EDGEWOOD ACADEMY

Assessment Toolkit

Edgewood Academy, Westmill St, Stoke-on-Trent ST1 3EL
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Edgewood Academy Curriculum Statement

Vision

At Edgewood Academy, our curriculum is designed to ensure that every pupil—regardless of starting point, background, or additional needs—can belong, achieve, and thrive. We provide a highly personalised, inclusive, and engaging educational experience that combines academic rigour with social, emotional, and personal development.

Our aim is to equip pupils with the skills, confidence, and resilience to succeed in education, prepare for purposeful pathways, and thrive in wider society. Through targeted, evidence-informed approaches, we help pupils re-engage with learning, regulate emotions, and build independence.

Intent

The intent of the Edgewood Academy curriculum is to:

1. Promote academic progress from each pupil's unique starting point through structured, scaffolded learning and ongoing assessment.
2. Support social, emotional, and mental health (SEMH) by embedding wellbeing, self-regulation strategies, and therapeutic approaches into every aspect of school life.
3. Develop functional and transferable skills to prepare pupils for reintegration into mainstream education or purposeful specialist settings.
4. Foster inclusivity and equity, ensuring pupils with sensory, communication, or learning needs can fully access and engage with the curriculum.
5. Encourage independence, confidence, and aspiration, aligning learning to real-world contexts and personal interests.
6. Leverage technology and innovation to enhance learning, in line with Edgewood Academy's ambition to become an Apple Distinguished SEND school.

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Implementation – Curriculum Overview

Curriculum Structure

- Key Stage 2 (Ages 7–11) and Key Stage 3 (Ages 11–14) follow a broad and balanced curriculum, combining core academic subjects with practical, creative, and personal development opportunities.
- Pupils are grouped flexibly according to needs, starting points, and SEMH or sensory profiles. Small-group, one-to-one, and blended learning approaches are used to maximise engagement and progress.

Core Subjects

Subject	Key Focus	Assessment & Support
English (Reading, Writing, Communication)	Literacy, comprehension, phonics reinforcement, functional communication, expressive writing, speech & language support	Termly teacher assessments, moderated writing tasks, personalised targets, Read Write Inc phonics, Talk Boost interventions
Mathematics	Number, arithmetic, reasoning, problem-solving, functional numeracy	ARK Maths Mastery termly assessments, small-group interventions, scaffolded practice, real-life maths applications
Science	Investigative skills, practical experiments, knowledge of biology, chemistry, physics concepts	Formative assessment in lessons, project work, hands-on experiments, reflective journals

Foundation & Enrichment Subjects

Subject	Focus	Implementation
Computing & Technology	Digital literacy, coding, assistive technology, Apple tools integration	Project-based learning, adaptive apps, inclusion of pupils with sensory/communication needs
Art & Design / Design & Technology	Creativity, fine motor skills, practical problem-solving	Individual and collaborative projects, tailored supports for sensory regulation

PE / Physical Development	Fitness, coordination, regulation strategies, healthy lifestyle	Small-group sessions, outdoor learning, therapeutic movement breaks, sensory circuits
PSHE & SEMH	Emotional regulation, social skills, resilience, self-awareness	Daily check-ins, structured social skills groups, restorative practice, mindfulness activities
Music & Performing Arts	Confidence, self-expression, engagement	Hands-on sessions, performance opportunities, adapted instruments as needed
Humanities (History, Geography)	Contextual understanding, critical thinking, exploration of culture	Project-based learning, visual supports, multi-sensory approaches

Assessment and Progress

- Ongoing formative assessment: Daily monitoring of engagement, behaviour, and learning. Adjustments made in real-time.
- Summative assessment: Termly formal assessments in English, Maths, and key foundation subjects using school-developed TAFs, and other assessments.
- Personalised targets: Each pupil has an Individual Education Plan (IEP) or Behaviour Profile, reviewed termly with families.
- Progress tracking: Data informs interventions for pupils with SEMH, sensory or communication needs, ensuring equitable opportunities to succeed.
- Impact measurement: Attendance, engagement, behaviour incidents, reintegration success, and academic progress are monitored to demonstrate meaningful outcomes.

Inclusion and Accessibility

- Flexible lesson formats: 1:1, small group, or blended approaches.
- Sensory and communication adaptations embedded into all teaching.
- Assistive technology and visual supports for accessibility.
- Scaffolded learning ensures challenge is appropriate but achievable.
- Social and emotional support embedded in all activities to maximise participation.

