Inclusion, equality and antiracism in assessment

Assessment must reflect the pupil's whole identity. We:

- Avoid assumptions based on race, disability, language, behaviour or prior exclusion.
- Ensure materials are culturally relevant and accessible.
- Recognise the impact of trauma and sensory differences.
- Value progress in belonging, communication and independence alongside academic outcomes.

29 Quality assurance

SLT reviews assessment systems for accuracy, relevance, workload and impact on learning. Findings inform CPD, coaching and school improvement. We use our collaborative and purposeful teaching approach to keep practice aligned and reflective.

30 Roles and responsibilities in assessment

- **Teachers.** Use baselines to plan, deliver responsive teaching, record accurately and communicate progress.
- **Support staff.** Contribute observation and evidence and apply agreed strategies consistently.
- **Inclusion Team.** Lead SEND assessment processes, MAPP implementation and staff support.
- **Therapists and specialists.** Provide targeted assessments and recommendations.
- **Senior leaders.** Ensure assessment is purposeful, manageable and consistent; monitor impact and lead moderation and QA.

31 Review of this framework

This framework is reviewed annually with input from staff, pupils and families.

32 Individual Learning Plans (ILPs)

Every pupil has an ILP, which:

- Translates EHCP outcomes into smaller, achievable learning intentions.
- Includes curriculum targets, MAPP intentions and personal development goals.
- Is updated termly with teachers, the Inclusion team, therapists, YST mentors and families.
- Used in all lessons to ensure planning is personalised.
- Informs AP packages, reintegration plans and intervention design.

ILPs sit alongside MAPP, PDPs and BIPs (if needed) to provide a full picture of personalised progress.

33 Evidence portfolios

Evidence portfolios are kept for all pupils and include:

- Annotated work
- Photographs, videos (where permitted) and practical outcomes
- Milestone assessments
- MAPP scoring sheets
- Sessional logs (AP and community learning)
- Pupil voice and reflective learning

Portfolios support moderation, ILP updates and annual reviews.

34 Reasonable adjustments in assessment

All assessment conditions are adapted so pupils can demonstrate what they know. Adjustments may include:

- Movement breaks
- Modified language
- Low-stimulus or sensory-friendly testing spaces
- Assistive technology
- Scribing or alternative recording methods
- Chunked tasks with visual scaffolds

Access arrangements for accredited courses follow JCQ guidance where applicable.

35 Working with parents and carers

Parents and carers contribute to:

- Baseline assessments
- ILP reviews
- Annual reviews
- Discussion of progress and next steps
- Sharing insights on regulation, communication and home routines

Reporting includes termly progress summaries and additional updates for AP placements.

36 Antiracism and anti-bias in assessment practice

Assessment is designed to be culturally fair and identity aware. Staff ensure:

- Tools do not disadvantage pupils based on ethnicity, culture, language or socio-economic background.
- Behaviour is not misinterpreted through a biased lens.
- Lived experiences, identity and cultural context inform teacher judgement.
- Communication profiles are understood and never conflated with ability.

37 Links between PSD, the Soft Skills Matrix and MAPP

The Soft Skills Matrix (PSD) is mapped to the MAPP Personal and Social Development areas:

- Emotional development
- Attention control
- Working with others
- Independent living skills

Progress in PSD is triangulated with curriculum and SEND assessments.

3 Appendix A: Baseline assessment suite and references

Select tools according to developmental level and need. Use alongside observation and pupil voice.

- **All About Me profile.** Relationship building and pupil voice to understand strengths, interests, motivations and context.
- **Autism Progression Framework.** Observational tool across communication, flexibility of thought, social interaction and emotional regulation.
- **BPVS.** Receptive vocabulary; supports understanding of instruction barriers.
- **CATS.** Cognitive abilities across verbal, non-verbal, quantitative and spatial domains; use cautiously if reading age is low.
- **DASH.** Handwriting speed; evidence for access arrangements.
- **Sandwell Early Numeracy.** Number skills across identification, counting, value and language.
- **SDQ.** Emotional and behavioural screening.
- **Helen Arkell Spelling Test.** Spelling attainment and progress.
- **Suffolk Reading Scale.** Reading development and difficulty indicators.
- **TALC and Blank Levels.** Language comprehension levels to pitch questioning.

For pupils who need deeper exploration, the Inclusion Lead or allied professionals may use additional specialist assessments as indicated.

