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2025/2026

Assessment and Feedback Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	3/2/2026
Signed by Chair of Governors:	<i>P. A. Evans</i>
Executive Head Teacher:	Oliver Flowers
Lead Personnel:	Chloe Jones/Jonathan Dee
Date of Review:	03/02/2027

Aims of Assessment and Feedback

At The Westminster School our aims of assessment and feedback are to:

- Improve pupil outcomes to encourage pupils to flourish.
- Celebrate all progress made by our pupils.
- Act as a diagnostic tool to inform and personalise the learning priorities for all pupils.
- Plan for challenging and personalised learning experiences.
- Showcase pupil achievements for parents/carers.
- Inform planning to ensure teaching builds on prior progress and is relevant to each individual.
- Identify areas for development and implement interventions.
- Measure and track progress made against relevant Skill Development Grids or Accreditation Frameworks and the independence hierarchy.
- Measure and track knowledge that is retained
- Utilise knowledge organisers to support pupil learning.

Assessment at The Westminster School will:

- Reflect our school vision 'Safe, Happy and Learning Together'
- Be a continuous and integral part of teaching and learning
- Involve pupils in their own assessment in a meaningful way
- Reflect progress made across five areas of learning
 - My Communication
 - My Community
 - My Creativity
 - My Thinking
 - My Wellbeing
- Assess pupils against relevant Skill Development Grids at an appropriate Skill Development Level.
- Assess pupils against the Knowledge Assessment criteria (beginning, emerging and established).
- Make judgments based on how independently learning is achieved.
- Follow government guidance in recording statutory assessments for end of KS2 for pupils working below the overall standard of the National Curriculum.
- Provide and assess an ambitious accreditation offering at KS4 and KS5.

Our School

The Westminster School provides learning for pupils ranging from KS2 – KS5 and are placed in classes based predominantly on their social skills within their year group. A range of factors are discussed when deciding which classes pupils are placed in based on what is best for an individual including: interactions with peers, communication needs, interests, emotion recognition and resilience.

Pupils in Key Stages 2 and 3 work towards the Skill Development Grids, with some of KS4 & 5 also working towards these alongside accreditations based on individual class needs. We are continuously reviewing class groups to give pupils the best opportunities to be successful, including striving towards our vision of all of our pupils feeling Safe and Happy in order to Learn Together.

Our Curriculum

Curriculum Offering

The curriculum at the Westminster School is made up of five Areas of Learning: My Communication, My Community, My Creativity, My Thinking and My Wellbeing.

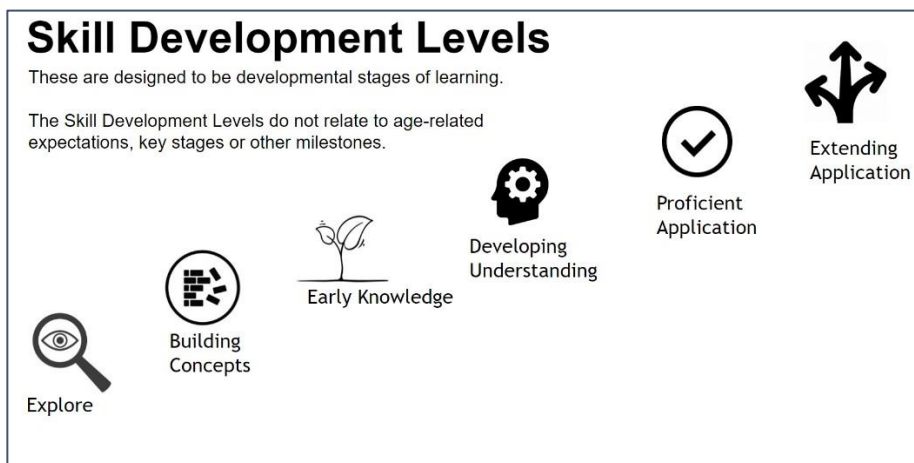
Each Area of Learning is broken down into key Components, which encompass a number of strands. Each strand is then broken down into key priorities of learning which are then used to support the planning and delivery of high- quality teaching and learning. For more information please refer to the Curriculum Overview Documents on the School Website.

Each Area of Learning and its key components have a Skill Development Grid (SDG). These grids are broken down into six distinct Skill Levels as detailed below:

In Key Stages 4&5 pupils work towards some SDG, as well as a range of relevant accreditations that are purposeful and functional for their future.

Some pupils may also attend work placement and internships to prepare them for their future beyond The Westminster School.

Examples of accreditations include NCFE Functional Skills, AIMVOCs, ASDAN, Kings Trust and WJEC.



Termly Planning

At the start of the academic year form tutors create a holistic profile (Appendix A) and communication profile (Appendix B) for each pupil in their form group. They take time to get to know and understand all pupils on an individual basis, including any specific needs and interests, referring to information provided in pupil EHCP's.

Every term, planning documents are completed across all five areas of learning for teachers planning for pupils following the Knowledge and Skills curriculum. These reflect the knowledge guidance (Appendix C) and Skill Development Grid (Appendix D) coverage set by Area of Learning TLR's to ensure coverage over the year. Each pupil is planned for based on the Skill Development Level they are working towards and are given a range of learning experiences to assure they acquire knowledge in a variety of contexts. The planning documents for teachers planning for pupils in KS4/5 differs slightly if their learning is contributing towards an accreditation.

Many avenues are consulted alongside Area of Learning TLR guidance to ensure planning is effective including, pupils' views, parents, and carers views, EHCPs, professional reports, observation and where applicable information from previous schools.

Each component has a thematic approach to engage pupils and give teaching and learning a functional purpose. For pupils in KS2-3, their learning is based around the Knowledge Guidance and Skill Development Grids across all five areas of learning. For pupils in KS4-5, most opportunities allow for pupils to work towards the completion of accreditations with some elements of the curriculum still being heavily supported by the Knowledge Guidance and Skill Development Grids at a level appropriate for pupils individually.

Assessment

Evidence Gathering

Throughout the term, all staff gather evidence by uploading photos and videos to Evidence for Learning, (EfL) for practical subjects, pupils work in exercise books or folders, and online portfolios through Microsoft Teams for Computing. All work completed is assessed against the Independence Hierarchy (Appendix E) for skills which over time shows how independently skills have been achieved. Staff also record progress measuring pupil's knowledge about a topic using the knowledge assessment criteria (Appendix C). Staff can either make these judgments clear on work using stickers provided (Appendix F) or by selecting relevant Tags on EfL. Example pieces of evidence on EfL can be found in Appendix G. There are regular intervals throughout the year where parents/carers can view evidence and work completed by their young person, such as through Meet the Teacher Evening, Parents Evening and online through EfL. End-of-year reports are also written for parents/carers to review progress made over the course of the academic year.

Assessment and Feedback Procedures

Live Marking

All pupils will benefit from live marking as an integral part of classroom practice. This includes providing immediate, real-time feedback during a lesson through verbal and written means. Staff should circulate throughout the lesson offering praise, asking questions and guiding students to improve their work whilst they are still engaged in the learning process. This process will be supported by learning support staff where appropriate and will include ticks, corrections, and prompts to address immediate misconceptions or improvements.

Live Marking Guidance

- All evidence in books/folders should be live marked by the teacher or support staff (under the guidance of the teacher)
- A pupil's work is to be marked using a purple pen to make live marking clear for pupils to identify.
- Live marking should include corrections to punctuation and spelling, brief focused written comments, annotations to show areas of success or where they could improve and prompts (See marking guidance in Appendix H)
- To draw pupils' attention to a particular area of success, highlight work in green (**Green for Great**).
- To draw pupil's attention to a focus area for improvements, highlight work in pink (**Pink for Think**)
- For lessons where evidence is uploaded to EfL, verbal feedback should be given throughout the lesson to celebrate success or provide feedback.

Where live marking has not been possible, the guide above should be used to mark the work following the lesson with time given next lesson to reflect and respond.

Half Termly Reflection Feedback:

Towards the end of a half term, every pupil should have the opportunity for a 1 to 1 reflection session with each teacher. During the session, the teacher and pupil will look through the evidence from the half term to reflect on progress and achievements and discuss feedback for improvements and next steps. Teachers must use progress/accreditation trackers for skills and information collated for knowledge. Teachers will structure and create resources to ensure this session is accessible and purposeful for each of their pupils. Teachers should complete the reflection feedback alongside the pupil as part of the session and write this in their book/folder. For EfL, teachers to complete the comment section providing notes from the discussion including achievements, feedback to reflect the half term and next steps (Appendix I).

