

Section A: Inclusive Practice Framework

Assessment and Planning

Expectations of All Settings	Whole Setting Approaches	How well implemented?			When and how?
		Always	Sometimes	Not yet	
Schools ensure that formative assessment and feedback are a feature of lessons.	There is a whole-school culture where teachers feel confident to make 'in the moment' adaptations to teaching based on their assessment for learning. Marking policies are adapted to take account of individual needs.				
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School's review the quality of class and subject teaching for all Children and young people.	Clear systems are in place to identify pupils who are making less than expected progress given their age and individual circumstances, for example termly pupil progress meetings.				
A regular cycle of Assess, Plan, Do, Review is used to ensure that pupils with SEND are making progress.	Pupils' strengths and barriers to learning are clearly identified and are observed and monitored in different settings and contexts to inform planning.				
	Staff are aware of pupils' starting points so that expected progress can be measured.				
	The impact of interventions is critically evaluated. Alternative approaches are explored to establish whether they may result in better outcomes.				
	Consider with the SENDCO what they know from individualised assessments about the child/young person's strengths and areas of learning need or any potential barriers to learning.				
Ensure there is dialogue with parents/carers and the young person about their learning and involve them in planning to address any areas of concern.	Parents are actively involved in the assessment process. They are given regular opportunities to contribute to the holistic picture for an individual child where appropriate or needed. Assessment information from school is clearly shared with parents.				

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<p>Ensure that all staff who work with the child/young person are aware of their needs and any teaching and support strategies that are required.</p>	Staff are supported to use a range of strategies to evidence learning, for example, photo, video or audio evidence.				
	Staff have a good understanding of developmental milestones and academic expectations in each year group.				
	School takes steps to improve teachers' understanding of and confidence in implementing strategies to identify and support Children and young people with SEND.				
	Staff have a good understanding of developmental milestones and academic expectations in each year group.				
	Teachers use a range of assessment strategies throughout a lesson to monitor learning and understanding, including observation, questioning or live marking.				
<p>Seek the views of the child or young person about their aspirations and life outcomes and incorporate those into planning from as early as possible.</p>	There is a whole school expectation that Children and young people are supported to reflect upon their own achievements and learning.				
	Teachers gather feedback from the pupils on how well the learning has been understood using different techniques, for example, questioning, mini whiteboards, peer talk.				
	CYP have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets.				
<p>Maintain up to date records of planning and progress towards meeting agreed targets.</p>	There is a clear tracking system that enables the progress of all pupils to be tracked from their starting points, no matter what stage they are working at.				