4 Appendix B: MAPP by EQUALS in practice

What MAPP is. A personalised framework that measures lateral progress via Independence, Fluency, Maintenance and Generalisation, using learning intentions derived from EHCP outcomes.

How we use it.

- Agree a small number of learning intentions per pupil.
- Gather classroom and structured evidence.
- Review termly against the four aspects.
- Feed into ILPs, AP planning and annual reviews.

Why it fits. It captures small steps and transfer, suits uneven profiles, reduces bias from language or pace, and directly informs teaching in special and AP contexts.

5 Appendix C: Assessment for pupils with SEMH, trauma and ACEs

Checklist for teachers.

- Have I established predictable routines and a safe adult relationship before assessing?
- Am I using low-demand observations and short, scheduled tasks with breaks and choice?
- Have I adapted the environment and allowed co-regulation?
- Have I screened for language comprehension barriers using Blank Levels or TALC where needed?
- Have I selected appropriate SEMH tools such as SDQ or Boxall and avoided repeating previous negative experiences?
- Have I translated findings into routines, regulation plans, scaffolds and, if needed, MAPP intentions for regulation and independence?

Flow. Start → relationship and routine → low-demand observation and pupil/family voice → targeted accessible baseline tools → ILP and, if indicated, MAPP intentions for regulation/engagement → daily formative checks and environment adjustments → termly milestones and MAPP review → update ILP and teaching plan.

6 Appendix D: Classroom assessment practices

- **Questioning.** Use the 5Ws with awareness of Blank Levels for pitch.
- **Verbal feedback.** Immediate, frequent and understood by the pupil, with time to act on it.
- **Self and peer assessment.** Use familiar frameworks such as WWW and EBI, adapted to the cognitive level.
- **Milestones.** Termly unit assessments identify strengths and gaps and drive planning.

7 Appendix E: Teaching and learning alignment

A shared organisational culture supports teaching, learning and assessment. Staff use consistent approaches that include collaboration, reflective enquiry and peer observation, so that assessment is used effectively to improve learning. Coaching principles are embedded across the school to strengthen professional dialogue, promote high expectations and ensure that pupils experience consistent routines and support. This shared culture helps ensure that assessment is reliable, meaningful and closely linked to classroom practice.

8 Appendix F: MAPP in action

This appendix gives practical examples of how MAPP by EQUALS is used to evidence personalised, lateral progress for pupils with complex SEND, autism and SEMH, and those on AP pathways. MAPP assesses four aspects of skill development (Independence, Fluency, Maintenance and Generalisation) with learning intentions derived from EHCP outcomes and baselines.

Note. Evidence can include annotated work, observation notes, photos or short video clips where permission is in place, AAC logs, milestone outcomes and pupil voice. Evidence should be concise and linked to ILPs and termly reviews.

37.1 F1. Emotional regulation for a pupil with SEMH and trauma

Pupil profile. Year 9 pupil on an AP pathway with a history of exclusion and high anxiety at transitions.

Learning intention. Personal and Social Development: use a taught regulation strategy to recover from rising anxiety during the school day.

MAPP aspects in practice:

- **Independence.** Adult identifies escalation and prompts use of a breathing card. Evidence: observation log and photo of the visual.
- **Fluency.** Pupil begins to use the strategy with light verbal prompts from a known adult. Evidence: TA notes during transitions.
- **Maintenance.** Strategy used reliably three times across two lessons in a week. Evidence: daily regulation logs.
- **Generalisation.** Strategy used independently during an unexpected fire drill. Evidence: incident record and staff debrief.

Impact on planning. ILP updated with proactive regulation breaks before transitions; adults trained to use co-regulation language; staged re-entry to class agreed.

37.2 F2. Functional communication using AAC

Pupil profile. Non-speaking autistic pupil with significant sensory needs.

Learning intention. Communication: request a preferred item using AAC, increasing independence throughout the day.

MAPP aspects in practice:

- **Independence.** Full physical support needed to locate icons. Evidence: AAC log and photos.
- **Fluency.** Navigates to the correct symbol with gestural prompts. Evidence: staff prompt sheet.
- **Maintenance.** Requests made reliably at snack and one lesson daily for a week. Evidence: frequency tally.
- **Generalisation.** Uses AAC to request help in PE without a prompt. Evidence: lesson notes and a photo of the device screen.