Key Stage 2 & 3 Progression

- **Key Stage 2**: Focus on literacy, numeracy, self-regulation, social integration, and building confidence. Pupils are prepared for the transition to Key Stage 3 through independent learning skills and collaborative projects.
- **Key Stage 3**: Focus on deepening academic knowledge, functional skills, vocational awareness, and preparing for reintegration into mainstream or specialist settings. Pupils develop self-advocacy, emotional resilience, and goal-oriented learning strategies.

Personal Development Integration

- Pupils develop confidence, independence, and resilience through structured PSHE, SEMH support, and enrichment opportunities.
- Spiritual, Moral, Social, Cultural development is embedded through project work, group collaboration, and community engagement.
- Physical development is integrated into daily routines, ensuring pupils can regulate emotions and maintain wellbeing.

Outcomes

Edgewood Academy measures impact through:

1. Academic Progress – Individualised growth from starting points in English, Maths, and Science.
2. SEMH & Wellbeing – Reduced incidents, improved self-regulation, engagement in learning.
3. Attendance & Re-engagement – Reduction in persistent absence; successful reintegration into mainstream or purposeful specialist settings.
4. Personal Development – Improved independence, resilience, and life skills.
5. Contribution to Local SEND Strategy – Supporting Stoke-on-Trent by increasing local specialist provision, reducing off-site placements, and providing robust data on pupil impact.

Edgewood Academy Curriculum Principles

1. Assessment-driven: Every decision guided by evidence and pupil progress.
2. Personalised: Learning adapted to the needs, abilities, and interests of each pupil.
3. Inclusive: Access to the full curriculum is non-negotiable; barriers are removed proactively.
4. Impact-focused: Academic, social, emotional, and reintegration outcomes measured and celebrated.
5. Future-ready: Pupils equipped with skills and confidence for mainstream, vocational, or specialist pathways.

Connected Feedback

Edgewood Academy

At Edgewood Academy, feedback is designed to be purposeful, inclusive, and responsive to the needs of every learner. Our approach is known as Connected Feedback—a model that links teacher insight, pupil response, and digital technology to create meaningful learning conversations that move learning forward.

Connected Feedback operates through a hybrid system**,** combining traditional written feedback with digital tools. Teachers provide feedback both in exercise books and through iPads, ensuring consistency through shared symbols, visual cues, and clear expectations. Digital platforms such as Showbie enable staff to deliver feedback through voice notes, annotations, and screen recordings, making feedback accessible and engaging for pupils with a range of communication, sensory, and learning needs.

This approach supports the inclusive ethos of Edgewood Academy, ensuring that pupils who may find written feedback challenging can still access meaningful guidance through verbal and visual formats. It also encourages pupil engagement, reflection, and ownership of learning.

Our next steps and assessment insights are informed through our Teaching and Learning Cycle**,** where teachers gather real-time information about pupil understanding. Using strategies such as *stop and jots*, *show call*, *naming laps*, and active monitoring using clipboards or digital tracking tools, staff capture formative

assessment during lessons. This information is used to adapt teaching immediately, ensuring that learning remains appropriately scaffolded, ambitious, and responsive to pupil needs.

Through Connected Feedback**,** teachers maintain an ongoing dialogue with pupils, using active observation, live feedback, and digital tools to close gaps, reinforce understanding, and celebrate progress. This approach ensures that feedback is not simply retrospective but acts as a powerful tool to guide future learning, build confidence, and support every pupil to make progress from their individual starting points.

The Connected Process

Staff follow the feedback process map to ensure consistency across the school. This ensures that:

- Feedback is clear, timely, and actionable.
- Pupils engage purposefully with marking and feed forward strategies.
- Teachers use feedback as a tool for planning, assessment, and future teaching.

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Showbie Feedback Map

The assignment status will automatically change from not started to **working** as students add posts and annotations within the assignment. Once work is complete the student should select: **submitted.** Students work is ready for review.

Where Feedback is given, it should clearly be signposted in the Feedback box, **Add Feedback.**

Students should check this box daily.

When a student is absent mark as Ab.

Does the work require feedback?

Yes

Revision /Close the Gap.

Stretch It.

