

Homebrook Woods

Assessment & Progress Framework

Version 1.0 (Pre-Opening Framework)



Section 1: Introduction

Purpose of this Framework

The Homebrook Woods Assessment & Progress Framework sets out how the school understands, assesses and supports the progress of every pupil. It explains the principles that underpin assessment, how assessment informs teaching and learning, and how progress is monitored, recorded and communicated to pupils, families and professionals.

Assessment at Homebrook Woods is designed to ensure that every child is recognised as an individual. Rather than comparing pupils to one another, assessment focuses on identifying each child's starting point, understanding their unique pattern of development and recognising the meaningful progress they make over time.

This framework reflects the vision and values of Homebrook Woods and should be read alongside the school's Curriculum Policy, SEND Policy and Teaching & Learning Framework.

Our Vision for Assessment

At Homebrook Woods, assessment is an integral part of teaching and learning. It is not a separate event or a series of tests, but a continuous process through which staff understand each pupil's strengths, identify barriers to learning, celebrate achievement and plan meaningful next steps.

Assessment begins with getting to know the child as an individual. Staff take time to understand each pupil's communication, interests, sensory needs, emotional regulation, previous experiences and aspirations before making judgements about learning. This ensures that assessment reflects what a pupil genuinely knows and can do, rather than what they are able to demonstrate in unfamiliar or stressful situations.

The Homebrook Woods curriculum has been specifically designed for pupils with Autism Spectrum Condition (ASC) and associated Speech, Language and Communication Needs (SLCN). Assessment is therefore directly linked to the curriculum and focuses on measuring progress within meaningful learning experiences rather than isolated testing or one-off performance. Progress is considered across academic learning, communication, emotional regulation, independence, social development and preparation for adulthood.

Every pupil follows an individual learning journey. Some pupils may make rapid progress within particular curriculum areas, while others may demonstrate significant progress through increasing confidence, independence, communication or the ability to apply learning across different people, places and situations. All of these forms of progress are recognised, valued and celebrated.

Assessment information is used to:

- identify each pupil's starting point;
- inform teaching and curriculum planning;
- monitor progress over time;
- review progress towards Education, Health and Care Plan (EHCP) outcomes;
- identify next steps in learning;
- celebrate achievement;
- provide meaningful information to parents, carers and professionals;
- support pupils in becoming increasingly independent, confident and successful learners.

At Homebrook Woods, assessment is not an end in itself. Its purpose is to ensure that every pupil receives the right teaching, at the right level, at the right time.

What Progress Means at Homebrook Woods

Progress at Homebrook Woods is understood as positive change over time. This includes the development of knowledge and skills, together with increasing independence, confidence and the ability to apply learning in meaningful situations.

A pupil may demonstrate progress by:

- learning new knowledge or skills;
- becoming more independent when completing familiar tasks;
- communicating more effectively with a wider range of people;
- maintaining previously learned skills over time;
- applying learning across different environments or situations;
- developing increased confidence, resilience or emotional regulation;
- making progress towards individual EHCP outcomes.

Because pupils often demonstrate uneven patterns of development, progress may occur at different rates across different curriculum areas. Assessment therefore recognises both vertical progress (new learning) and lateral progress (greater independence, fluency, maintenance and generalisation of existing learning), ensuring that every meaningful achievement is recognised.

Assessment Principles



Child-Centred

Assessment begins with understanding the individual child. Staff recognise that every pupil has a unique developmental profile, communication style, pattern of strengths and areas requiring support. Assessment reflects the child, rather than expecting the child to fit the assessment.



Curriculum-Led

Assessment is directly linked to the Homebrook Woods Curriculum. Teachers assess progress against the knowledge, skills and understanding identified within the curriculum, using the school's developmental Levels A-F to identify appropriate starting points and next steps.



Assessment Informs Teaching

Assessment is meaningful only when it improves learning. Information gathered through assessment is used to plan teaching, adapt provision, provide appropriate challenge and remove barriers to learning.



Meaningful Progress Matters

Homebrook Woods recognises that progress is not measured solely by acquiring new knowledge or moving through curriculum levels. Progress may also be demonstrated through increasing independence, confidence, communication, emotional regulation, resilience and the ability to apply learning across different contexts.



Assessment is Continuous

Assessment takes place naturally throughout everyday learning. Staff use observation, discussion, practical activities, work samples and professional judgement to build an accurate picture of each pupil's development without unnecessary testing or excessive paperwork.



