

Organisation:	Elevated Minds CIC
School:	Elevated Futures
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Elevated Futures: Pupil Assessment Procedures

This document outlines the principles, procedures, and purpose of all pupil assessment at Elevated Futures. It is designed to work in perfect alignment with our Curriculum Plan and the core philosophy of our Headteacher, Doreen Sinclair-McCollin.

1.0 Assessment Philosophy & Intent (The 'Why')

At Elevated Futures, assessment is a tool for **understanding, not just measuring**. We have moved beyond deficit-based models that simply identify gaps. Our assessment procedures are designed to **discover, celebrate, and build upon pupil strengths**.

Our assessment is the engine of the **Dynamic Development Plan (DDP)**. It is the process we use to make learning personal, relevant, and ambitious.

Our Core Principles:

- **Strengths-Based:** Our first question is always, "What can this pupil do?" We use their "superpowers" as the gateway to new learning.
- **Holistic:** We assess the **whole child**. Academic progress is tracked alongside personal, social, and emotional development. Behaviour is understood as communication, and challenges are reframed as assessment goals for self-regulation.
- **Formative & Dynamic:** Assessment is a constant, ongoing process, not a singular event. It provides immediate, actionable feedback to both the pupil and the staff, allowing the "Living DDP" to be updated in real-time.
- **Co-Owned:** Pupils are active partners in their assessment. Through the DDP, they learn to understand their own strengths, identify their challenges, and set their own goals, building the crucial skill of self-advocacy.
- **Purposeful:** The final goal of our assessment is not a grade, but a **successful transition**. Our procedures are designed to build a 5-year portfolio of skills,

achievements, and strategies that culminates in a positive and sustained post-16 destination.

2.0 Assessment Procedures (The 'How')

Our assessment procedures are integrated into a single, cohesive system, with the DDP as the central tool.

2.1 The "Living DDP" (The Central Tool)

The "Living DDP" is the pupil's primary assessment document. All data gathered from the procedures below feeds directly into this document. It contains:

- The pupil's co-produced strengths ("superpowers") and interests.
- Long-term goals (academic, personal, social, therapeutic).
- Short-term, specific, and measurable targets.
- A "living" evidence log of achievements, progress, and next steps.

2.2 Baseline Assessment (The First 6 Weeks)

When a pupil joins Elevated Futures, we do not begin with a deficit-finding test.

- **Procedure:** We undertake a 6-week "Strengths-Finding" period.
- **Tools:** This involves holistic observation, analysis of previous educational information, structured conversations with the pupil and family, and diagnostic sessions (e.g., with our SaLT, OT, and EP).
- **Outcome:** The co-creation of the pupil's **first DDP**, which forms the baseline for all future progress.

2.3 Daily Formative Assessment (Assessment for Learning)

This is the most critical component of our assessment, empowering staff to adapt learning in the moment.

- **Procedure:** Continuous observation, professional questioning, and live marking (verbal or written).
- **Tools:** Teachers use the short-term goals on the "Living DDP" as their lesson-by-lesson guide.

- **Outcome:** A pupil's DDP is a "working document." A teacher can update a goal as "achieved" during a lesson, identify a new "next step," and immediately adapt the plan.

2.4 Holistic Summative Assessment (KS3): The "DDP Showcase"

At the end of each term in KS3, we do not hold traditional exam weeks.

- **Procedure:** Pupils prepare a "DDP Showcase."
- **Tools:** This is a structured presentation (in whatever format best suits the pupil's strengths) to a panel of staff, peers, and (where appropriate) parents.
- **Outcome:** The pupil presents work from all subjects, articulating **how** that work demonstrates progress against their DDP goals. This assesses academic learning, communication, and self-advocacy simultaneously.

2.5 Formal Accreditation Assessment (KS4)

In KS4, assessment procedures are dual-focused: achieving formal accreditation and preparing for transition.

- **Procedure:** We use a combination of formal mock exams, coursework, and portfolio building.
- **The DDP Link:** The DDP is the *strategy tool* for KS4.
 - **Mock Exams:** Feedback is not a grade, but a DDP-led action plan (e.g., "Your strength in 'logic' needs to be applied to exam-paper analysis. We will add this as a DDP goal.>").
 - **Accreditation Pathways:** The DDP informs the choice of qualifications (GCSE, BTEC, Functional Skills), ensuring the pathway is ambitious and matches the pupil's strengths and post-16 goals.

3.0 Reporting & Impact (The 'So What?')

This section defines how we communicate assessment outcomes and measure the ultimate success of our curriculum and assessment model.

3.1 Reporting to Parents & Carers

We have replaced the traditional school report with a more dynamic, useful, and collaborative process.

- **Procedure:** Parents/carers receive a copy of their child's updated "**Living DDP**" each term.
- **Format:** This document clearly shows:
 - Goals set at the start of the term.
 - Evidence of progress and "goals achieved."
 - New goals set for the *next* term.
- **DDP Review Meetings:** The report is followed by a termly "DDP Review" meeting, which replaces the standard parent's evening. This is a 3-way conversation between the pupil, parents, and their key staff member to review and co-sign the DDP.

3.2 Moderation & Quality Assurance

To ensure our DDP-led assessments are rigorous, consistent, and ambitious, we follow a clear moderation process.

- **Internal Moderation:** Staff teams conduct termly moderation of DDPs to standardise judgements, share best practices, and ensure all pupils are being challenged.
- **External Moderation:** We follow all requirements for our accredited KS4 courses (GCSE, BTEC, etc.).
- **Leadership Review:** The Senior Leadership Team (SLT) analyses DDP data to track cohort progress, identify whole-school trends, and ensure all groups of pupils are achieving.

3.3 Measuring Final Impact

The ultimate impact of our assessment procedures is not found in a set of grades, but in the pupil's future.

- **The Final DDP:** The Year 11 DDP is the final assessment document. It summarises the pupil's strengths, achievements, qualifications, and, most importantly, the strategies they have learned to be successful.

- **Post-16 Transition:** The DDP becomes the pupil's "passport" and transition document for post-16 providers, demonstrating their readiness and providing a clear guide on how to support them.
- **Our Key Metric:** Our success is measured by the percentage of pupils who successfully transition to and **sustain** a positive post-16 placement that aligns with their DDP.