



**Charlton Park Academy**

# **Assessment at CPA December 2025**



**C**ommunicate



**P**ersevere



**A**chieve



## Assessment at CPA

This Assessment Protocol is to be used in conjunction with the school's Feedback Policy. Together, these frameworks ensure a cohesive approach to monitoring, evaluating, and supporting student progress. **Assessment is integral to teaching**, providing valuable insight into student development, **informing lesson planning**, and ensuring both high-quality education and personalised planning for each student to enable them to achieve planned outcomes.

### Enhancing the Quality of Education

#### Intent

- Assessment is explicitly linked to EHCP (Education, Health, and Care Plans) and PfA (Preparation for Adulthood) outcomes, using the graduated approach to ensure relevance and ambition, including Maths and English (with a focus on reading).
- The curriculum is structured to be **cohesive, progressive, and responsive** to individual needs.
- [RARPA \(Recognising and Recording Progress and Achievement\)](#) ensures non-accredited learning is purposeful and measurable.

#### Implementation

- **Embedded formative and summative assessment** ensures learning is personalised and **adapted dynamically**.
- **Earwig** is the database we use to collate both quantitative and qualitative data.
- **Moderation processes uphold consistency and accuracy**.
- **Professional development ensures staff expertise in high-quality assessment practices**.
- Assessment plays a key role in the graduated approach that is closely aligned with students' EHCPs.

#### Impact

- Clear tracking of student progress ensures they achieve personalised, ambitious, and meaningful outcomes that also align with their EHCP outcomes.
- Evidence-driven planning ensures **maximum learning progression and independence**.
- Assessment informs **transitions and next steps**, ensuring students are well-prepared for **adulthood and life beyond school**.

### Our Approach: "The Golden Thread"

The foundation of our school's approach is the Golden Thread—a cohesive, student-centred approach that ensures that every Education, Health, and Care Plan (EHCP) target is woven into daily learning experiences in Preparing students for Adulthood (PfA).

### A Personalised and Robust Approach to Assessment

Assessment at CPA is **personalised, relevant, and rigorous**, ensuring students' EHCP outcomes are central to progress monitoring. Our approach fosters meaningful learning by tracking progress through:

- Personalised, evidence-based assessments linked to EHCP targets.
- Assessment of lateral Progress as well as linear (Pathway 4 and 5 the Engagement model is incorporated)
- Regular, **multi-format evidence gathering** (work samples, digital records via Earwig, learning walks, and teacher comments).
- Using assessment data to inform **adaptive teaching** and support **student agency in learning**.



- Implementing the **RARPA (Recognising and Recording Progress and Achievement) framework** for students accessing non-accredited learning pathways.

### **RARPA Integration**

RARPA is embedded within our assessment structure to **ensure high-quality, individualised learning experiences for all students**. The RARPA process directly aligns with **EHCP targets**, ensuring that progress is tracked systematically and meaningfully. Additionally, RARPA allows for the recognition and recording of **holistic progress and achievement**, including social, emotional, and personal development, which may not always be captured through quantitative measures. This ensures a **broad and balanced view of progress** that reflects the diverse ways in which students develop.

The RARPA process consists of five key stages:

1. **Aims and Objectives:** Clearly defined, student-centred targets derived from **EHCP outcomes** and **EHCP All-Through targets**, ensuring that both academic and holistic progress are valued.
2. **Initial Assessment:** Establishing each student's baseline in relation to their **EHCP outcomes**, personal development, and engagement levels to inform target-setting and next steps.
3. **Formative Assessment:** Ongoing monitoring of progress through **EHCP All-Through target-linked evidence**, teacher observations, and student reflections, recognising both tangible and non-tangible progress.
4. **Summative Assessment:** Reviewing student achievements against their **EHCP and individual targets**, while also considering qualitative progress such as improved confidence, communication, independence, and emotional regulation.
5. **Review and Evaluation:** Using assessment data to inform future planning, refine **EHCP targets**, and guide transition planning, ensuring that both measurable and holistic progress align with **Preparation for Adulthood (PfA) pathways**.

By integrating RARPA within our assessment framework, CPA ensures that **all progress is recognised, valued, and recorded**, including areas of development that may not always be reflected in traditional assessment data. This provides a **comprehensive and meaningful picture of each student's journey**, ensuring their successes are acknowledged in both academic and non-academic domains.

### **Using Assessment to Drive Progress**

Regular formative assessment and progress reviews enable:

- **Timely interventions** and personalised learning adaptations.
- Clear next steps for students, linked directly to their **EHCP** and **PfA** outcomes.
- A continuous cycle of reflection, ensuring students remain on track.

### **Preparation for Adulthood (PfA) as a Golden Thread**

Our curriculum is underpinned by the Preparation for Adulthood (PfA) framework, which provides a structured approach to assessing progress towards greater independence. The **CPA PfA assessment framework** ensures that students' development is measured effectively and supports their journey towards becoming as independent as possible. These next steps can feed directly into the students **EHCP All-Through targets**.