Evidence is Holistic

Assessment considers the whole child. Academic learning is viewed alongside communication, emotional wellbeing, social development, independence and preparation for adulthood to ensure that each pupil's progress is understood within the context of their wider development.



Collaboration is Essential

Assessment is strengthened through collaboration between teachers, teaching assistants, therapists, parents, carers and, wherever appropriate, the pupils themselves. Multiple perspectives contribute to a more accurate understanding of progress.



High Expectations for Every Pupil

Every pupil is entitled to ambitious learning opportunities. Assessment is used to identify challenge, remove barriers and celebrate success, ensuring that all pupils are supported to achieve their individual potential.



In Practice – Meet Sam



Throughout this framework, a fictional pupil called Sam is used to demonstrate how assessment works in practice.

Sam is eight years old and has recently joined Homebrook Woods following placement in a mainstream primary school. Sam has Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN). Sam enjoys practical activities, construction and outdoor learning, but experiences significant anxiety around change, finds group learning difficult and benefits from visual supports and predictable routines.

As each section of this framework is introduced, Sam's learning journey will be used to illustrate how the Homebrook Woods assessment process operates in practice—from baseline assessment through to curriculum planning, daily assessment, review meetings and reporting.



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Section 2: The Homebrook Woods Assessment Journey

The Homebrook Woods Assessment Journey

Assessment at Homebrook Woods follows a structured, continuous cycle that begins before a pupil joins the school and continues throughout their time with us. Each stage of the process builds upon the previous one, ensuring that assessment remains purposeful, consistent and directly linked to teaching, learning and pupil outcomes.

Rather than viewing assessment as isolated events, Homebrook Woods recognises assessment as an ongoing cycle of understanding, planning, teaching, reviewing and celebrating progress. Information gathered at each stage informs future planning, enabling staff to provide highly personalised learning experiences that reflect each pupil's individual strengths, interests and needs.

The Homebrook Woods Assessment Journey consists of ten key stages.

Stage 2 – Baseline Assessment

During the first four weeks, staff focus on getting to know the pupil rather than immediately allocating levels or setting targets.

Baseline assessment is carried out naturally through observation, structured activities, play, discussion and everyday learning experiences. This allows staff to develop an accurate understanding of each pupil's current stage of development within a calm and supportive environment.

Baseline assessment considers:

- Communication and interaction
- Emotional regulation
- Independence and life skills
- Learning behaviours
- Academic knowledge and skills
- Personal, social and emotional development
- Physical development
- Sensory preferences and needs

Evidence gathered during this period enables staff to identify an appropriate starting point within the Homebrook Woods Curriculum and informs personalised planning for the following term.

In Practice – Sam



Over her first four weeks, Sam is observed across classroom activities, outdoor learning, snack time and structured group sessions.

Staff notice that she communicates confidently with familiar adults but rarely initiates interaction with peers. She demonstrates secure mathematical understanding but requires support to regulate her emotions during transitions.

Rather than viewing these as isolated observations, staff build a comprehensive picture of Sam's learning profile, which forms the basis of her personalised curriculum.

Stage 4 – Personal Learning Intentions

Using information gathered through baseline assessment, curriculum placement and EHCP outcomes, teachers identify a small number of personalised learning priorities.

These Personal Learning Intentions (PLIs) focus on the knowledge, skills and behaviours that will have the greatest impact on the pupil's learning, independence and wellbeing.

Each intention is:

- linked to the Homebrook Woods Curriculum;
- informed by EHCP outcomes where appropriate;
- personalised to the individual pupil;
- achievable within the review period;
- reviewed regularly through ongoing assessment.

Stage 1 – Understanding the Child

Assessment begins before a pupil enters the classroom.

Prior to admission, Homebrook Woods gathers information from a range of sources to develop an initial understanding of each pupil.

This may include:

- Education, Health and Care Plans (EHCPs)
- Educational Psychology reports
- Speech and Language Therapy reports
- Occupational Therapy reports
- Previous school records
- Parent and carer discussions
- Transition visits where appropriate

This information is not used to make assumptions about a child's abilities. Instead, it provides an initial picture of the child's strengths, interests, communication needs and barriers to learning, enabling staff to prepare an environment in which the pupil can feel safe, understood and successful from their first day.

