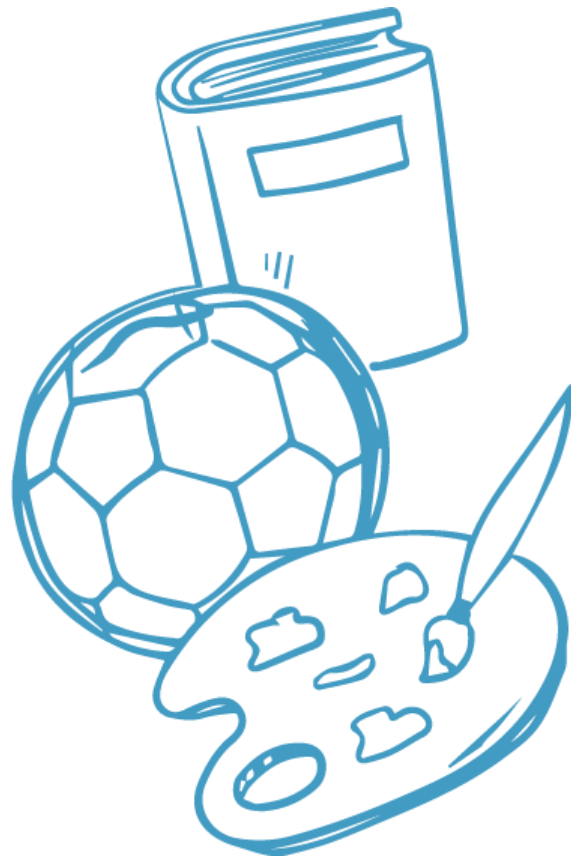




# storybrook

## Assessment Policy





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## 1. Introduction and context

Assessment at Storybrook is designed to reflect the needs of pupils with Social, Emotional and Mental Health (SEMH) needs and associated Special Educational Needs. The school recognises that pupils' progress is often developmental, non-linear and closely linked to emotional regulation, engagement and readiness to learn.

As outlined within the Curriculum and Teaching & Learning Policies, learning at Storybrook is understood as a process that integrates academic development with emotional and behavioural growth. Assessment therefore extends beyond attainment alone and provides a holistic understanding of pupil progress.

Assessment is used diagnostically and formatively to inform teaching, adapt provision and evaluate the effectiveness of the curriculum. It enables staff to identify what pupils know, what they can apply and what support is required to secure further progress.

## 2. Assessment intent

**The intent of assessment at Storybrook is to ensure that:**

- pupil progress is accurately understood from individual starting points
- teaching is responsive to pupils' needs and informed by assessment evidence
- barriers to learning are identified and addressed effectively
- pupils are supported to make sustained academic and personal progress
- leaders can evaluate the effectiveness of curriculum and provision

Assessment reflects the principle that progress must be measured in ways that are meaningful for pupils with SEMH needs, recognising development in engagement, regulation, communication and independence alongside academic attainment.

## 3. Principles of assessment

**Assessment at Storybrook is underpinned by the following principles:**

Assessment is continuous and embedded within daily teaching. Teachers use ongoing observation, questioning and interaction to assess pupils' understanding and adapt teaching in real time.

Assessment is responsive and diagnostic. It is used to identify gaps in knowledge, misconceptions and barriers to learning, enabling targeted support and intervention.





Assessment is multi-dimensional. Assessment information is triangulated with pastoral insight, behaviour information, attendance patterns and safeguarding knowledge to develop a holistic understanding of pupils' learning, engagement and barriers to progress.

Within the SEMH context, leaders and staff recognise that emotional wellbeing, attendance, regulation and curriculum access are closely connected. Assessment therefore considers pupils' increasing ability to engage with, sustain and participate positively within structured educational environments over time.

Progress is evaluated across academic, social, emotional and behavioural domains, reflecting the complex developmental pathways of pupils with SEMH needs.

Assessment is proportionate and meaningful. It avoids unnecessary data collection and focuses on information that directly supports teaching and learning.

Assessment supports inclusion. It ensures that pupils are not disadvantaged by traditional measures of attainment and that progress is recognised in a way that reflects individual development.

Pupils are encouraged to reflect on their own learning, recognise success and contribute to discussions about strengths, challenges and next steps where developmentally appropriate. Opportunities for self-reflection and pupil voice support the development of independence, self-awareness, emotional literacy and positive learner identity over time.