Skill Development Grids

At the start of each term, teachers should record the start level of independence for each skill a pupil is working on that term on the progress trackers with a date and letter 'B'. Throughout the term teachers will update the progress tracker with dates where an improved level of independence has been achieved (Appendix J). At the end of each term, all teachers will record the highest level of independence the pupil has achieved for each skill covered from the Skill Development Grids on EFL. These assessments take place through the Assessment Books function on Evidence for Learning. To inform these assessments, teachers may use evidence gathered, work completed in exercise books, end-of-term assessments and observations of a young person. All assessments are shared with parents and carers, the school SENCO and the local authority through annual review paperwork. Guidance for submitting assessment books can be found in Appendix K.

Knowledge Assessment

At the end of each term, pupil's knowledge will be assessed against the Knowledge Assessment Criteria for every topic taught. Teachers will make judgements to decide if pupils are pre-beginning, beginning, emerging and established. This will assess the knowledge a pupil has learned/retained throughout the topic. This could be done over a full term or half term to reflect the Curriculum Map cycles (See guidance in Appendix K).

Accreditations

Accreditations are assessed as per the assessment guidance provided by the exam board; however, teachers make assessments at the end of each term as an extra measure to ensure coverage over the year and track progress. These assessments take place through the Assessment Books function on Evidence for Learning (Appendix K). Staff training is completed by all staff that are applicable and stringent processes are in place throughout the year (including a moderation cycle, feedback, further training where applicable, the use of specific exam board documentation, internal and external moderations). All assessments are shared with parents and carers, the school SENCO and the local authority through annual review paperwork.

Parent/Carer Input

Parents and Carers can contribute to the assessment process through annual reviews, uploading evidence to Evidence for Learning, regular open conversations with form tutors, Meet the Teacher Evening and Parents Evening events.

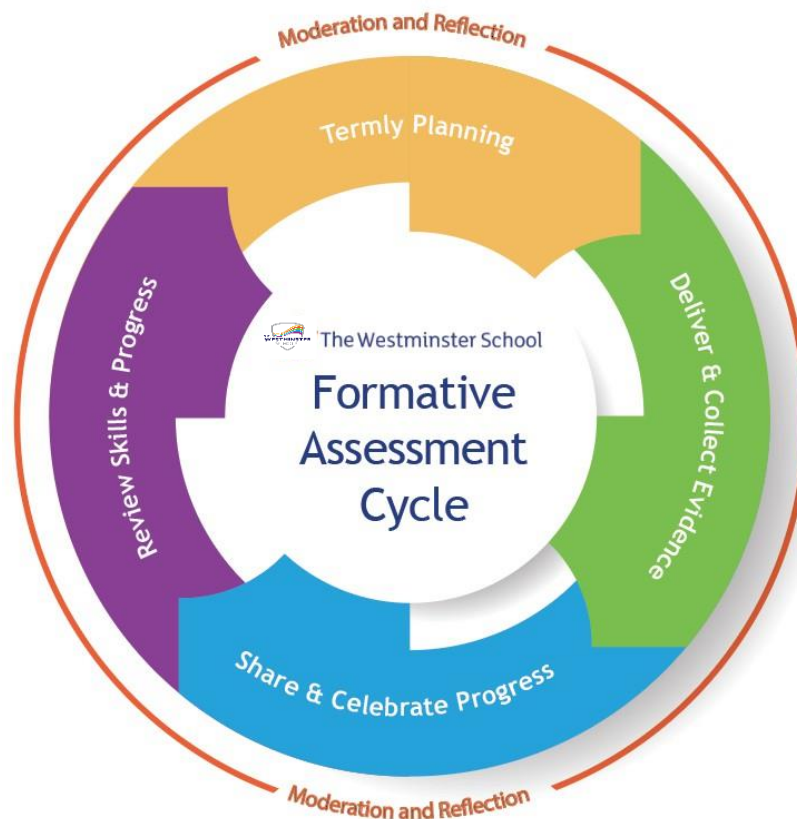
Analysis of Data

Once all assessment books are completed at the end of each term, Area of Learning TLR's and members of the Senior Leadership Team analyse pupil progress. The data snapshot is configured to show quartiles of progress based on the levels of independence achieved that term. This method allows middle leaders to identify pupils who may need further support and interventions, pupils who need a higher level of challenge, and to celebrate the progress that pupils have made.

Comparisons between gender, SEN, ethnicity and other factors are also analysed to ensure we are giving all pupils the best environment and learning opportunities to achieve their full potential. Data reports are created by Area of Learning TLRs to collate findings within their area of learning to report to SLT and Governors for further discussion, celebration, and analysis.

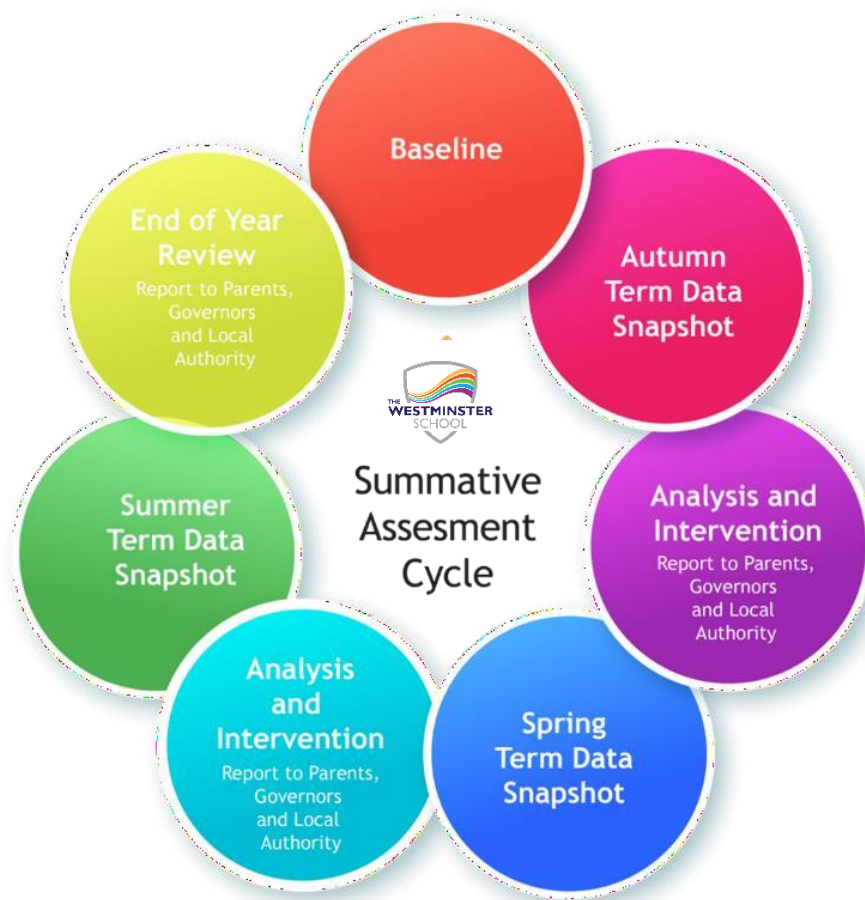
Formative Assessment

At the Westminster School, formative assessment is at the centre of teaching and learning. Pupils are assessed against the Knowledge Criteria, Skill Development Level or Accreditation level that is appropriate for them. Planning is linked to EHCP outcomes and personalised pupil targets which facilitates the steps to success in achieving those. A range of mediums are used to collect evidence which show progress over time, related to skills and knowledge pupils have been learning. Progress towards skills and knowledge is then reviewed and planning is reflective of progress for the following term. Assessment is completed through questioning, observations, and professional discussions between staff members. This process takes place on a small scale during each lesson and on a large scale during each term and academic year.



Summative Assessment

Summative assessment at The Westminster School enables all stakeholders to reflect on attainment including successes and areas for improvement at specific points throughout the year. Our methods of summative assessment enable us to celebrate an individual's journey through school and share this with pupils, parents, staff and the wider community. Summative assessment provides Area of Learning TLRs with information to analyse trends in data, to improve teaching and learning, to improve strategies and curriculums to maximise pupil progress towards independence. Annual reviews take place once a year for every pupil, giving the opportunity for the review of previous EHCP outcomes, pupil voice, parent voice and the setting of next steps. We report progress to parents at several intervals throughout the year (including meet the teacher, parents evening, annual reviews and end of year written reports).