In addition to the **CPA PfA framework and other holistic assessments**, for students following a **subject-specific curriculum**, assessment includes:

- **Maths and English** – structured assessment in line with subject expectations, including **Gateway qualifications in Functional English and Maths and Maths for Life**



**accreditation** at Key Stage 4 and Post-16 (see appendix 1), **RSE and Health Education**.

For students following a **non-subject-specific curriculum**, in additions to the **CPA PfA framework and other holistic assessments**, assessment includes:

- **CPA Early Steps and The Engagement Model** – for students working below subject-specific learning levels, ensuring meaningful tracking of progress.

Whole school holistic assessments in addition to the **CPA PfA framework** (see appendix 1):

- Blanks Levels screening
- Communication Profiles
- Physical needs screening (where applicable)
- Behaviour for Learning

Assessment is on-going with data reviewed and monitored as part of Pupil Progress meetings **three times per year**.

### **Embedding EHCP All-Through Progress in Daily Learning**

Assessment of EHCP All-Through **targets** is directly integrated into daily teaching. This ensures:

- Targets are meaningfully embedded into the curriculum.
- Subject-specific learning reinforces broader **EHCP goals**.
- Teachers utilise **naturally occurring evidence**, minimising administrative workload while ensuring robust assessment.

### **Frequency of Evidence Gathering**

Evidence\* collected for students must be **relevant, reasonable, and proportionate** to demonstrate progress against appropriate curriculum frameworks and individual EHCP All-Through targets.

### **Pathways 1 and 2**

- Evidence may correspond to the English, Maths, and Preparation for Adulthood (PfA) frameworks, as well as individual EHCP targets. It can be documented in personal workbooks or recorded on the Earwig platform.
- We recommend **approximately 4–8 pieces of evidence per student per half term**. This figure is a guideline and may vary depending on the extent of supporting evidence found in other sources (e.g., student workbooks).
- Teachers' **professional judgment** should guide the final volume and content of evidence submitted.
- A single piece of evidence may be tagged to both a curriculum framework and an EHCP All-Through target, and this is **strongly encouraged**, as it reflects embedded learning.

*\*For students following Gateway there is no expectation to link evidence gathered on Earwig to the English and maths framework or the Gateway Framework as this evidence is collated separately for moderation by Gateway.*

### **Pathways 3**

- Evidence can relate to **English, Maths, and Preparation for Adulthood (PfA)** frameworks, as well as individual EHCP All-Through targets.
- We recommend **approximately 5–10 pieces of evidence per student per half term**. This is a flexible guideline, with allowances for the specific needs and targets of each learner.



- Teachers' **professional judgment** remains central to decisions about what and how much evidence to submit.
- Dual-tagging of evidence to both curriculum and EHCP All-Through frameworks is **expected**, as this highlights the integration of personal targets within broader learning experiences.

## Pathways 4 to 5

- Evidence should relate to the **Early Steps** and **PfA** frameworks, along with EHCP All-Through targets.
- We recommend **approximately 5–10 pieces of evidence per student per half term**. This is a flexible guideline, with allowances for the specific needs and targets of each learner.
- Teachers' **professional judgment** remains central to decisions about what and how much evidence to submit.
- Dual-tagging of evidence to both curriculum and EHCP All-Through frameworks is **expected**, as this highlights the integration of personal targets within broader learning experiences.

**Note:** The emphasis must be on **quality over quantity**. Each piece of evidence should meaningfully demonstrate progress and engagement with the learner's targets and curriculum.

## Assessing and Reviewing EHCP All-Through Targets

### Tracking Progress Effectively

- Targets are assessed as '**Emerging**,' '**Developing**,' or '**Secure**'.
- **Secure targets** can be replaced with new ones, ensuring skills are **generalised and applied**.
- **Emerging or developing targets** are repeated to consolidate learning.
- A target used **twice without reaching 'secure'** is reconsidered and **broken down further**.

### Setting New Targets

EHCP All-Through targets are set in the following areas

Pathway 1,2 and 3:

- **Key Stage 3:** SEMH; Communication & Interaction; Cognition and Learning; Sensory and/or Physical; Independence.
- **Key Stage 4 & 5:** Independence & Independent Living; Community & Friendships; Maintaining Good Health; Further Education, Employment or Training.

Pathway 4 and 5:

- **Key Stage 3:** Independence; Literacy & Language Development; SEMH; Communication & Interaction; Cognition and Learning; Sensory and/or Physical.
- **Key Stage 4 & 5:** Independence & Independent Living; Literacy & Language Development; Community & Friendships; Maintaining Good Health; Sensory and/or Physical; Further Education, Employment or Training.

## Ensuring Accurate, Consistent, and Reliable Assessment

CPA ensures reliability through:

- **Ongoing staff training** to maintain accurate, consistent, and unbiased assessment.
- **Internal moderation** involving teachers, subject leaders, and senior staff.



- **Cross-school moderation within the SLP partnership** to validate judgments and uphold high standards.