In Practice – Sam



Before Sam joins Homebrook Woods, staff meet with her parents and review her EHCP, Speech and Language Therapy report and information from her previous school. They learn that Sam enjoys practical activities and outdoor learning, communicates best when visual supports are available and becomes anxious when routines change unexpectedly.

Staff use this information to prepare a visual timetable, identify preferred regulation strategies and ensure that familiar activities are available during Sam's first few days.

Stage 3 – Curriculum Placement

Following baseline assessment, teachers identify each pupil's current developmental level within the Homebrook Woods Curriculum.

Using the school's Levels A–F progression, teachers determine an appropriate starting point within each curriculum area. Pupils may work at different developmental levels across different subjects, reflecting their unique learning profile.

Curriculum placement is not intended to label pupils or limit expectations. Instead, it provides a clear starting point from which meaningful progress can be planned and measured.

In Practice – Sam



Following baseline assessment, Sam's curriculum profile is agreed.

Curriculum Area	Starting Level
Communication	C
English	C
Mathematics	D
Science	C
Personal Development	C
Independence & Life Skills	D

Teachers now have a clear understanding of where learning should begin.

Looking Ahead

Once curriculum placement and Personal Learning Intentions have been established, assessment becomes part of everyday teaching.

The following section explains how Homebrook Woods uses daily observation, professional judgement and meaningful evidence to monitor progress, inform teaching and celebrate achievement throughout each pupil's learning journey.





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Version 1.0 (Pre-Opening Framework)



Section 3: Ongoing Assessment and Evidence Collection

Assessment Through Everyday Learning

At Homebrook Woods, assessment is embedded within everyday teaching and learning. Rather than relying on frequent formal testing, staff build an accurate understanding of each pupil's progress through continuous observation, professional dialogue and meaningful learning experiences.

Assessment is viewed as an integral part of high-quality teaching. Every interaction provides an opportunity to understand what a pupil knows, what they can do independently and what support they require to achieve the next step in their learning.

This approach enables staff to respond flexibly to pupils' individual needs whilst ensuring that assessment remains purposeful and does not reduce valuable learning time.

What Do Staff Assess?

Teachers and teaching assistants continually observe and assess progress across the whole curriculum and wider aspects of development.

Academic Learning
Staff assess each pupil's developing knowledge, understanding and skills across the Homebrook Woods Curriculum, using the school's developmental Levels A-F as the framework for planning and progression.

Communication
Staff observe how pupils:
• communicate wants, needs and ideas;
• understand spoken language;
• use speech, symbols, signing or AAC;
• initiate and sustain interaction;
• communicate with different adults and peers.

Emotional Regulation
Assessment considers:
• emotional wellbeing;
• self-regulation strategies;
• responses to challenge;
• resilience;
• recovery following dysregulation;
• increasing independence in managing emotions.

Independence
Staff observe increasing independence within:
• classroom routines;
• organisation;
• self-care;
• personal responsibility;
• problem solving;
• preparation for adulthood.

Social Development
Assessment includes:
• friendships;
• shared attention;
• cooperative learning;
• turn taking;
• understanding social situations;
• participation within the wider school community.

In Practice – Sam



During an outdoor science activity, Sam independently asks a member of staff for a magnifying glass using her visual communication system.

Although this appears to be a simple interaction, staff recognise that several important aspects of learning have been demonstrated.

The observation provides evidence that Sam has:

- initiated communication independently;
- applied a previously learned communication strategy;
- communicated within a different learning environment;
- shown increasing confidence in requesting support.

Rather than creating a lengthy written record, the teacher briefly records the observation as significant evidence linked to Sam's Personal Learning Intention and Communication curriculum objectives.

Looking Ahead

Daily assessment provides the evidence needed to understand each pupil's progress over time.

The following section explains how Homebrook Woods brings together this evidence through structured review meetings and the Equals Mapping and Assessing Personal Progress (IMAPP) framework to evaluate independence, fluency, maintenance and generalisation, ensuring that assessment reflects meaningful and lasting learning.



How Is Assessment Carried Out?

Assessment takes place naturally throughout each school day.

Staff gather information through:

- direct observation;
- discussion with pupils;
- practical learning activities;
- work samples;
- photographs (where appropriate);
- videos (where appropriate);
- pupil voice;
- communication records;
- professional dialogue;
- parent and carer feedback;
- therapist contributions where appropriate.

Evidence is gathered only when it contributes meaningfully to understanding a pupil's progress.