Progression Guidance

When developing their advice in 2009 the Government drew on the underlying principles that underpin the progress of learners with special needs. Emerging from that consultation were the following principles:

- High expectations are key to good progress
- Accurate assessment is essential to securing and measuring pupil progress.
- Age and prior attainment are the starting points for developing expectations of pupil progress.

At The Westminster School, we wholeheartedly agree with these values. We capture progress information throughout a pupil's time with us. It is clear that one of the most important purposes of this assessment is to inform teaching and learning. Assessment enables us to track pupil progress accurately, to design future learning and develop personalised curriculums, to adjust, adapt existing provision and to review expectations. Throughout the year we also actively engage in moderation and standardisation processes, which are critical to achieving accurate teacher assessments and to promoting pupil progress.

The Westminster School has encompassed the National Progress Guidance (DSCF, 2009) within its personalised and holistic approach within our five areas of learning. This is designed to stretch our pupils but also be a realistic measure of what we can expect their progress to look like across various key points and milestones. It is meant not to be a target for professionals to chase but an aspirational and realistic measure of what pupils can be expected to achieve through a term, year and developmental milestone.

Pre-key stage 2 standards

The Pre-key stage 2 standards are provided for the statutory assessment of pupils that are working below the overall standard of the national curriculum. Schools are required to use these standards to make teacher assessment judgements for pupils who have reached the end of Year 6. This allows schools to report outcomes for those pupils who have not completed the national curriculum programme of study. The main focus of these assessments are conducted within, English (Reading), English (Writing) and Mathematics.

At the end of Key Stage 2 teachers are required to base their judgements on a broad range of evidence, which can be obtained from day-to-day work in the classroom across a variety of lessons and subjects than the one being assessed.

Teachers base their judgments on each subject framework which consists of six standards containing 'pupil can' statements. The Standards & Testing Agency (2020a) state that teachers should follow the specific guidance in their Pre-Key stage 2 standards booklet as referenced in this policy.

The engagement model and engagement scale

The engagement model is an assessment tool that is used to support and assess pupils at the end of Key Stage 2 who are working below the level of the national curriculum and not accessing subject specific learning. However, schools can choose to use the engagement model throughout all key stages where appropriate. This is not a statutory requirement to report on, however at The Westminster School we feel that the principles outlined in the engagement model have been very useful in informing the engagement scale detailed in Appendix L.

The engagement model has 5 areas of engagement, these are:

- exploration
- realisation

- anticipation
- persistence
- initiation

It is not intended that the five areas are used as any kind of hierarchy, as there is no expectation for pupils to make progress in all areas. Areas should be prioritised based on pupil's individual needs to ensure they can engage and reach their full potential. "The engagement model identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition." (Standard & Testing Agency, 2020b)

In practice

In line with statutory guidance, The Westminster School uses the engagement model to report progress for pupils at the end of Key Stage 2, working below the national curriculum level and not accessing subject specific learning.

The engagement scale is used throughout all key stages for identified individuals that are not engaging and making expected progress across the five areas of learning. The engagement scale is used as part of an intervention model supported heavily by the school's Educational Psychologists and Special Advisory Teachers.

The process consists of an average of six observations that are filmed so that reflections can be made. Observations and notes are made against the five areas of engagement and a plan of action is put in place accordingly. Engagement and progress is monitored for each area of engagement on an individual basis and not all worked on at the same time. This allows for more in depth observations to be made, in order to support pupils to maximise engagement and progress.

Progress made is then reported as part of pupil's annual EHCP review meetings and as part of the school reports to parents.

Roles and Responsibilities

Mid-Day Supervisor Assistant	▪ Capture photo and video evidence under the direction of the class team. ▪ Verbally communicate independence and progress to class team. ▪ Verbal praise and give development points to pupils to improve future learning. ▪ Support with any behavioural or pastoral concerns where appropriate.
Learning Support Practitioners/ Assistants	As above and: ▪ Upload evidence to EfL including tags and frameworks. ▪ Under the instruction and guidance of the class teacher, use stickers in line with this policy to track skills/accreditation progress. ▪ Under the instruction and guidance of the class teacher, support with live marking where appropriate. ▪ Communicate with teachers to contribute to future planning and effective analysis of which Skill Development Level pupils are working towards.
Higher Level Teaching Assistant	As above and: ▪ Share evidence with parents through EfL. ▪ Model good practice of uploading evidence for other staff members. ▪ In some cases, complete assessment books and plan lessons as per TLR Area of Learning Planning Guidance and Skill Development Grids. ▪ Where applicable, contribute to written reports to parents based on learning that has taken place during allocated lessons. ▪ Use stickers in line with this policy to ensure all pupil work is live marked and identified correctly. ▪ Participate in moderation CPD alongside class teachers.
Teacher	As above and: ▪ Complete formative and summative assessments through the use of assessment books. ▪ Use stickers and progress trackers in line with this policy to ensure all pupil work is live marked and identified correctly. ▪ Provide feedback (live marking) either written or verbal that is accessible to pupils. (Marking symbols can be found in Appendix H) ▪ Write written reports to parents and carer based on progress made throughout the term/year for all lessons taught. ▪ Write/update holistic profiles for all pupils in their form group. ▪ Write/update communication profiles for all pupils in their form groups. ▪ Baseline and ensure pupils are working towards an appropriate and ambitious Skill Development Level or accreditation. ▪ Ensure planning is reflective of Area of Learning TLR Planning Guidance, Skill Development Grids or accreditation guidance. ▪ Ensure planning is reflective of ECHP outcomes and is personalised. ▪ Direct support staff with explicit instructions for using

The Westminster School

	stickers, progress trackers and live marking for each lesson. Moderate, support and manage consistency of judgements and quality of evidence made by MDSAs, LSA/LSPs, HLTAs.
TLR	As above and: - Moderate, support and manage consistency of data judgements and quality of evidence made by teachers. - Triangulate pupil evidence (EfL/books/folders), assessment data, learning walks and reports for all pupils in their Area of Learning. Use this to inform action plans and next steps. - Moderate termly planning completed by teachers and HLTAs in their Area of Learning, ensuring they are personalised appropriately and ambitious, in line with the planning guidance and link to EHCP outcomes identifying areas for support and development. - Collate and analyse data and use this to update action plans, make any necessary changes and write termly data reports for the Senior Leadership Team and Governors. - Identify and provide staff CPD where appropriate, as well as advice, guidance and support with anything related to their Area of Learning.
Senior Leadership Team	- Moderate all aspects of TLR action plans, triangulation and moderation exercises. - Moderate alongside TLRs of specific Areas of Learning to ensure consistency and high standards. - Moderate holistic profiles to ensure they are positive and a true reflection of pupils. - Triangulate planning, evidence and performance to ensure quality, ambition and consistency of assessment across the school. - Complete regular learning walks and evidence trawls to inform school development plan. - Support practitioners to develop their own professional practice. - Support and develop TLR's through SLT buddy system. - Use data to perform analysis, inform interventions and inform school development planning. - Use triangulation of moderation to inform staff CPD. - Report findings to parents/carers, governors and local authority.
Governors	- Use findings from all analysis to inform school improvement planning. - Offer challenge and support to the Senior Leadership Team to improve pupil outcomes. - Attend termly TLR buddy meetings to offer challenge and support to improve pupil outcomes. - Report findings to parents/carers and Local Authority.
Parents and Carers	- Upload evidence to show home learning. - View and celebrate evidence uploaded or evidence in books/folders via parents evenings in school. - Communicate with staff as and when needed.

Glossary

CPD	Continuous Professional Development
EfL	Evidence for Learning
EHCP	Education, Health and Care Plan
SHaLT	Safe, Happy and Learning Together
SDG	Skills Development Grid
SDL	Skills Development Level
TLR	Teaching and Learning Responsibility
KS	Key Stage

References

Department for Children, Schools and Families (2009) *Progression Guidance 2009-10*. Available at: https://dera.ioe.ac.uk/2414/7/sen_prog_guid_0055309_Redacted.pdf (Accessed: 8 December 2021).

Standards & Testing Agency (2020a) *Pre-key stage 2: pupils working below the national curriculum assessment standard*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf (Accessed: 8 December 2021).

Standards & Testing Agency (2020b) *The engagement model*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf (Accessed: 8 December 2021).

- Appendix A – Holistic Profile Example

My Holistic Profile



My Creativity
Curriculum Area

I enjoy taking part in my creativity sessions such as art, music and movement. I have been enjoying creating collages and showing my creative side in this way. I love the Rubik's cube and enjoy showing my friends how to solve it. I enjoy listening to music and enjoy dancing with my peers in lessons or for brain breaks.