Within the SEMH context, reflective assessment also supports pupils to develop confidence, resilience and increasing ownership of their learning, enabling them to recognise progress and engage more positively with education.

#### **4. Baseline assessment**

All pupils complete a structured baseline assessment process upon entry to Storybrook. This process establishes a clear understanding of pupils' starting points across both academic and developmental domains.

Baseline assessment includes:

- Literacy and communication skills
- Numeracy and mathematical understanding
- Engagement and learning behaviours
- Emotional regulation and self-management
- Social interaction and independence





Baseline assessment is conducted through observation, structured activities and professional judgement within low-pressure, regulation-aware contexts. This ensures that pupils are able to demonstrate their abilities without unnecessary stress or cognitive overload.

Baseline outcomes are used to inform curriculum access, adaptive teaching, intervention planning and alignment with EHCP outcomes where applicable.

## 5. Assessment in practice

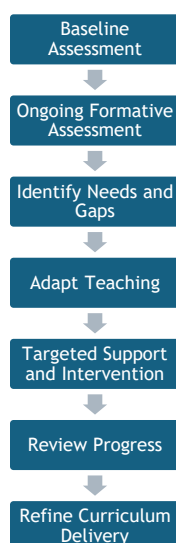
Assessment at Storybrook is embedded within teaching and learning and operates as a continuous cycle.

Assessment approaches are adapted where necessary to ensure pupils are able to demonstrate knowledge, understanding and progress without being disadvantaged by communication differences, regulation needs, processing difficulties, sensory needs or barriers associated with SEMH.

Reasonable adjustments may include adapted presentation, additional processing time, alternative methods of recording, practical demonstration, supported communication approaches and regulation-aware assessment environments.

Staff recognise that pupils with SEMH needs may not always demonstrate learning through traditional forms of assessment. Strong adult-pupil relationships, emotional safety and regulation-aware practice are therefore essential in enabling pupils to demonstrate understanding, participate successfully and make sustained progress over time.

## 6. Assessment cycle





Assessment methods include observation, work scrutiny, structured tasks, discussion and analysis of engagement and behaviour. Staff assess both what pupils know and what they are able to apply independently.

This approach ensures that assessment is not a separate process, but an integral part of teaching which directly supports pupil progress.

Assessment directly informs adaptive teaching, enabling staff to adjust pacing, scaffolding, modelling, regulation support and levels of challenge in response to pupils' changing needs and readiness for learning.

## **7. Assessment systems**

Storybrook uses a range of assessment systems to support holistic understanding of pupil progress across academic, developmental and SEMH domains.

### **TrackAble**

TrackAble is used to monitor and evidence progress across curriculum areas and wider developmental outcomes. Assessment information supports curriculum adaptation, intervention planning, EHCP review processes, identification of barriers to learning and evaluation of pupil progress over time.

Information from TrackAble is used alongside teacher assessment, observation, pastoral insight and behaviour information to ensure assessment remains responsive, meaningful and individualised. Please see the website for further details: <https://trackable.org.uk/>

### **Motional**

Motional supports the assessment and monitoring of pupils' emotional wellbeing, regulation and SEMH development over time. Information gathered through Motional informs relational practice, behaviour support, curriculum access and wider pastoral provision.

Motional enables staff to identify patterns, barriers, protective factors and areas requiring additional support, ensuring that emotional wellbeing and educational progress remain closely connected throughout provision planning.

Together, these systems support a whole-school understanding of pupil development and ensure that assessment informs both academic progress and wider emotional, social and behavioural outcomes. Please see appendix 1 for further details.

## **8. Subject-specific assessment**

Assessment approaches are adapted to reflect the nature of different subjects while maintaining consistent principles.



Date Last Reviewed: 09.05.2026 | Scheduled Review Date: 09.05.2027

Review By: R. Burbridge





In mathematics, assessment focuses on conceptual understanding, procedural fluency and reasoning. Staff evaluate pupils' ability to select methods, apply knowledge and explain their thinking using appropriate vocabulary. Diagnostic assessment is used to identify misconceptions and inform immediate teaching responses.

In physical education, progress is recognised through participation, confidence, regulation and cooperation, rather than written outcomes alone. Assessment reflects pupils' willingness to engage, develop physical competence and regulate within activity.