### Comprehensive and Proportionate Evidence Collection

To maintain high-quality yet **manageable** assessment, evidence is gathered from multiple sources:

- **Written work, photographs, videos, observations, parent input, student voice, and Earwig comments.**

This comprehensive approach ensures a well-rounded understanding of each student’s progress while maintaining a proportionate and manageable approach to evidence collection. Day-to-day teaching experiences provide valuable insights and can be captured as evidence without creating additional workload.

### Appendix 1

<b>Whole-school baseline and assessment</b> completed by the end of September and information used as starting points when planning lessons.			
Type of assessment		Purpose - identifies	Frequency
EHCP		Short term targets for individuals - baseline assessment for cognition - dyslexia; dyspraxia - ADHD; ADD Translate the long term outcomes into different timeframes (Termly targets) Map against curriculum areas in preparation for EHCP alignment within Short Term Curriculum Plans	Upon entry CPA and regular ongoing reviews
KS2 data from Primary Schools		Start points	Entry to CPA
Student Profile		Information about the students’ needs (communication needs; likes and dislikes; diagnosis and medical information; sensory needs; well-being; behaviour; levels of independence; social skills (family and friendships)	End of term 1 (October) and regular reviews
BfL	Internal data tracking (Behaviourwatch, Leafe)	Social, emotional and mental well-being	If applicable
	Functional Analysis (PBS)		
	SDQs (if applicable)		
	Thrive		
	CAMHS (if applicable)		



<b>Whole-school baseline and assessment</b> completed by the end of September and information used as starting points when planning lessons.		
Type of assessment	Purpose - identifies	Frequency
Boxall Profiles (if applicable)		
Reading– GL Assessments	Whole Word and Reading age	Twice per year (Autumn and Summer).
Read Write Inc <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Fresh Start Phonics</li> </ul>	Knowledge of phonics to aid reading	6 x per year.
Blank's Level screening	Language and questioning level to support teachers providing the right level of challenge.	End of September.
Communication Profile – completed after the Blank's Level screening	Receptive and expressive needs	Review Year 8-14 (Year 7 by end of Term 1).
Maths for Life	Numeracy levels	Baselines by end of September. Assessments 3 x per year.
CPA Baseline assessment (En and Ma)/Early Steps	It is used to determine any potential gaps between KS2 outcomes and students' starting points, so teachers plan lessons that would rapidly close learning gaps. (Assessed – Emerging, Developing or Secure)	Baselines by end of September. Assessments 3 x per year.
CPA – PfA (Preparation for Adulthood)	Holistic and PfA baseline assessment Students' well-being, involvement and transitions based on the EYFS characteristics of playing and exploring; active learning; creating and thinking critically (Assessed through the 1-6 continuum)	Baselines by end of Term 1 (October). Assessments 3 x per year.
EHCP All-Through targets.	Linked to student EHCP outcomes and PfA.  EHCP All-Through targets are set in the following areas Pathway 1,2 and 3: <ul style="list-style-type: none"> <li>• <b>Key Stage 3:</b> SEMH; Communication &amp; Interaction;</li> </ul>	3 x per year review and set new targets (October – Term 2, February- Term 3 and May-Term 5)



<b>Whole-school baseline and assessment</b> completed by the end of September and information used as starting points when planning lessons.		
Type of assessment	Purpose - identifies	Frequency
	Cognition and Learning; Sensory and/or Physical; Independence. <ul style="list-style-type: none"> <li> <b>Key Stage 4 &amp; 5:</b>                              Independence &amp; Independent Living;                              Community &amp; Friendships;                              Maintaining Good Health;                              Further Education, Employment or Training.                         </li> </ul> Pathway 4 and 5: <ul style="list-style-type: none"> <li> <b>Key Stage 3:</b>                              Independence;                              Literacy &amp; Language Development;                              SEMH;                              Communication &amp; Interaction;                              Cognition and Learning;                              Sensory and/or Physical.                         </li> <li> <b>Key Stage 4 &amp; 5:</b>                              Independence &amp; Independent Living;                              Literacy &amp; Language Development;                              Community &amp; Friendships;                              Maintaining Good Health;                              Sensory and/or Physical;                              Further Education, Employment or Training.                         </li> </ul>	
Gateway (if applicable)	Pathway 1 – KS4 and KS5 (Assessed – Emerging, Developing or Secure)	Baselines by end of September.



<b>Whole-school baseline and assessment</b> completed by the end of September and information used as starting points when planning lessons.			
<b>Type of assessment</b>		<b>Purpose - identifies</b>	<b>Frequency</b>
			Assessments 3 x per year.
RSE/Health Education		Pathway 1,2 and 3. To track students learning. (Emerging, Developing or Secure)	Baselines by end of September. Assessments 3 x per year.
Physical needs baseline	Gross Motor Skills Assessment	It's also covered by the CPA PfA framework	If applicable
	MOVE	For PMLD	
	Fine Motor Skills	It's also covered by the CPA PfA framework	
	Sensory Profile – in house through direct observations	Sensory processing patterns in daily life g Response to Sensory Input: Reactions to tactile, auditory, visual, and proprioceptive stimuli. Adaptive Responses: Ability to adapt and respond to sensory input in different environments.	

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