My Thinking
Curriculum Area

I enjoy working with numbers and practising mental maths such as my times tables or number bonds. I like working with visual resources and I benefit from being shown how to work things out and then I can have a go on my own. I enjoy experimenting and taking risks in science and I love session where we use IT. I am confident using IT but I am looking forward to learning new skills this year.



My Communication
Curriculum Area

I communicate verbally and thoroughly enjoy chatting with my peers and teachers. I enjoy asking and answering questions in lessons and I have some good ideas and vocabulary during my writing sessions. I am becoming a more fluent reader through regular practise and can retain information about what I have read. I am working on adding more detail to my writing.



My Community
Curriculum Area

I have loved being part of Maple class and I have built strong friendships with my new peers. I have enjoyed sharing all about my home community and using IT to explore maps and addresses. I enjoy swimming and going offsite to explore new places. I like learning outdoors, even though I feel the cold easily! I am looking forward to the adventures that next year will bring.



My Wellbeing
Curriculum Area

I am aware of my emotions and the emotions of those around me. I am a kind friend and enjoy spending time with my peers and playing IT games during my choice time. I can be reluctant to talk about my emotions, but with time and support I will articulate this.

Important things to know About Me

I am Autistic and present Pathological Demand Avoidance traits.
I also have a diagnosis of ADHD and associated learning difficulties.
At home my family and I speak English.
I sometimes refer to myself as a different person and may sign my work with a different name.

My EHCP/SALT outcomes

- Be able to tell a trusted adult what she has done.
- Be able to read key words (motivating topics) without symbols.
- Be able to answer Blank level 4 questions.

Written communication

- I am right handed.
- My writing is neat and readable.
- I like to write about things that interest me, often single words, phrases or lists.
- I don't always like to write if asked to.
- I use colourful semantics at level 4/5 to construct meaningful sentences

How do I interact

- I communicate verbally using short phrases which are sometimes repetitive and broken sentences.
- Sometimes I mispronounce words or use incorrect sounds in words.
- I sometimes get upset if I can't be understood
- I have particular staff and peers that I feel comfortable talking to.
- I enjoy intensive interaction and will initiate interactions.

Understanding communication

- Blank level questioning : 1 working towards 2
- I can follow instructions but struggle with direct instructions.
- I listen to things going on around me and can sometimes misunderstand what people are talking about.
- I use social stories, timetables and ALDs to help me understand what is happening or what you want me to do.

My Communication Profile

Pupil A

Reading

- I am currently working at
- Phonics level – 2
- Reading age – 6 estimated
- Book band – orange estimated
- I enjoy looking at books. I like books with the characters from Diary of a Wimpy Kid, Horrid Henry, Winnie the Pooh. I like you to read to me. I will read things to myself when I am interested in them. I like to read letters that will be going home but may throw them away if I don't like them. I don't like to read if you ask me to but if books are left out I will access them in my own time.

Supporting my communication

- Give me indirect instructions and follow strategies used with PDA when giving instructions or if there are tasks to complete.
- Don't talk about things that may cause me anxiety in front of me.
- If I need to be told about a change of routine use visual aids, social stories and timetables to help me understand.
- Model the correct language to me if I mispronounce things but in a way where I don't feel like you are correcting me
- Let me use pen and paper or iPads to write how I am feeling, about things I want, or to check how to spell things.
- Use ALDs and visual supports to help me with spellings, to request things and to help me understand my day.

Appendix C – Knowledge Guidance

KS2 Emerging Cycle 3	Autumn 1 <i>Astro Girl</i> -Ken Wilson-Max 	Autumn 2 <i>Puffin Peter</i> -Petr Horáček 	Spring 1 <i>The Leopard's Drum</i> -Jessica Souhami 	Spring 2 <i>Jabari Tries</i> -Gala Cornwall 	Summer 1 <i>Here's a Little Poem</i> -Various authors 	Summer 2 <i>How to Find a Fruit Bat</i> -Michelle Robinson 
Genre	Contemporary fact meets fiction	Animal tales	Folk tales/ stories from other cultures	Contemporary fiction	Poetry Anthology	Humour
Knowledge content	- Family - Feelings - Space and the Solar System	- Animals and Habitats - Friendship - Rivers, Seas and Oceans - Weather and Climate	- Animals and Habitats - Forests and Rainforests	- Empathy and Kindness - Family - Feelings - Technology	Rhyme and song	- Travel - Exploration
Link to skill development strands	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance	- Word Recognition & Fluency - Comprehension & Understanding - Genre & Purpose - Drama & Performance
Key vocabulary	Stars, space, astronaut, gazed, asteroid, swung, gravity, experiment, cadet, among, airbase, hero	Arrived, noisy, colourful, beak, toucan, drifted, appeared, horizon, overjoyed, puffin	Fierce, boastful, respect, reward, magnificent, admiring, strange, puzzled, frightened, twitchy, ridiculous	Ramp, concentrating, inventors, engineers, scientist, sketched, stacking, frustrated	Knowing, soggy, sloppy, crunchy, crib, stewed, yank, trace, recipes, stove, doubt, tantrum, stamp, squirm, remarkably, misbehave, wiser, sprout, plunder, pounding, flimsy, glorious, hollow, willow	Fond, fruit bat, furry, neighborhood, extreme, sail, journey, trek, lurking, supper, crept

My Communication – Reading – KS2 – Cycle 3 – Autumn 1 – Contemporary fact meets fiction – Astro Girl

Knowledge Criteria	
Beginning	- Who does Astrid talk to about becoming an astronaut? - How does Astrid feel when she plays pretend astronaut? - What does Astrid want to be when she grows up?
Emerging	- How does Astrid's dad help her learn about being an astronaut? - How does Astrid's mood change when her mum comes home? - What kind of things do astronauts need to do in space?
Established	- How does Astrid's family help her believe she can achieve her dream? - What emotions does Astrid show throughout the story, and why? - How does the story help children learn more about astronauts and space?

My Communication - KS2 Cycle 3 – Autumn 1
Component – Reading
Beginning

Keyword	Symbol	Meaning
Stroll		To walk slowly
Knobbly		Something with lumps on it
Astounding		Very surprising or shocking

Key characters:



The Gruffalo
Author: Julia Donaldson

Oh help! Oh no! It's a GRUFFALO!"

About the author:

Julia Donaldson writes rhyming stories for children.

Key themes and questions:

animals feelings rhymes

Do you think the gruffalo is really afraid of the mouse?



Genre: Adventure

Watch The Gruffalo film here!



Sing along to The Gruffalo song!

Context:

The mouse tricks The Gruffalo and other creatures!