Impact on planning. More core vocabulary added; role-play activities introduced to extend requesting beyond preferred items.

37.3 F3. Sequencing and problem-solving in real-world tasks

Pupil profile. Year 10 pupil with moderate learning needs on a vocational AP pathway.

Learning intention. Thinking Skills: follow a simple sequence to complete a practical task with fewer prompts.
MAPP aspects in practice:

- **Independence.** Completes the first step with adult prompts for the rest. Evidence: task analysis sheet.
- **Fluency.** Completes three steps with only one verbal prompt. Evidence: observation checklist.
- **Maintenance.** Same level achieved in the food tech room and the AP kitchen. Evidence: cross-site records.
- **Generalisation.** Applies sequencing to packing a bag for outdoor learning. Evidence: teacher note and photo of packed kit.

Impact on planning. Next step is independent travel-training preparation; visual sequences extended to other routines.

37.4 F4. Working with others

Pupil profile. Year 8 autistic pupil who avoids group tasks after negative mainstream experiences.

Learning intention. Personal and Social Development: participate in a paired task for up to five minutes with a familiar peer.

MAPP aspects in practice:

- Independence. Adult scaffolds partner choice and social script. Evidence: social story and observation note.
- **Fluency.** Greets partner independently using visual prompts. Evidence: staff tally.
- **Maintenance.** Engages in paired activity in two subjects in one week. Evidence: teacher logs.
- **Generalisation.** Requests the same peer for a practical DT task. Evidence: pupil voice record.

Impact on planning. Goal extended to ten minutes; more structured pair work embedded in the weekly timetable.

37.5 F5. Classroom organisation and task initiation

Pupil profile. Pupil with ADHD and dyslexia who struggles with organisation at lesson start.

Learning intention. Independent Living Skills: organise learning materials at the start of a lesson with reduced prompting.

MAPP aspects in practice:

- **Independence.** Needs step-by-step adult prompts. Evidence: checklist.
- **Fluency.** Sets out materials after a visual cue. Evidence: teacher's note and photo of the desk.
- **Maintenance.** Routine completed in English and Science for four consecutive sessions. Evidence: subject logs.
- **Generalisation**. Same routine followed in an AP workshop without support. Evidence: AP session log.

Impact on planning. Introduced a personalised workbox and visual morning routine; reviewed access to coloured overlays and reading technology where needed.

37.6 F6. Sensory regulation: planning and accessing a movement break

Pupil profile. Pupil with sensory processing differences who becomes dysregulated in noisy spaces.

Learning intention. Sensory / Self-Awareness and Life Skills: recognise the need for a movement break and access it appropriately.

MAPP aspects in practice:

- **Independence.** Adult identifies the need and offers a calm-down card. Evidence: sensory log.
- **Fluency.** Walks with an adult to the sensory corridor using the card. Evidence: observation record.
- **Maintenance.** Requests a break using a symbol card across three lessons in a week. Evidence: frequency chart.
- **Generalisation.** Uses breaks appropriately during enrichment afternoon without prompts. Evidence: enrichment log.

Impact on planning. Scheduled breaks added to ILP; pupil co-designed a short 'sensory menu' to use in class and AP sessions.

37.7 F7. Literacy access strategy

Pupil profile. Year 7 pupil with dyslexia working below their chronological reading age.

Learning intention. Curriculum-linked intention: use a coloured overlay and finger tracking to decode CVC words in short texts.

MAPP aspects in practice:

- **Independence.** Adult positions overlay and models tracking. Evidence: teacher note.
- **Fluency.** Uses overlay correctly in three of five attempts. Evidence: reading log.
- **Maintenance.** Uses the strategy independently across three reading sessions. Evidence: staff records.
- **Generalisation.** Uses overlay in Humanities to access a short text. Evidence: work sample photo.

Impact on planning. Overlay placed in personal equipment; next steps include decoding beyond CVC and applying the strategy in longer texts.

37.8 F8. Quick reference: writing strong MAPP learning intentions

Use the checklist below when drafting intentions from EHCP outcomes and baselines.

- Anchored in the pupil's current starting point and EHCP outcome.
- Observable and teachable within everyday contexts.
- Small number at any one time, with clear evidence routes.
- Explicit link to one or more domains such as Communication, Thinking Skills, and Personal and Social Development.
- Reviewable termly using the four MAPP aspects.