Homebrook Woods does not expect staff to record every activity or produce unnecessary paperwork. Instead, assessment focuses on capturing significant learning, important achievements and information that will inform future teaching.

What Counts as Evidence?



- ✓ Teacher observations
- ✓ Teaching assistant observations
- ✓ Annotated work
- ✓ Photographs
- ✓ Videos (where appropriate)
- ✓ Communication records
- ✓ Practical outcomes
- ✓ Learning conversations
- ✓ Parent contributions
- ✓ Therapist observations
- ✓ Pupil reflections

The quality of evidence is considered more important than the quantity collected.

Professional Judgement

Professional judgement is central to assessment at Homebrook Woods. Teachers consider evidence collected over time rather than making decisions based upon isolated events or one-off performances.

Assessment decisions are informed through:

- multiple observations;
- different learning environments;
- different members of staff;
- a range of learning activities;
- discussion with colleagues;
- moderation during review meetings.

This ensures that assessment reflects each pupil's typical performance rather than exceptional or unusual circumstances.

Linking Assessment to the Curriculum

Every significant observation contributes directly to curriculum planning.

Teachers continually ask themselves:

- What has this pupil learned?
- How independently did they demonstrate this learning?
- Is this skill secure?
- Can they apply it in different situations?
- What should we teach next?

Assessment therefore becomes the bridge between teaching and future planning, ensuring that learning remains appropriately challenging, personalised and responsive.

In Practice – Sam



At the end of the week, Sam's teacher reviews the evidence gathered across classroom learning, outdoor activities and structured group sessions.

The evidence demonstrates that Sam now requests help independently in three different situations and has begun initiating communication with unfamiliar adults.

The teacher decides that Sam's communication learning intention should continue for another half term to ensure that the skill becomes secure before introducing a new target.

Teaching is adjusted to provide more opportunities for Sam to initiate communication with peers during collaborative activities.

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Section 4: Reviewing Progress and Measuring Meaningful Learning

Bringing Assessment Together

At Homebrook Woods, assessment evidence is gathered naturally throughout everyday teaching. However, meaningful assessment also requires regular opportunities for staff to step back, review evidence collectively and evaluate each pupil's progress over time.

Termly review meetings provide this opportunity.

These meetings enable teachers and support staff to consider the evidence gathered during daily learning, celebrate achievement, identify emerging patterns and agree the most appropriate next steps for each pupil.

Rather than relying upon isolated observations or one-off performances, review meetings consider the whole learning journey and ensure that assessment reflects sustained and meaningful progress.

The Equals Mapping and Assessing Personal Progress (MAPP) Framework

To support consistent and meaningful assessment, Homebrook Woods uses the Equals Mapping and Assessing Personal Progress (MAPP) framework.

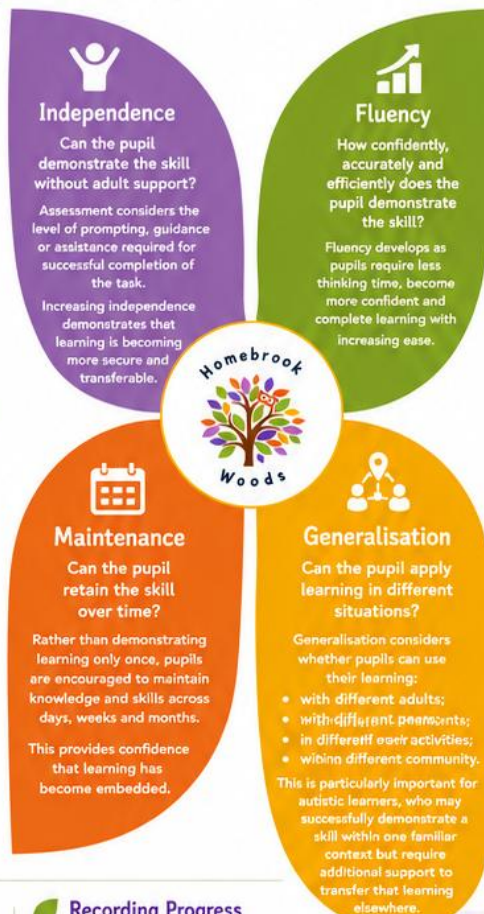
MAPP complements the Homebrook Woods Curriculum by providing a structured way of evaluating how securely pupils are developing important knowledge, skills and behaviours over time.