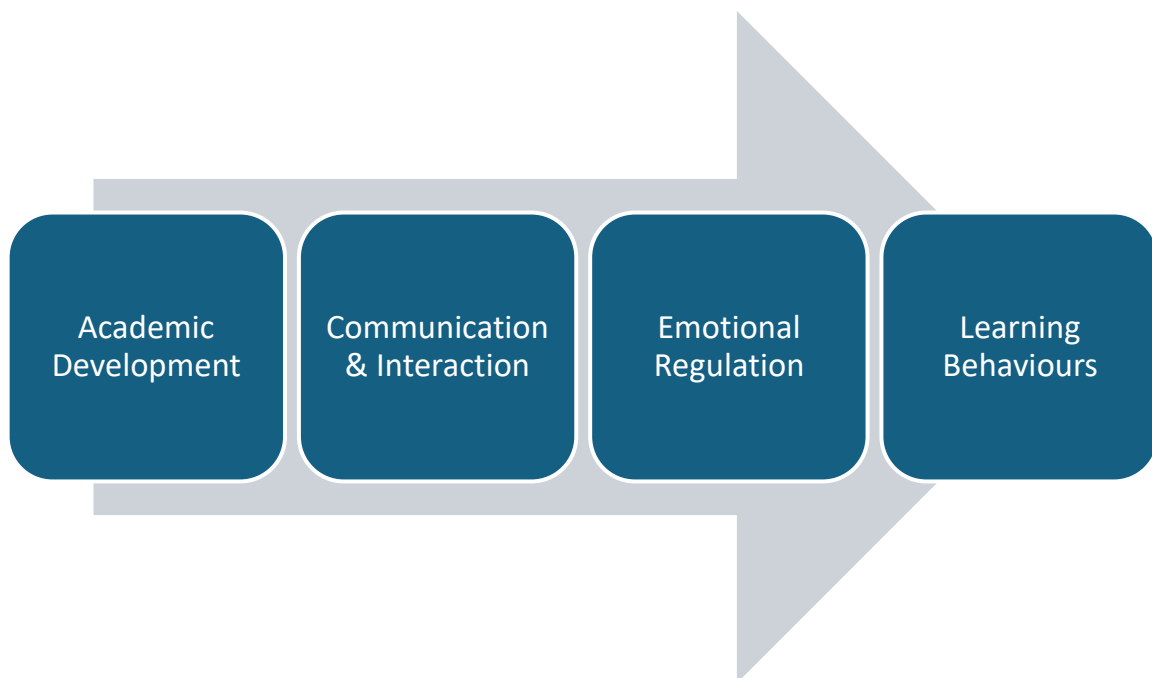
In computing, assessment focuses on independence, digital confidence, safe use of technology and functional application of skills. Progress is demonstrated through practical engagement and application rather than written recording alone.

This ensures that assessment accurately reflects learning across all areas of the curriculum.

## 9. Progression and measurement of progress

Progression at Storyybrook is conceptualised as multi-dimensional, reflecting the developmental needs of pupils with SEMH.

### **Progression Model**



### **Progress is evaluated across:**

- Knowledge acquisition and conceptual understanding

Date Last Reviewed: 09.05.2026 | Scheduled Review Date: 09.05.2027

Review By: R. Burbridge





- Vocabulary development and communication
- Emotional regulation and self-management
- Engagement, resilience and independence

This ensures that progress is recognised in ways that are meaningful and reflective of pupils' individual journeys.

Assessment also considers pupils' developing vocabulary, communication and ability to articulate understanding across curriculum areas. This reflects the school's understanding that language development is closely linked to learning, emotional literacy, self-expression and successful curriculum access.

## **10. Tracking and review**

Pupil progress is systematically monitored through structured review cycles. Assessment information is collected and analysed at regular intervals to ensure that teaching and provision remain responsive.

Tracking processes are used to:

- capture small-step progress
- identify barriers to learning
- inform curriculum adaptation
- guide intervention planning
- support leadership oversight

Progress is evaluated relative to pupils' starting points rather than age-related expectations alone, ensuring that all pupils are able to demonstrate meaningful development.

## **11. EHCP and individual outcomes**

Assessment is closely aligned with pupils' Education, Health and Care Plans (EHCPs) and individual outcomes.

Assessment processes are used to monitor progress towards EHCP targets, evaluate the effectiveness of support strategies and inform review processes. This ensures that curriculum provision supports both academic development and wider outcomes including communication, independence and regulation.

Pupil development is considered holistically, recognising the interaction between emotional regulation, engagement and learning.





Assessment also supports preparation for future transitions by identifying pupils' increasing readiness for independence, communication, resilience and participation within wider educational and social contexts.

