




Yewstock School

Assessment & Feedback and Marking Policy

Date reviewed by CC	17.04.2023	Policy Type	School
Date adopted by FGB	24.04.2023	Review Cycle	2 Years
Date of next Review	16.04.2025	Signed by Chair of Governors	
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Rationale

Assessment is used to promote learning at Yewstock. It provides a framework within which educational objectives may be set that can inform a personalised and needs led curriculum enabling pupils' progress to be demonstrated and monitored.

National curriculum levels, which were only ever intended for use in statutory national assessments, were removed in 2014 so that schools could support progress for all pupils by concentrating on more in-depth teaching and formative assessment approaches. The final report of the Commission on Assessment without Levels of September 2015 found that the practice of using levels to track progress towards expected targets 'distorted the purpose of in-school assessment, particularly day-to-day formative assessment' which 'had a profoundly negative impact on teaching'. The report also recognised that, by using a 'best fit' model, levels did not give a clear picture of which areas of the curriculum a child was secure in and where the gaps were. We are aware of the National Curriculum and follow any elements of it where appropriate for some pupils.

The problems identified with numerical levels are even more pronounced in special schools. Yewstock caters for pupils with a wide range of special educational needs from 4 to 19 years of age. Some children have additional sensory or physical impairments, speech and language disorders or medical needs, others are identified as being within the autistic spectrum. We understand that our young people have different strengths and challenges and that their progress will not be linear.

To meet the diverse needs of our pupils, we take a highly personalised approach to teaching and learning, and therefore also to assessment. We have chosen a software system, Evidence for Learning (EFL), which is able to support this individual approach by allowing us to upload photographs and videos, supported by staff comments, to provide an ongoing individualised record of achievement. In this way, EFL is used to record and track pupils' progress in: physical development, independence, communication, and personal and social skills, as well as in subject-specific knowledge and understanding. This can then also be used to share achievements and progress with parents/carers and to help pupils understand their own learning journey.

EFL records also inform teachers' baseline assessments, which are supported by their own observations, and by the use of specific tasks or activities. Some more formal baselining assessments are also used, for example an initial Read Write Inc. (RWI) phonics assessment and the Malt mathematical language test.

Written, verbal or visual feedback is an integral part of classroom practice. Its purpose is to promote learning and to record achievement and progress. Feedback and marking should be sensitive to the cognitive, communication and emotional needs of individual pupils in recognition of its profound influence on motivation and self-esteem; both of which are crucial influences on learning. Feedback should be positive, clear and appropriate to its purpose – it needs to offer positive benefits to pupils and staff, and the outcomes to be fed back into planning.

We believe that the purpose of any assessment should be to support pupils' learning and development by identifying and addressing gaps in knowledge, skills or understanding. The principal way we do this is through day-to-day formative assessment: observing, questioning and looking at pupils' work. This allows teachers to identify when pupils are struggling and need more or different support, when they have consolidated learning and when they are ready to progress.

This type of assessment can also help pupils to understand what they can do, what they are learning and what they need to do next. For example, teachers may look at work with pupils and share what they have done well and what they can work on or they may give other feedback during activities as appropriate to the pupil. Formative assessment is also an integral part of 'mastery' learning, which

is the basis of the White Rose Maths programme that many of our pupils follow. Our use of formative and some in-school summative assessments allows us to provide specific statements of skills and knowledge gained, supported by records of evidence using books, as well as photographs and videos on EfL. We believe that this gives much more meaningful and useful information than a numerical level for teachers, pupils and parents/carers alike.

All pupils have an Education, Health and Care Plan and outcomes from this are broken down by teachers into short-term goals which are worked on throughout the year. Progress towards these goals is recorded through Personal Learning Goals (PLGs) on EfL. Teachers will also ensure that pupils understand and take ownership of their progress towards their goals, as appropriate to the individual. Through the Annual Review process, judgements are made about how far outcomes have been achieved, and new outcomes may be agreed.