37.9 F9. Evidence collection and moderation

- Record only the evidence that proves progress against the intention. Keep notes short and specific.
- Triangulate evidence with milestone tasks and curriculum work where relevant.

Use peer moderation once per term to check consistency of aspect ratings and next-step decisions.

9 Part 3: Coaching to strengthen curriculum, teaching and assessment

A coaching culture supports the delivery of high-quality teaching, learning and assessment. It ensures that staff develop reflective practice, improve consistency across the school, and use assessment evidence effectively to support pupils with complex SEND, autism and SEMH, and those accessing AP pathways.

38 Purpose of coaching in curriculum and assessment

Coaching underpins the aims of this policy by helping staff:

- Strengthen curriculum delivery through reflective practice.
- Interpret assessment information accurately and plan next learning steps.
- Apply high-quality feedback that supports pupil independence and regulation.
- Embed trauma-informed and autism-inclusive practice.
- Develop consistency across subjects, classes and AP pathways.
- Engage in collaborative problem-solving around teaching, learning and behaviour.

Coaching ensures assessment is not a compliance exercise but a tool for improving learning.

39 Principles of coaching

Coaching is:

- Strengths-based and solution-focused.
- Rooted in curiosity, psychological safety and respect.
- Based on asking rather than telling.
- A daily way of working, not a performance measure.
- Aligned to school priorities in SEND, trauma-informed practice, safeguarding, behaviour and attendance.

These principles mirror the school's assessment ethos: personalised, relational and based on an accurate understanding of each learner.

40 Coaching models supporting assessment practice

40.1 GROW model (Goal, Reality, Options, Will)

Used in teaching and learning conversations, lesson reflection and planning. Helps staff connect assessment evidence to clear, manageable teaching decisions.

- Goal. What is the intended learning?
- Reality. What does assessment tell us about current understanding?
- Options. What strategies or scaffolds could support progress?
- Will. What specific actions will be taken next?

40.2 BASIC model (Background, Aim, Strategy, Implementation, Commitment)

Used for shorter professional discussions, SEMH debriefs and safeguarding reflection. Supports trauma-informed responses and consistent behaviour practice. Both structures ensure that assessment feeds into precise, reflective and manageable planning.

41 How coaching improves curriculum and assessment quality

Coaching supports staff to:

- Analyse assessment evidence confidently.
- Design learning intentions informed by baseline, MAPP and milestone assessments.
- Adapt teaching responsively based on formative assessment.
- Improve the quality of verbal and written feedback.
- Ensure assessment is fair, accessible and SEND-appropriate.
- Reflect on pupil engagement, including regulation, sensory needs and communication.
- Moderate judgements collaboratively and consistently.

42 Embedding coaching across teaching, learning and behaviour

42.1 Teaching and learning

- Buddy system with peer observations and reflective discussions.
- Learning walks and book looks with coaching-style feedback.
- Coaching language used in curriculum development and sequencing discussions.

42.2 Behaviour and SEMH

- BASIC used for reflective debriefs following incidents of dysregulation.
- Staff coached to apply calm, consistent, relationship-based responses.
- Coaching used to support pupils' self-regulation, choice-making and learning readiness.

42.3 Alternative Provision

- Coaching questions guide discussions around engagement, routines and vocational readiness.
- Staff reflect on the impact of assessment evidence on task adaptation in real-world contexts.

43 Leadership, CPD and sustainability

Leadership teams use coaching to:

- Model reflective practice.
- Develop middle leadership confidence and consistency.
- Support curriculum planning and assessment quality assurance.
- Embed coaching in induction, CPD and professional dialogue across the school.