## **12. Demonstrating impact**

Assessment enables the school to evaluate the effectiveness of teaching, curriculum and provision.

### **Impact is evidenced through:**

- observable developmental change
- increased engagement and participation
- improved attendance
- secure knowledge acquisition
- improved emotional regulation
- greater independence and resilience

Over time, pupils demonstrate the ability to engage more consistently, apply knowledge more independently and manage their behaviour more effectively. This reflects the success of the school's integrated approach to curriculum, teaching and behaviour.

Assessment evidence supports both individual pupil progress and whole-school evaluation, ensuring that provision remains effective and continuously improving.

Within the SEMH context, assessment also considers pupils' increasing ability to attend, engage with and sustain participation within structured educational environments. Improvements in attendance, readiness for learning, engagement and resilience are recognised as important indicators of long-term educational progress and future success.

## **13. Monitoring and quality assurance**

Leaders at Storybrook systematically monitor assessment practices to ensure they are consistent, accurate and have a meaningful impact on teaching and pupil outcomes. This includes regular review of assessment evidence, moderation processes and analysis of pupil progress over time.

Evaluation focuses on how effectively assessment informs teaching and supports pupils to make sustained progress from their individual starting points. Leaders consider the extent to which assessment identifies gaps in knowledge, shapes next





steps in learning and reflects the school's commitment to a knowledge-rich, sequenced curriculum.

Leaders also ensure that assessment remains proportionate and purposeful, avoiding unnecessary data collection while maintaining a clear focus on improving teaching and learning. Assessment is expected to provide meaningful insight into both academic development and wider aspects of pupil progress, including engagement, independence and emotional regulation.

Findings from monitoring are used to inform professional development, refine classroom practice and strengthen the consistency of assessment across the school. Over time, this ensures that assessment contributes directly to improved outcomes for pupils and supports the ongoing development of the curriculum.

This policy will be reviewed annually and following significant changes to statutory guidance or school provision.

## **14. Compliance**

This policy supports compliance with:

- ISS Part 1 - Quality of Education
- ISS Part 2 - SMSC Development

Assessment at Storybrook ensures that pupils' progress is understood, supported and evidenced in a way that reflects their needs, enabling them to achieve their full potential.

Assessment approaches are consistent with the school's duties under the Equality Act 2010 and the SEND Code of Practice (2015) and the Children and Families Act 2014.

## **15. Links to other policies**

This policy should be read alongside the following policies and documents:

- Curriculum Policy
- Teaching and Learning Policy
- Behaviour and Relationships Policy
- SEND and Inclusion Policy
- SEMH Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Relationships and Sex Education (RSE) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Development Policy



Date Last Reviewed: 09.05.2026 | Scheduled Review Date: 09.05.2027

Review By: R. Burbridge





- Accessibility Plan
- Equalities Information and Objectives / Equality Policy
- Admissions Policy
- E-Safety / Online Safety Policy
- CEIAG Policy
- Ethos, Mission and Values Statement

Together, these policies ensure that assessment, curriculum design, teaching, safeguarding, inclusion and personal development operate within a coherent and consistent whole-school approach.

## **16. Summary statement**

At Storyybrook, assessment is not viewed simply as a measure of attainment, but as a means of understanding the whole child and ensuring every pupil is supported to succeed academically, socially and emotionally over time.





## Appendix 1: Motional

Motional is a suite of evidence-based, easy-to-use tools designed to measure, positively impact, and report on children's emotional health outcomes across whole schools and other education and health settings. It supports access to a healthy life and learning through improved Emotional Wellbeing & Mental Health.

In addition, Motional offers whole-school self-assessment tools, School Development Planning, evidence-based guidance, activities, and resources for intervention work with individual pupils or whole classes alongside data to provide a 'Whole School Approach'.

Underpinning Motional is an innovative and intuitive tool for measuring, supporting change, and tracking the progress of Emotional Wellbeing & Mental Health. Motional is designed to work across various settings and has evolved to support a 'Whole School Approach' at a leadership level for the entire school population and for individuals. This approach involves the entire school community, including students, staff, and parents, in promoting emotional health and wellbeing. Motional provides the tools and resources necessary to implement and monitor this approach effectively.