Whilst the Homebrook Woods Curriculum identifies what pupils are learning, MAPP helps staff understand how well that learning has become established.

This ensures that assessment recognises not only new learning but also increasing independence, confidence and the ability to apply learning successfully across different situations.

The Four Dimensions of Meaningful Progress

MAPP evaluates progress across four important areas.



In Practice – Sam

One of Sam's Personal Learning Intentions is:

"To independently request help using speech or her visual communication system when she is unsure what to do next."

During the Autumn Term, staff collect evidence from classroom lessons, outdoor learning, cooking activities and community visits.

At the end of the term, staff review the evidence together.

They agree that Sam:

- now requests help independently in class;
- communicates confidently with familiar adults;
- has begun requesting help during outdoor learning;
- has recently started using the same strategy during a community visit.

Although Sam has not yet demonstrated this consistently with unfamiliar adults, staff agree that significant progress has been made in both independence and generalisation.

Rather than replacing the learning intention immediately, the team decides to continue the target for a further half term to strengthen consistency across a wider range of situations.



Review Meetings

Formal assessment review meetings take place termly.

These meetings bring together the professional judgement of teachers and, where appropriate, teaching assistants and other professionals.

The purpose of each meeting is to:

- review evidence collected during the term;
- evaluate progress against Personal Learning Intentions;
- review curriculum progress;
- review progress towards EHCP outcomes;
- complete MAPP assessments where appropriate;
- celebrate achievement;
- identify next teaching priorities.



Recording Progress

Following each review meeting, assessment information is recorded within the school's assessment systems.

Depending upon the individual pupil, this may include:

- Homebrook Woods Curriculum Levels (A-F)
- Personal Learning Intentions
- Equals MAPP records
- EHCP outcome tracking
- Teacher assessment records
- Parent reports

Together, these provide a comprehensive picture of each pupil's progress across both academic learning and wider personal development.

In Practice – Sam

At Sam's Autumn Review Meeting, staff identify evidence showing that she has become increasingly confident in initiating communication and requesting support.

Her Communication curriculum level remains Level C, as staff feel she is continuing to strengthen and consolidate the skills expected within this developmental stage.

However, her MAPP review demonstrates clear progress in:

Independence	Significant progress
Fluency	Significant progress
Maintenance	Significant progress
Generalisation	Emerging progress

The team agrees that although Sam has not yet moved to Curriculum Level D, she has made significant meaningful progress within Level C.

Teaching is planned to provide additional opportunities for peer interaction and communication in unfamiliar environments during the following term.

Curriculum Level C



Looking Ahead

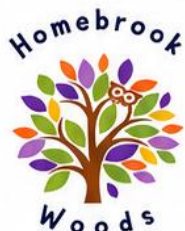
Assessment is valuable only when it informs future learning.

Following each review cycle, teachers use assessment information to adapt planning, refine Personal Learning Intentions and ensure that every pupil continues to experience appropriately challenging, engaging and meaningful learning opportunities.

The following section explains how Homebrook Woods communicates progress to parents, transparently, collaboratively and focused upon achieving the best possible outcomes for every pupil.



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Section 5: Reporting, Partnership and Continuous Improvement

Sharing Progress

Assessment is most effective when it is shared, understood and used collaboratively.

At Homebrook Woods, assessment information is communicated regularly with pupils (where appropriate), parents, carers and professionals to ensure that everyone involved in a child's education has a shared understanding of progress, strengths and next steps.

Assessment is therefore not simply a record of attainment but a tool for strengthening partnerships and ensuring that every pupil receives consistent support across home, school and other professional services.

Working in Partnership with Families

Parents and carers are recognised as experts in their own child.

Homebrook Woods values the knowledge, experiences and insights that families bring and recognises that meaningful progress is often observed across different environments.

Parents are encouraged to contribute to the assessment process by sharing:

- achievements at home;
- changes in independence;
- communication successes;
- interests and motivations;
- concerns or emerging needs;
- examples of learning beyond school.

This information helps staff build a richer and more accurate understanding of each pupil's development.

In Practice – Sam



During the Autumn Term, Sam's parents tell staff that she has recently begun independently asking for help when completing jigsaw puzzles at home.

Although this has not yet been observed frequently in school, the information provides valuable evidence that Sam is beginning to generalise her communication skills beyond the classroom.

The teaching team records this information as part of Sam's assessment evidence and plans additional opportunities for similar communication during classroom activities.

