The New Walk School *Bespoke support. Brighter futures.*

Assessment, Recording and Reporting Policy

The New Walk School policy framework

Policy	Assessment, Recording and Reporting Policy	**Version**	V1
Issue date	08 May 2026	**Next review**	08 May 2027
Policy owner	Headteacher	**Approved by**	Directors of The New Walk School Ltd

1. About The New Walk School

The New Walk School is an independent specialist day school for pupils aged 7 to 19 who have Social, Emotional and Mental Health (SEMH) needs, autism spectrum conditions, learning difficulties and communication difficulties. The school is located on New Walk in Leicester — a setting with a long-standing association with academic life — and is operated by The New Walk School Ltd, a Company Limited by Guarantee.

The majority of our pupils hold an Education, Health and Care Plan (EHCP) and many have experienced previous educational placements that did not meet their needs. Our offer combines a broad academic curriculum with an in-built therapeutic provision rooted in the PACE model — Playfulness, Acceptance, Curiosity and Empathy — developed by Dr Dan Hughes. PACE is a relational approach designed to build trust, regulate distress and create the safety from which learning can take place. It informs how every adult in the school speaks to, listens to and works with our pupils.

2. The PACE therapeutic model in practice

Assessment at The New Walk School is a relational act as well as an academic one. PACE shapes how we use assessment so that pupils feel seen by their progress, not measured against an unreachable standard:

- Playfulness — staff use a light, warm tone to reduce shame and de-escalate distress, using humour appropriate to the pupil and the moment.
- Acceptance — pupils' feelings and inner experiences are accepted unconditionally, even where specific behaviours are not. Acceptance is communicated before any limit is set.
- Curiosity — staff seek to understand the meaning behind a pupil's behaviour rather than reacting to its surface, asking 'what is this telling me?'
- Empathy — staff name and stay with the pupil's emotional experience, communicating that the pupil is not alone with what they feel.

PACE is not a behaviour-management tool layered on top of practice; it is the relational foundation from which all other aspects of the school operate.

3. Purposes of assessment

- Formative — to inform the next step of teaching and learning.
- Summative — to capture what a pupil knows and can do at a point in time.
- Diagnostic — to identify specific barriers and strengths.
- Evaluative — to inform school self-evaluation and improvement.

4. Baseline assessment on entry

Every pupil completes a baseline assessment on admission, including standardised reading, spelling and number assessments, a curriculum-aligned subject baseline, and an emotional and sensory profile. The baseline informs initial targets, Pupil Profile content, and the EHCP planning meeting in the first half-term.

5. Formative assessment

Formative assessment happens in every lesson through questioning, mini-whiteboards, retrieval, low-stakes quizzing, work scrutiny, and live feedback. Teachers adjust pace and scaffolding within lessons in response.

6. Summative assessment

Summative assessments take place at the end of units and at planned points in the year. At the end of key stages, pupils complete external accreditation appropriate to their pathway: Entry Level, Functional Skills, GCSE, BTEC, ASDAN, Arts Award, Sports Leaders, and other qualifications named in the Curriculum Policy.

7. Recording

Pupil progress is recorded centrally on the school's assessment system. Records include attainment data, EHCP outcome progress, behaviour and attendance data, and reading age data. Records are accessible to staff with a legitimate need to know.

8. Reporting to parents

- Termly written progress reports.
- Pupil Profile reviews each term.
- Annual EHCP reviews — full statutory format.
- Two parents' evenings per year, with additional meetings on request.
- Same-day communication of significant events.

9. Pupil involvement in assessment

Pupils are active participants in their own assessment. They review their own work, set short-term targets with their teacher, and contribute their own perspective to Pupil Profile reviews and EHCP annual reviews.

10. Use of assessment data

Senior leaders review pupil-level, group-level and whole-school data each term to identify pupils who are not making expected progress, to evaluate the impact of interventions, and to inform curriculum planning. Findings are reported to the Directors at least termly.

Monitoring and review

This policy is reviewed annually by the Headteacher in consultation with the senior leadership team and the Directors of The New Walk School Ltd. It will be reviewed earlier where there is a material change in legislation, statutory guidance or the operational needs of the school. The most recent version is held on the school's policy register and is made available to parents, carers and staff on request.

Linked policies and documents

This policy should be read alongside the school's wider policy suite, including: Safeguarding and Child Protection; SEND; Behaviour and Relationships; Anti-Bullying; Equality, Diversity and Inclusion; Health and Safety; Curriculum; and Complaints.