Motional measures different emotional systems in the brain: CARE, SEEKING, PLAY, FEAR, RAGE, PANIC/GRIEF based on Panksepp's (1998; 2012) seminal works and the key executive functioning skills of; 'Emotional Regulation', 'Thinking and Concentration', 'Sense of Self', 'Relationship with Others', and 'Emotional Literacy'. This provides a whole-brain picture of a child's emotional and mental health.

More than this, using a complex algorithm, Motional creates time-stamped emotional health profiles and directs professionals to appropriate activities and advice developed by a team of psychologists and experienced senior educators that respond specifically to the participant's emotional health profile. This advice is informed by a wide body of evidence, including the work of Panksepp (1998; 2012), Hughes (2011), Siegel (2012; 2020; 2019), Porges (2001, 2011), and many others.

Motional applies a similar algorithm to work with groups of participants (such as a class) and sub-groups (such as break-out groups), ensuring a time-efficient and effective mechanism for highlighting those requiring further support, either because of need or because things have changed.

From the above actions and over time, as multiple activities are undertaken and recorded, Motional creates a baseline, a record of each child's development, and the capacity to monitor progress. Reports can be generated that allow the observation of emotional health progress that can be used alongside academic progress and attendance.

Date last reviewed: 09/03/2026 | Scheduled review date: 09/03/2027

Review By: R. Burbridge





Motional is designed for easy use by all staff, not just SENCOs/ALNcos or people who have completed a particular training course.

Snapshots (the part of the tool used to collect information about the emotional development of the participant) take about 5 minutes for someone who knows the system and the child well. One hour per term, per class, provides whole-school data three times per year at an individual, group, or sub-group level. Results are filterable by individual characteristics such as (but not limited to) Gender, Age, Pupil Premium and Free School Meal status, along with group-level responses (i.e. the teacher creating a Groupshot for the children in their care ).

Motional also includes tools to gather stakeholder insight (the Organisational Snapshot) and the ability to self-assess and interpret these results to further support whole-school development. It offers suggested actions and appropriate evidence to build a development plan (the Action Plan) to ensure you can demonstrate your intent, implementation, and impact to the powers that be, including inspection bodies such as Ofsted.

Using Motional as a systematic Whole-School Approach enables the distribution of workload away from the SLT and shares responsibility to ensure no child falls through the gap.

Motional is now being used internationally, by tens of thousands of practitioners and for over a hundred thousand children and young people across the UK.





The most significant impact on outcomes for young people occurs when emotional health tools and approaches are integrated within the entire school system (HM Government, 2021) (NICE, 2008) (NICE, 2009) (Wells et al., 2003) (O’Conner et al., 2017). An essential aspect of this is the integration of Motional alongside Whole School/Setting training and into staff CPD as part of the routine. To enable this, Motional offers a comprehensive ‘Support Centre’ including user guides, video content, bite-sized learning, recommended reads and academic links, blogs and useful downloads.

Motional is more than all of this, however. Motional is a community of like-minded professionals who share a common language as well as a set of tools and an opportunity to collaborate. Community is where the real power exists to make lasting changes to our children’s emotional health and wellbeing.





## Whole School Features

	 For a Cohort	 Whole School
<b>Snapshots and Groupshots</b> - better understand how well an individual or group is functioning in terms of their Emotional Wellbeing & Mental Health		
<b>Pupil-level overview</b> - includes latest scores and change / need indicators		
<b>Group-level overview</b> - includes latest scores and change / need indicators		
<b>Target Emotional Wellbeing and Mental Health needs</b> - create tailored Programs of curated Activities based on Snapshot and Groupshot results, including expert Advice and Resources		
<b>Easy to access data</b> - Charts and Tables showing change over time for individual pupils, groups or classes		
<b>Whole school data</b> - includes latest scores and change / need indicators by year group, key stage, pupil premium, SEN, etc.		
<b>Early indication of change or need</b> - identify children who may otherwise fall through the gap		
<b>Whole School Reports Builder</b> - create your own custom reports with our powerful reporting tool.		
<b>Organisational Snapshot</b> - understand stakeholder perspective across the whole setting		
<b>School Action Planner</b> - create a bespoke Action Plan based on your Organisational Snapshot results, Assigning Tasks (including expert curated suggestions) and Evidencing Progress & Change to show Intent, Implementation, and Impact with ease! (perfect for Ofsted, Estyn, ISI, CQC, and other inspection bodies)		
<b>In-App and Email Support from our UK based team</b>		
<b>Access to our Support Library</b> - including video content, how-to guides, recommend reads & research and more...		
<b>Weekly live training sessions</b>		