In addition to the Annual Review, teachers may use other summative assessments, eg short quizzes or tests, to evaluate pupil learning at the end of a teaching unit and to support their future planning. Older pupils also work towards a variety of qualifications through a range of awarding bodies such as AQA, WJEC, ASDAN and OCR. These qualifications are accessed by learners working at Entry Level 1 through 3. We aspire to look at ways to challenge identified pupils with other potential accreditation at Level 1 in future.

Intent

To help **pupils** to:

- recognise and take pride in their own achievements
- recognise areas and skills that need to be strengthened
- become involved in planning their own future learning
- record their own achievements and share these with others

To help **teachers and teaching assistants** to:

- have knowledge of what pupils know, understand and can do
- understand individual needs and learning profiles, areas of strength and gaps in skills knowledge and understanding
- set realistic learning goals and objectives and monitor progress against them
- plan future teaching through evaluation of materials, resources and strategies
- develop and use a range of feedback and marking strategies that can be used as appropriate in different subjects and for individual pupils.

To help the **school** to:

- provide continuity and progression within school, to home and beyond
- evaluate effectively whole school curriculum planning and practice
- meet statutory requirements
- provide value added data
- contribute to effective transitions

To help **parents and carers** to:

- know how their child is doing
- be aware of how best to help and encourage at home
- participate in celebration of achievements

Implementation

As we have a broad range of pupils of differing abilities and learning needs, we take a flexible approach to the curriculum, and therefore assessment. We follow the Yewstock Curriculum with a range of assessment opportunities within, involving both formative and summative assessment.

FORMATIVE assessment informs progress in lessons and next steps to take for the pupil to continue to progress.

SUMMATIVE assessment summarises progress and achievements to date and a context for comparison beyond the individual school setting.

At Yewstock we use a range of appropriate and diverse strategies to assess. These include:

- formal and informal assessments
- accommodating a variety of individual needs and learning profiles
- testing a range of skills
- quantitative and qualitative assessments
- being carried out in a range of contexts

Additionally, in lessons, assessing pupil responses are vital to understanding their progress and attainment. The following are considered:

- recording formats are kept simple, stickers, stamps or recording sheets are used and the agreed marking scheme followed by all staff
- recording takes place as soon as possible during or following a lesson
- the school agreed marking scheme is known to all staff and pupils and is consistently applied using the annotation codes in the marking of all pupils' work
- plenaries are an opportunity to recognise pupils' achievements and responses and are designed to meet the needs of each class, clarifying understanding. They can include whole class groups, small groups or be individual
- if possible, pupils are included within the assessment process and take ownership of their learning
- staff have a common understanding of the level of support needed and aim to foster independence
- staff annotate work to show how much support was given, if any
- opportunities for self and peer assessment are incorporated where possible

Goals

An essential part of improving achievement is to set targets or goals and support pupils to work towards achieving them. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes.

At Yewstock, we ensure that Education, Health and Care Plans (EHCPs) are at the heart of what we are teaching our pupils. The EHC Plan and annual review is a vital part of working with children and families to identify provision and appropriate support. At Yewstock school we use expected outcomes to produce finely graded learning for individual pupils. These are developed into Personal Learning Goals (PLGs). Progress towards PLGs are recorded on Evidence for Learning (EFL) alongside curriculum assessments.

During learning, pupils are given opportunities to do personalised, specific work on the outcomes in their plans, so that staff and pupils focus efforts on reaching the outcomes in the EHCPs. Goals are reviewed and set regularly. These are linked to learning, communication, emotional well-being and/or physical needs. They may also work on life-skills such as keeping safe or doing a task independently.