KS3 Cycle 3	Autumn 1 War and Remembrance - WW2 (H)	Autumn 2 Extreme Earth (G)	Spring 1 Rules, Rituals and Routines (RE)	Spring 2 Key Recent Historical Events (H)	Summer 1 Magnificent Mountains (G)	Summer 2 Religious Scripture (RE)
Knowledge and content	- Know when World War two started and finished. - Be able to order key events chronologically. - Know which countries were involved in WW2 - Describe what evacuation was, how it worked and who was affected. - Describe what rationing was, how it worked and who was affected. - Identify and describe some of the jobs that women did during the war - Explore what life on the Home front was like. This could include: - The Blitz - Make do and Mend - Dig for Victory - Home Guard	- Name the layers that make up the Earth. - Look at why and how a volcano erupts naming key parts - Know that volcanoes can be extinct, dormant or active. - Identify using a map where volcanoes are commonly found - Know what an Earthquake and Tsunami is, the damage they can cause, and how to stay safe in these events. - Know how the strength of an Earthquake is measured and what this means. - Explain how tornadoes form and where they are common. - Look at footage of different Extreme weather and the impact they have on the lives of others, the landscape and the economy.	Religions to focus on: Christianity, Hinduism, Judaism, Islam and Sikhism - Know what a rule is and why it is important to have rules. What would happen if we didn't have rules in school or the community? - Look at how rules are different in different religions and why these rules are in place. - Understand that it is important to respect everyone's different rules and beliefs as long as they don't cause danger or harm to each other. - Explain why Shabbat is important to Jews - Name the Ten Commandments and why they are important to both Christians and Jews - Look at why the Five Pillars of Islam are important to Muslims - Explain why the 5 K's are important to Sikhs. - Look at what rules, rituals and routines pupils have and why. - Look at the Sikh rituals Kirtan and taking Karah Parshad. - Understand key Hindu practices. These practices include daily rituals, such as prayer and meditation, as well as more elaborate ceremonies and festivals.	- Identify, explore, describe and recount key events that have occurred in both British and World History since 1960. Pupils should use evidence and/or artefacts to explore these events. Such events could include: - The moon landing 1969 - Live Aid 1985 - Royal weddings - London Olympics - Covid-19 - Invasion of Ukraine - World Trade centre terrorist attack - Margaret Thatcher becoming Prime Minister - Opening of the Channel Tunnel - Creation of the Internet - Death of Queen Elizabeth and the Coronation of King Charles	- Know what a mountain is, and how to identify areas of higher ground on a map - Know that not all mountains are the same and compare some photographs. - Know the difference between a hill and a mountain - Know the features of a mountain and identify these (valley, summit, foot, slope) - Name some key mountain ranges around the world: - The Himalayas - Asia (tallest) - The Andes - South America (longest) - The Alps - Europe - The Rocky Mountains - North America - Describe how tectonic plates move together to fold mountains - Describe how lava flows create volcanic mountains - Look at what the weather is usually like on the mountains and why - Look at the impact of tourists on an area and how this can be negative	- Main religions focused on this topic are: Christianity, Islam, Sikhism. - Recognise that some books are special in religions - Match religions to their special books - Recognise that sacred texts are treated with respect, and how this is put in place e.g. gloves, stand - Learn when these books were first created - Know that the Qur'an is important to Muslims and is the word of Allah - Know the Guru Granth Sahib Ji is the spiritual text of Sikhism - Know the Bible is the religious text of Christianity. - Identify the language that books have been written in, and how to read them e.g. left to right or right to left. - Identify when these books may be read individually or to a group of people. - Explore some of the stories and teachings recorded in the special books. - Make comparisons
Link to skill development strands	Cause and consequence Enquiry and Evidence	Cause and Consequence Change and Continuity	Empathy and Ethics Cause and Consequence	Enquiry and Evidence Time and Chronology	Change and Continuity Enquiry and Evidence	Empathy and Ethics Time and Chronology
Key Vocabulary	Evacuation, rationing, Blitz, Primary source, Secondary source, invade, Nazi, bomb, siren, air raid, gas mask.	Extreme, volcano, earthquake, tsunami, tornado, impact, extinct, dormant, active, layers	Routine, ritual, rule, commandment, belief, law, Shabbat	Event, timeline, important, impact, evidence, artefact, reliability, opinion	Mountain, foot, slope, summit, valley, range, impact	Sacred, special, bible, Qur'an, Guru Granth Sahib Ji, language,

My Community - History - KS3 - Cycle 3 - Autumn 1 - War & Remembrance - WWII

Knowledge Criteria	
Beginning	- Can you say one year when World War Two happened? - What does the word "evacuation" mean? - What does the word "rationing" mean?
Emerging	- Can you tell me the year World War Two started and the year it ended? - Can you explain why people were evacuated during the war and where they went? - Can you explain why rationing happened during the war and what people had to do?
Established	- Can you explain how long World War Two lasted and name the start and finish years? - Can you describe how evacuation was organised, who was evacuated, and how it affected those people? - Can you describe how rationing was organised, who was affected, and how it changed people's daily lives?

My Community Humanities
War and Remembrance WW2 – Emerging

Keyword	Symbol	Meaning
invade		To enter a country by force with an army.
evacuation		Moving people from a dangerous area to a safer place.
air raid		An attack on people and property by armed aeroplanes.
siren		Loud noise used to warn people.
bomb		Explosive weapon used to harm people and property.
gas mask		Mask used to help protect from toxic gas.
rations		A fixed amount of food and goods allowed to each person.

Began on 1st September 1939 and lasted for 6 years and 1 day, ending on 2nd September 1945. It was fought between the Axis powers and the Allies.



Main countries on each side

Axis	Allies
Germany Italy Japan	Great Britain USA Soviet Union

Adolph Hitler was the leader of Germany and started the war when he ordered his army to invade Poland.



Winston Churchill was one of Britain's Prime Ministers during the war.



Britain was continuously bombed for 8 months by German fighter planes. People would move to air raid shelters for safety. This was called the Blitz.



Appendix D – Skill Development Grid Example



My Communication – Writing



Early Knowledge

Skill Development Grid	
A – Language Structure 1. Link ideas together to create compound sentences 2. Use co-ordinating conjunctions (and, but, so) to connect ideas together 3. Use determiners (the, at, is) in simple sentences 4. Use prepositions (in, on, under) in simple sentences 5. Use adjectives within sentences 6. Use first person pronouns when structuring sentences	B – Grammar and Punctuation 1. Use capital letters for the start of sentences 2. Use capital letters for proper nouns 3. Use full stops at the end of sentences 4. Identify and use past, present and future tense 5. Use singular/plural vocabulary accurately
C – Recording and Recounting 1. Use legible and recognisable letter formation 2. Use finger spaces to separate words in a sentence 3. Adopt a comfortable pencil/pen grip (ideally tripod) 4. Give basic details when retelling a sequence of 2 events 5. Record writing following a given structure/format	D – Planning, Writing and Editing 1. Create an idea for a piece of writing 2. Construct simple narratives based on familiar events/encounters 3. Select vocabulary to improve sentences e.g. adjectives 4. Recognise some different text types (story, letter, recipe) 5. Use word mats to expand vocabulary used in a sentence 6. Self-assess highlighting one strength and one improvement for own writing

My Community - Humanities



Early Knowledge

Skill Development Grid		
A – History	B – Geography	C – Religious Education
1. Use chronological vocabulary (past, present, future) 2. Sequence events on a timeline in chronological order using dates 3. Identify the cause of an event 4. Link an action to a result (e.g. war causes casualties) 5. Use photos/artefacts to describe the past 6. Compare 2 artefacts/sources 7. Use sources to answer simple questions 8. Recognise the difference between fact and opinion	1. Use simple maps/aerial photos to locate basic physical and human features 2. Use and follow compass directions N, E, S, W 3. Locate a range of countries using a map/globe 4. Locate key oceans using a map/globe 5. Recognise similarities and differences between 2 environments (e.g. desert, rainforest) 6. Identify if a feature is physical or human (river or canal) 7. Use 2 figure grid references 8. Identify a change to a place using photos/evidence 9. Use key vocabulary to label a simple diagram 10. Recognise the difference between urban and rural/populated and non-populated	1. Recognise that different religions have different key figures and places of worship 2. Identify the religious meaning within a story told 3. Use questioning to investigate information about a religion 4. Accept and respect that people living in the same community can have different beliefs and opinions 5. Identify similarities and differences between 2 religions/beliefs

Appendix E – Towards Independence Descriptors

The table below explains each stage of the Independence Hierarchy. The hierarchy enables TWS to celebrate all progress, including the smaller steps a pupil makes to work towards completing an outcome independently in a variety of contexts.

Independence Level	Definition	Examples
PH Physical Help	With direct physical help. This can be hand over hand help to complete a skill or step.	- Putting your hand over theirs on the paintbrush to paint - Holding their grip correctly on the zip to fasten their coat - Hand over hand moving a counter along a number line
MH Modelled Help	Copying the skill/task at the same time as the member of staff.	- Showing how to wipe nose with a tissue - Use a pencil to form a capital letter - Step by step column addition alongside the adult - Copying how to hold and use a knife safely
VP Verbal Prompt	With direct verbal prompts. This is telling a pupil what they need to do through direct instructions.	"Squeeze a pea sized amount of toothpaste onto the toothbrush" "Use a full stop at the end of the sentence" "Cup your hands together to catch the ball" "Use your mouse to click on the red cross to shut your page"
GP Gestural Prompt	With indirect verbal or gestural prompts. This is using verbal questioning or physical gestures to give a clue.	- Pointing to the end of the sentence where a full stop is missing "What piece of equipment would be better for measuring liquid?" "Where should you strum the guitar?" "How could you stay warm when going outside?"
I Independent	With no child or adult support. By themselves with the use of resources if needed which they have identified and got themselves to support them.	- Solving a column method subtraction sum with the use of Numicon which they got and set out themselves - Creating a logo on scratch using a YouTube guide they found online - Holding a tennis racquet correctly after looking at a knowledge organiser diagram in their folder
IS Independent Synthesis	With no child or adult support, and without the use of supportive resources that are not linked directly to the skill. This should include completing the skill in different contexts/environments or for use when problem solving.	- Paying for items in Blackheath using cash or card without adult input, visuals or additional resources (a phone calculator could be used to add the items) - Order a series of dates to solve the problem of which of Henry VIII's wives was 4th without use of an informative timeline or additional information - Play a trombone following a range of music scores

Appendix F – Evidence Stickers (Skill Development Grids and Accreditations)