Feedback in line with the Connected Feedback Policy. Once completed teacher to select **Needs Revision.**

Grade

LO

Working Towards LO

Grade

LO ★

Stretch it

Student completes revisions student to select **Submitted**

No

Active observations inform next steps. No marking evidence required.

Peer or self-assessment

LO

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Feedback in Books

As a hybrid school, feedback may be recorded in pupils' books as well as digitally on iPads. Stamps, symbols, and approaches are used consistently across both formats to ensure clarity for pupils, parents, and staff. Active observations and digital notes also form part of the feedback record, ensuring consistency across written and digital platforms.

Book Feedback Map

Active Observation to inform in book marking.

- **LO Achieved – Well Done**
- **Working towards LO – Good Effort**
- **Self- Assessed**
- **Peer Assessed**

Intellectual prep will allow you to target gaps and know pupils that need further support.

Where written feedback is needed, this can be done in books, but can also be uploaded to Showbie where voice notes can be used.

Written feedback should be used on a needs basis.

Does the work require feedback?

Yes

- Students to correct the work in purple pen.
- Student to complete Next steps in purple pen or on Showbie.

Work to be stamped accordingly.

No

Intellectual prep to advise AfL

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Example of Assessment Sheet

Edgewood Academy – Reading Teacher Assessment Sheet

Key Stage 2 & Key Stage 3

Pupil Name: _____
Year Group: _____
Date: _____
Teacher: _____

Assessment Method (How are pupils assessed?)

- **Formative Assessment:**
  - Continuous observation during lessons, guided reading, paired or independent reading.
  - Questioning to probe comprehension, inferential understanding, and vocabulary use.
  - Listening to pupils read aloud to assess fluency, decoding, and expression.
  - Live feedback to adapt teaching in real time.
- **Summative Assessment:**
  - Comprehension tasks and reading domain checks (fluency, inference, vocabulary, retrieval, and author intent).
  - Teacher-moderated writing about reading to demonstrate understanding and application.
- **Knowledge & Understanding Assessed Through:**
  - Discussion of texts, retelling, and explanation of content.
  - Identifying main ideas, supporting evidence, and summarising.
  - Application of new vocabulary in context.
  - Understanding of author intent and structure of texts.

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Assessment Domains

Domain	Evidence Collected	Teacher Notes	Progress / Next Steps
Fluency	Reading aloud, speed, expression, phrasing		
Decoding & Phonics	Word recognition, sound-symbol knowledge, multi-syllable decoding		
Comprehension – Retrieval	Can pupil locate facts and key information?		
Comprehension – Inference & Deduction	Can pupil infer meaning, predict outcomes, understand character motives?		
Vocabulary	Use and understanding of tiered vocabulary in discussion and writing		
Engagement & Independence	Willingness to read independently or in group		
Communication of Understanding	Can pupil explain ideas verbally or in writing?		

Assessment Impact (What does the assessment tell us?)

- Provides a clear understanding of pupils' strengths and barriers in reading.
- Highlights domains requiring targeted support (fluency, comprehension, vocabulary).
- Informs personalised intervention plans, including 1:1, small group, or scaffolded strategies.
- Tracks termly progress and contributes to the pupil's holistic academic and SEMH profile.

Assessment Feedforward (How do we use assessment?)

- Data informs tailored intervention plans with measurable targets.

- Teachers co-plan with Reading Leads and SENDCo for pupils requiring additional support.
- Formative observations guide real-time teaching adjustments and feedback.
- Supports structured progression in reading domains, ensuring that the curriculum remains ambitious, sequenced, and inclusive.
- Identifies pupils ready for stretch activities or those needing scaffolded support in Key Stage 2 and Key Stage 3.

Target Setting

Target Domain	Current Level	SMART Target	Support / Intervention	Review Date
Fluency				
Decoding				
Comprehension – Retrieval				
Comprehension – Inference				
Vocabulary				
Engagement & Independence				
Communication of Understanding				

Teacher Reflections / Additional Notes

- Pupil's attitude, motivation, and response to intervention:
- Behaviour or SEMH considerations affecting reading:
- Sensory or communication adaptations implemented:
- Recommendations for next term:

This sheet can be used each term, capturing formative and summative evidence, and providing a clear progression pathway for each pupil. It integrates assessment, impact, feedforward, and personalised targets to ensure no pupil is left behind.