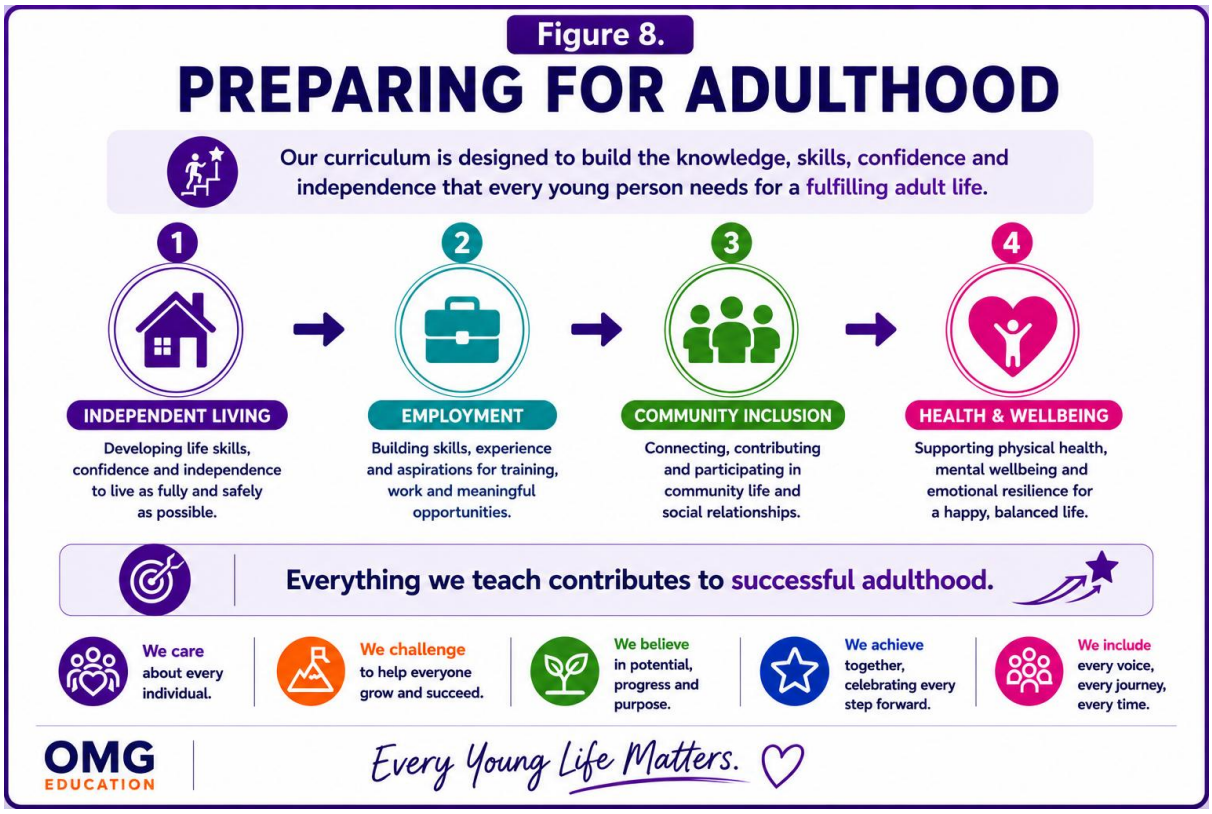
This ensures long-term sustainability and capacity building.

44 Impact of coaching on curriculum and assessment

A strong coaching culture:

- Improves the consistency and quality of teaching.
- Increases the accuracy and reliability of assessment.
- Strengthens trauma-informed, autism-inclusive and SEND-appropriate practice.
- Enhances pupil engagement, independence and progress.
- Supports better planning, sequencing and differentiation.

Coaching helps the school move from reactive to proactive improvement and ensures that assessment drives curriculum implementation and pupil success.



45 Conclusion

This policy ensures that OMG curriculum, assessment, and coaching systems work together to deliver a truly pupil-centred and trauma-informed education.

The curriculum is ambitious and personalised, focusing not just on accreditation but on preparing pupils for adult life: able to regulate, relate to others, think for themselves and act on their choices. This is supported by a philosophical foundation built on Choice Theory and the Learning Zone Model (avoiding the Overwhelm Zone).

The highly specialised dual assessment framework (Curriculum and SEND) is non-linear and rigorous, using tools like MAPP by EQUALS to capture small, meaningful steps of progress across the four aspects of Independence, Fluency, Maintenance, and Generalisation. This ensures that all pupils, especially those with complex SEND, SEMH, and trauma histories, are accurately understood and their progress is measured holistically.

This entire ecosystem is strengthened by a consistent coaching culture (using the GROW and BASIC models) that promotes reflective practice, ensures the effective use of assessment data, and drives continuous, relational improvement across all teaching and Alternative Provision pathways.

This commitment is critical given our pupils' starting points. Data shows that young people with complex needs are disproportionately vulnerable to poor life outcomes, including being less likely to live successful lives and more likely to be Not in Education, Employment, or Training (NEET). We must therefore do everything we can to change that trajectory, recognising that for many, this may be their last chance.