Component/Accreditation:			
Towards Independence and Skill Development Code:			
PH		GP	
MH		I	
VP		IS	



Appendix G – EfL Evidence & Guidance

07:34 Thu 27 Nov

78%

Cancel

Capture Evidence

Save

 **EVIDENCE FOR:**

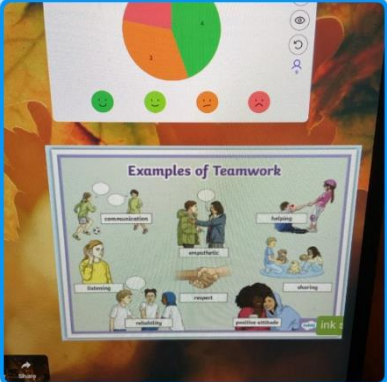


 **LEARNER(S)**

Benjamin Wilkinson

 **Today**

 **PHOTO(S) / VIDEO(S)**



Aa COMMENTS

☒

FRAMEWORKS

!(25-26) My Community: Duke of Edinburgh Silver (Volunteering and Expedition sections - 2 years) > My Community: Duke of Edinburgh Silver > Teamwork

- » Work alongside peers to achieve a shared goal e.g. problem solving activities.
- » Reflects on own strengths, challenges, and progress, including contribution to the group.
- » Sets personal goals for improvement and identifies strategies to achieve them.

 **TAGS**

-*VP Verbal Prompts, -My Community, *P Cartwright

Uploading Evidence Checklist



1. Open a new capturing evidence page.
2. Select the learner and the date the evidence was collected.
3. Add photo and/or video evidence if available.
4. Select the appropriate framework and tick the relevant Skill Development Grid or Accreditation outcomes for the evidence collected (multiple outcomes may be selected if necessary).
5. Comments Section:
 - If uploading lesson evidence, no comments are needed as verbal feedback to the learner is more meaningful, however you may include a short comment if you see this as meaningful to yourself, the learner or parents.
 - If completing a review of a series of lessons. Click on **Comments** and use the magnifying glass to select the appropriate template. Provide a summary of the review discussion had with the pupil including celebrating successes and next steps. Ensure comments are personalised to the learner and reflective of the verbal discussion had. Finish by writing your name at the end of the comments section.
6. Tag the teacher's name and select the level of independence the pupil worked at during the activity (more than one independence tag may be needed if multiple outcomes have been evidenced).
7. Change the amber square to green to push the evidence to the cloud.
8. Share evidence with parents/carers to celebrate progress and achievements (only share work belonging to that individual).

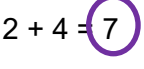
Please remember to ensure the photos, videos and comments are appropriate, relevant and positive. Pupils and parent/carers should see evidence and feel proud of their achievements.

Appendix H – Marking Symbols & Marked Examples

Common Pupil Errors in Writing:

Spellings 	Purple wavy line to show that the word is spelt incorrectly. Re-write correct spelling above, below or add additional letters to correct in purple pen.
Finger Spaces 	Forward slashes to separate the words in purple pen.
Punctuation (., ? ! “” ; :)	Correct or add punctuation using purple pen.
Capital Letters 	Circle the incorrect letter and write the correct version either above or below in purple pen.

Common Pupil Errors in Maths:

Incorrect Answer 	Circle incorrect answer in purple pen. Give reason for why the answer is wrong or give the pupil an opportunity to answer again next to it by re-writing calculation next to it in purple pen.
Number Formation 	Purple wavy line underneath number to show it is not formed correctly. Re-write correct formation above or below in purple pen.

EL3- Subtraction without exchanging

Complete the column subtractions.

a)

Tens	Ones
	■■■
	■■■
	■■■
	■■■
	■■■
	■■■
	■■■

b)

Tens	Ones
	■■■
	■■■
	■■■
	■■■
	■■■
	■■■
	■■■

Complete the subtractions.

a)

H	T	O
6	7	2
-	4	7
202		

b)

H	T	O
5	6	3
-	1	5
412		

A TV costs £120 less than this computer.

b) 

Hundreds	Tens	Ones
2	3	5

There are 849 people at a concert.

There are 625 adults at the concert.



	7	2	6
	-	3	0
	4	7	3

$$\begin{array}{r} 726 \\ - 30 \\ \hline 696 \end{array}$$

7	2	6	

3	0	3	
-			

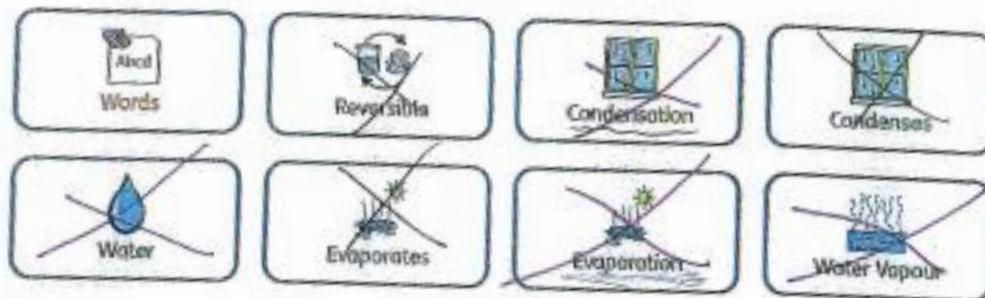
Component: Science G4H

Towards Independence and Skill Development Code

PH			
MM			
VP			

E4

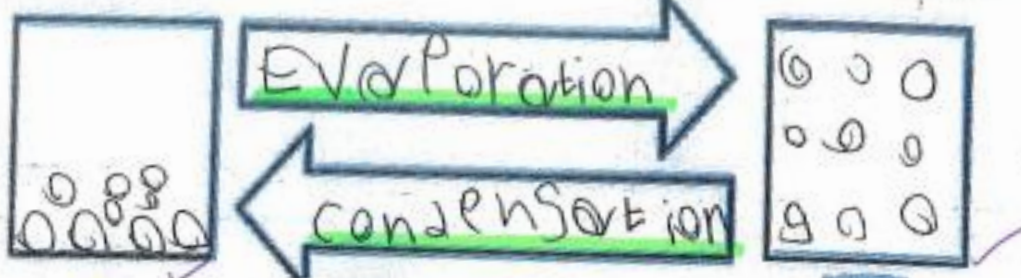
TWS



water ✓



water vapour ✓



Evaporating and condensing are reversible changes ✓



When you heat water it Evaporates ✓



When you cool water it condenses ✓

Great Work!

Improve the advert using persuasive writing

This is a sandwich.

It has bread, cheese, and tomato.

You can eat it at lunchtime.

Finger Spaces
This is a Mouthwatering Sandwich.
You can eat it anytime. The bread is soft,
the cheese is fresh and the tomatoes are
sweet!

✓ Good use of adjectives

These are headphones.

They are black.

You can listen to music with them.

These are the NEW and improved sound
best headphones. They are steel black
and Arctic White & are consistent to music
absolutely anywhere! Fresh, consistent
absolutely

● Rewrite this using improved letter formation

Component: Writing			
Towards Independence and Skill Development Codes			
PH		GP	
MP		1	A3
VP	C1	IS	



Appendix I – Example piece of evidence on EfL (with comments)

Cancel
Cloud Evidence
Save

SHARING

NOT Shared with Family / Carer

Family

EVIDENCE FOR:

LEARNER(S)

James Lloyd-Whittaker

Fri 19 September 2025

PHOTO(S) / VIDEO(S)

Aa COMMENTS

Skill Development Comment: James worked well with VP from staff to maintain focus when developing his shooting skills in basketball. James has effective shooting technique from a stationary position. With VP James passed and received the ball with his peers. Next steps include working under pressure, adding in movement and pressured situations. With VP, James communicated with his peers.

Knowledge Development Comment: James can recall technique steps for shooting using the acronym BEEF for body position. He can recall basic basketball rules and techniques. Next steps include applying this during game play.

Staff Name: Emma Payne.

☒
FRAMEWORKS

This section is Locked - This evidence links to frameworks not found on this device. To edit this section you will need to add the frameworks below to this device.)

!(25-26) My Wellbeing – Move > !(25-26) My Wellbeing – Move > My Wellbeing – Move > Developing Understanding > A – Competitive Games

- » A1 Pass an object to a team mate or goal with accuracy
- » A2 Move with an object around an obstacle
- » A3 Receive an object from a team mate whilst moving
- » A4 Shoot with some accuracy from a variety of positions

!(25-26) My Wellbeing – Move > !(25-26) My Wellbeing – Move > My Wellbeing – Move > Developing Understanding > G – Core Skills

- » G1 Work as a team demonstrating communication and collaborative skills

TAGS

This section is Locked - This evidence links to Tags not found on this device. To edit this section you will need to add the Tags below to this device.)