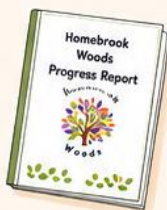
Parent Progress Reports

Parents and carers receive regular information about their child's progress.

Reports provide a clear summary of:

- progress within the Homebrook Woods Curriculum;
- Personal Learning Intentions;
- progress towards EHCP outcomes;
- personal development;
- communication;
- independence;
- emotional regulation;
- next steps for learning.

Reports are written in clear, accessible language and each pupil's individual achievements realistic and constructive guidance for future development.



Education, Health and Care Plan (EHCP) Reviews

Assessment information contributes directly to the statutory review of each pupil's Education, Health and Care Plan.

Evidence gathered through daily assessment, curriculum monitoring and MAPIP reviews enables Homebrook Woods to provide accurate information regarding:

- progress towards EHCP outcomes;
- effectiveness of current provision;
- emerging strengths;
- continuing areas of need;
- recommendations for future provision.

This ensures that annual reviews are informed by comprehensive evidence collected over time rather than isolated observations.



In Practice – Sam

At Sam's Annual Review, staff present evidence demonstrating significant progress in communication, independence and emotional regulation.

Although Sam continues to work within Curriculum Level C for Communication, assessment evidence shows that she now independently requests support across a wide range of school activities and has begun demonstrating the same skills at home and during community visits.

This provides strong evidence that meaningful progress has occurred, despite curriculum levels remaining unchanged.

The Annual Review therefore recommends maintaining the current communication outcomes whilst introducing new opportunities to strengthen peer interaction and independent problem-solving.



Monitoring the Effectiveness of Assessment

Assessment systems are reviewed regularly to ensure they remain effective, manageable and centred upon improving outcomes for pupils.

School leaders monitor assessment by:

- reviewing the quality of assessment evidence;
- sampling pupil assessment records;
- monitoring consistency across staff;
- reviewing progress over time;
- seeking feedback from staff, parents and pupils where appropriate;
- evaluating whether assessment is informing teaching effectively.

The purpose of quality assurance is to ensure that assessment remains accurate, proportionate and focused on improving learning rather than increasing paperwork.

Staff Development

All teaching staff receive training in the Homebrook Woods Assessment Framework as part of their induction and ongoing professional development.

Training includes:

- understanding the Homebrook Woods Curriculum;
- using developmental Levels A–F;
- gathering meaningful assessment evidence;
- effective observation techniques;
- professional judgement;
- use of the Equals MAPP framework;
- contributing to review meetings;
- writing high-quality assessment reports.

Regular moderation and professional discussion help ensure consistency across the school.



Continuous Improvement

As a reflective learning community, Homebrook Woods is committed to reviewing and refining its assessment practices.

The framework will be reviewed annually to ensure that it continues to:

- support high-quality teaching;
- provide meaningful information about pupil progress;
- remain manageable for staff;
- reflect current research and best practice;
- meet statutory requirements;
- serve the needs of pupils and families.

Where improvements are identified, they will be incorporated into future versions of this framework.



Concluding Statement

Assessment at Homebrook Woods is rooted in the belief that every pupil can make meaningful progress when learning is personalised, ambitious and responsive to individual need.

Our assessment framework assembles staff to understand each pupil's unique learning journey, celebrate success, identify next steps and work in partnership with families and professionals to achieve the very best outcomes.

By combining high-quality teaching, thoughtful professional judgement, the Homebrook Woods Curriculum and the Equals Mapping and Assessing Personal Progress (MAPP) framework, Homebrook Woods provides an assessment approach that values not only what pupils learn, but how confidently, independently and successfully they apply that learning throughout their lives.

In Practice – Sam (Final Reflection)



When Sam first joined Homebrook Woods, she rarely asked for help and often became anxious when faced with unfamiliar tasks.

Over the course of the year, staff, parents and therapists worked together using a shared assessment approach to understand her strengths, recognise her progress and plan carefully for the next stage of learning.

By the end of the year, Sam had not only developed new knowledge and skills but had become more confident, more independent and better able to communicate across different situations.

Her journey demonstrates the purpose of assessment at Homebrook Woods—not simply to measure attainment, but to understand growth, celebrate achievement and ensure that every child continues to flourish.

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At Homebrook Woods, assessment is not about measuring children against one another. It is about understanding where each child begins, recognising every meaningful step forward and nurturing confident, independent learners who are ready for the next stage of their journey.