*P Cartwright, -*VP Verbal Prompts, *E Payne, -My Wellbeing, DATA - Developing Understanding

09:56 Tue 23 Sep
46%

Cancel
Edit Evidence
Save

LEARNER(S)
Ariyan Samrai

Yesterday

PHOTO(S) / VIDEO(S)

+

Aa
COMMENTS

Assessment Comment:

We observed you using communication and listening skills with your peers in order to get your team from one side of the crocodile water, over to safety (VP). At the end of the activity you reflected on what went well as a team. You said that you all helped each other by doing what friends asked you to do (GP). To improve you listened to a question about collecting the stepping stones (VP) which was answered by a peer. When we tried this activity again, you and the rest of the team acted upon the feedback from this Q&A.

Staff Name: Penny Cartwright

☒
FRAMEWORKS

☐

!(25-26) My Community: Duke of Edinburgh Bronze (Volunteering and Expedition sections - 1 year) > My Community: Duke of Edinburgh Bronze > Teamwork

- » Work alongside peers to achieve a shared goal e.g. problem solving activities
- » Reflects on own strengths, challenges, and progress.

TAGS

-*GP Gestural Prompt, -*VP Verbal Prompts, *P Cartwright

Appendix J – Progress Trackers

AOL My Community Component Humanities	 Building Concepts	PH	MH	VP	GP	I	IS
A – History							
1.	Use chronological vocabulary (before, after, yesterday, today, tomorrow)						
2.	Order a sequence of 3 events/objects to show chronology						
3.	Identify what changed following an event						
4.	Identify a difference between today and another time period						
5.	Observe/handle artefacts/evidence to ask simple questions						
B – Geography							
1.	Recognise something from own/different culture (music, foods, clothing, language)						
2.	Locate a familiar country on a map/globe						
3.	Follow directions left and right						
4.	Identify physical features (river, mountain, coast)						
5.	Recognise basic human features (house, farm, road, playground)						
6.	Recognise simplified map key symbols (school, road, hill, tree)						
7.	Identify different environments in the UK (city, countryside, beach)						
C – Religious Education							
1.	Recall a key event from a religious story						
2.	Recognise that different religions have different symbols and artefacts						
3.	Ask a simple question about a religion						
4.	State key people and items that are important to them						
5.	Accept that peers may like/enjoy different things to them						

Appendix K – Assessment Book Guidance – EfL Checklist

1. Accessing Assessment Books

1. Log in to your Assessment Area.
2. Select the assessment book you intend to complete.

2. Recording Skill Development Grid Judgements

- Ensure a baseline judgement is entered for all skill outcomes being assessed in the term.
- Staff may use the Bulk Baseline Assessment tool to complete this step.
- *Note:* Baseline judgements are not required for Accreditation courses.

3. Making Progress Judgements

a. Skill Development Grids

- Review evidence captured in Evidence for Learning (EfL) and/or pupil books, work samples and half-term progress trackers.
- Make an independence judgement to show progress from the baseline.
- Record an assessment of acquisition of new knowledge for each criterion using Yes/No.

b. Accreditation Courses

- Record progress towards the specified award criteria using:
 - Not Started
 - Working Towards
 - Complete



4. Saving Judgements

- Once all required judgements for the selected pupil have been completed, click Save.

5. Additional Guidance

- All pupils must have judgements completed, unless they have been absent for all lessons in the term.
- Pupils who have attended at least one lesson should have progress recorded for at least one outcome or criterion.
- Pupils with good attendance should typically be making progress.
 - If progress is below expected, follow the relevant safeguarding or academic concern procedures.

6. Raising Concerns. If you are worried about a pupil's lack of progress:

1. Speak with WESTies, TLRs, SLT, or the Safeguarding Team to check for known concerns.
2. Complete a Triage Form outlining the issue.

Appendix L - Engagement Scale



The Westminster School

Engagement Indicators	Score (0-4)	What happened? What happened/What didn't happen and why?	Next Actions What will I do next time and why? How will I make the activity more appealing?
Exploration			
Realisation			
Anticipation			
Persistence			
Initiation			
Total Score		NB. NOW CIRCLE TOTAL SCORE ON SCALE	

Key for scoring	0	1	2	3	4
	No focus	Low and minimal levels – emerging/fleeting	Partly Sustained	Mostly Sustained	Fully sustained

ENGAGEMENT SCALE SCORING

Mark TOTAL engagement score from observation

No Focus				Emerging /Fleeting				Partly Sustained				Mostly Sustained				Fully Sustained				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Exploration - What does it look like?



I have a question!

A desire to learn more

What would happen if...?

A desire for exploring a topic or object

WOW!!!
Check this out.



I have found out things about space on here.

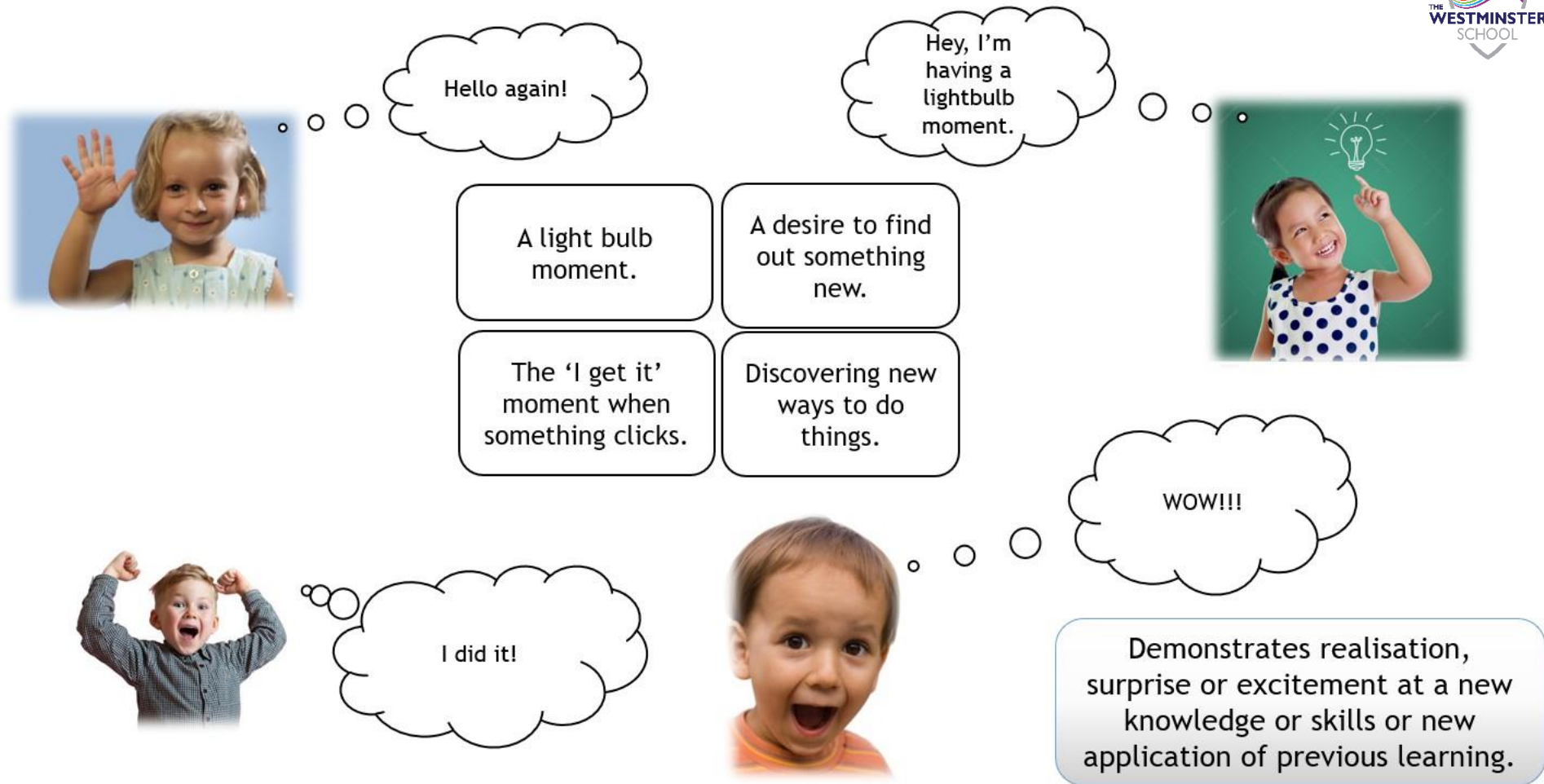


I wonder how this works?

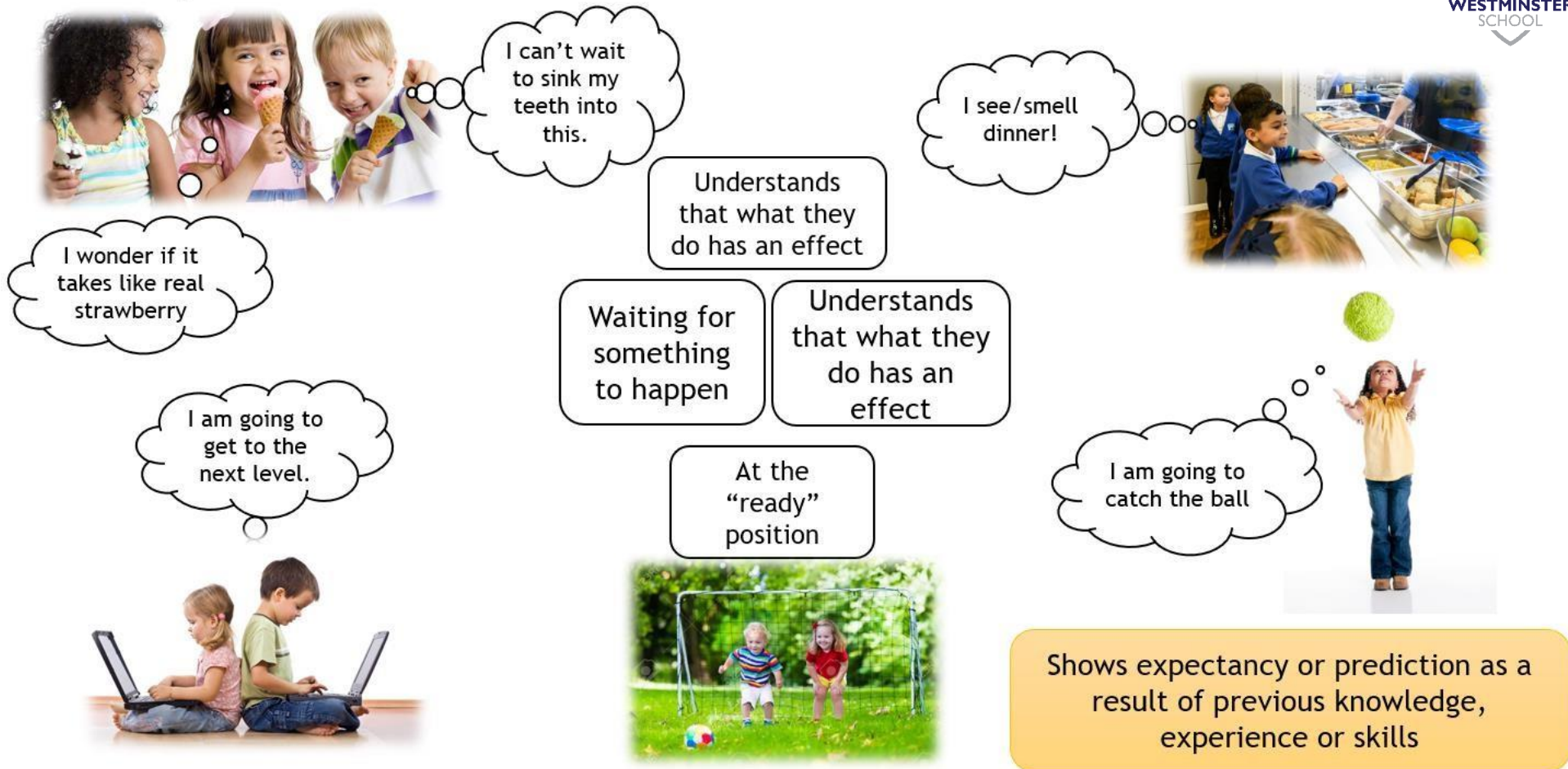


The need, thirst or desire to explore, know about an activity or experience.

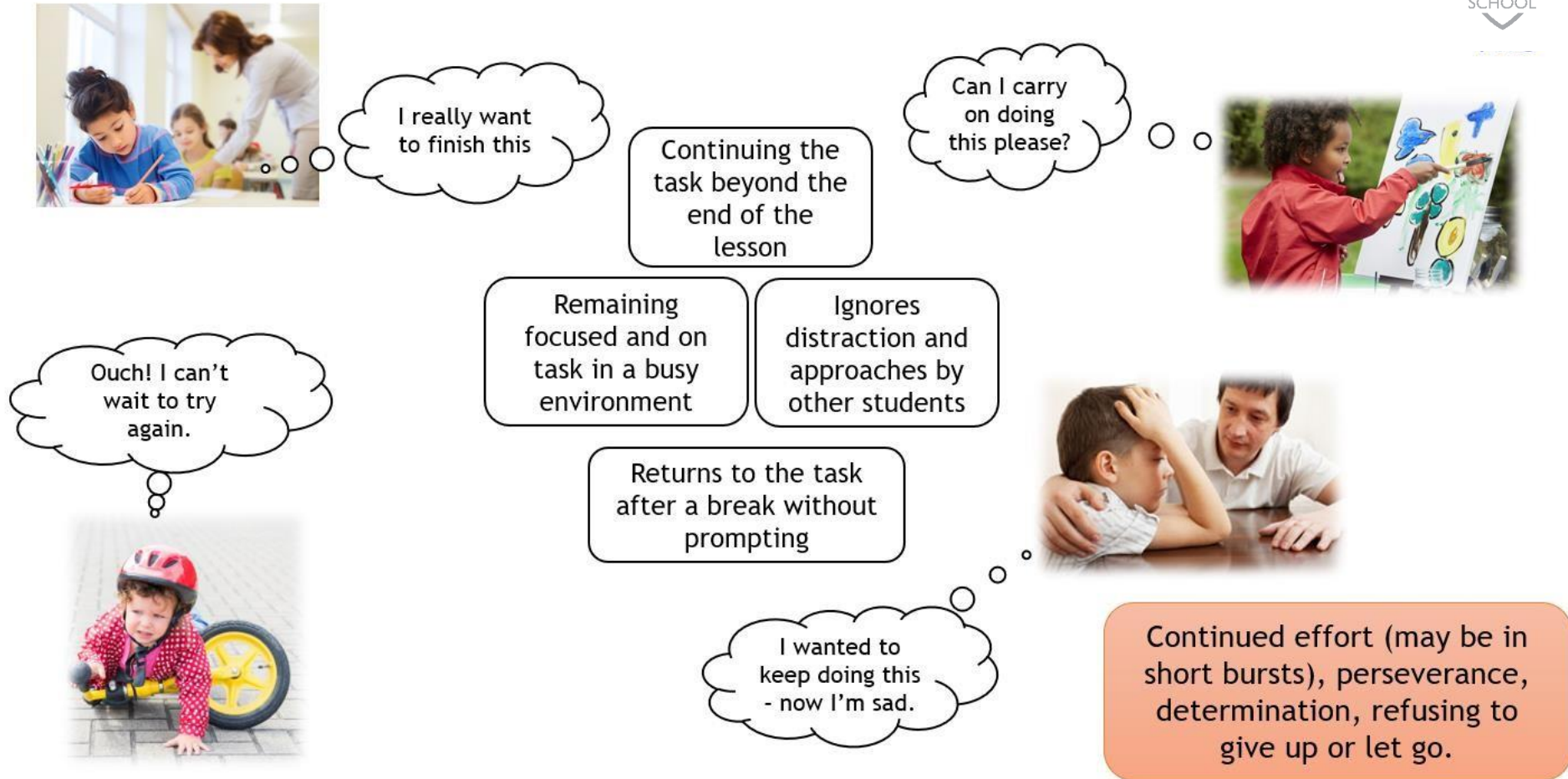
Realisation - What does it look like?



Anticipation - What does it look like?



Persistence - What does it look like?



Initiation - What does it look like?



Hi, can we play a game?

Hey, come over here and see this.

Any emotional response.

Shows you something or engages in any interaction with you or someone else.

Acknowledgement

Offering of something.



I enjoy spending time with you.



Here you go this is for you. (sharing)



Showing an interest in starting or joining in with something whilst accepting others.