Recording

Formal assessment in Core Subjects (English/Communication, Maths and PSHE) is conducted through teacher-led discussion at the end of each term in a Pupil Progress meeting. This is used to generate formal reports to identify school improvement priorities and further are shared with parents/carers and professionals. Progress across all subjects is monitored and evidenced regularly on EfL. We particularly focus on PLGs (personal Learning Goals), WOW moments, and key outcomes as a result of significant learning experiences. On entry to school, we ensure that all pupils have a baseline assessment and re-assess in English and Maths annually.

Assessment takes place daily within lessons in a variety of ways. Assessment opportunities are available through lesson plans to ensure the learning objectives for pupils, tasks, resources and delivery are appropriate. All classes and intervention staff have access to EfL via iPad or laptop.

In addition to tracking progress of our subjects and PLGs on EfL, recording assessment at Yewstock varies depending on what is appropriate for the individual pupil. Some pupils' assessments may be recorded on more than one system for different subjects or areas. Our 'basket' of assessment and monitoring also includes:

- Early years framework
- NELI
- Phonics check
- Statutory Key Stage testing
- Boxall Profiles
- Autism diagnostic tools
- Progress outcomes after interventions
- Read Write Inc.
- Engagement Model
- Exams & Coursework Accreditation

Feedback and marking

All marking for pupils should be positive and purposeful and linked to success criteria. It should be age and/or stage appropriate. The capacity of pupils to engage with feedback will be assessed by teachers and the most appropriate strategies used accordingly (See Appendix).

Feedback will relate predominantly to the learning objective of each task and the expectations made clear to pupils at the start. Feedback may also be given in relation to individual goals. Verbal/visual feedback is a central feature of all lessons and much of this will not be recorded. In-line with a planned programme of in-depth written marking, some verbal feedback will be recorded in detail. Most feedback (in whatever form- see Glossary of Terms) will identify "how" pupils can improve their work.

Impact

Assessment is the process by which pupils, parents/carers, teachers and support staff gain an insight into learning. It is integral to both teaching and learning. Assessment is crucial in recognising progress and planning the next steps and in raising pupils' awareness of what they are trying to achieve.

Assessment is vital in:

- providing individual profiles over time of abilities and needs
- providing evidence for pupil tracking, targeting, grouping and planning
- informing targeting of more able and under achieving groups of pupils
- informing reports to parents
- informing school self-evaluation in the analysis of the effectiveness of teaching and learning

We use outcomes to drive school improvement and enhance teaching and learning across the school. Outcomes analysed termly through progress made from start points and any pupils found not to be on track to make expected progress are identified and an action plan is drawn up by the class teacher to support their future progress.

Reporting

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents/carers and the wider community, serving to support and promote the child's learning.

Reporting to parents/carers

- Annual review reports
- Annual Reports at the end of each academic year
- Informal discussions arising from 'open door' policy
- Discussions in parents' evenings

Reporting to Others

- Relevant supportive evidence is shared with interested parties, e.g. other teachers within school
- School Open Mornings
- Reporting to Governors
- Reporting to wider community; liaising with receiving schools or colleges in order to ensure progression and continuity

Other related policies:

Curriculum Policy
Subject specific policies
Exams Policies
SEN Policy

GLOSSARY OF TERMS

Marking: This is a generic term that refers to any written comments or marks made on a piece of work. This will usually be done by an adult but may sometimes be self or peer marking.

Written feedback: Comments written on work after completion of a lesson and returned to the pupil at a later date.

Recorded verbal/visual feedback: A written record of feedback given to a pupil either verbally or using visual supports during a lesson. This record will be completed either alongside the pupil during the lesson or shortly afterwards. It will endeavour to use the exact words spoken to the pupil or describe the visual prompts given.

Verbal feedback: On-going feedback given to pupils throughout a lesson and not necessarily recorded.

Annotation: A written annotation of work is usually written by adults for adults. It has 3 main purposes:

- To identify the level of support given to a pupil when a task has not been completed independently.
- To describe the learning that has taken place and be informative for future planning purposes. Written annotation is used most frequently in classes with pupils who find it difficult to engage with the feedback process.
- To provide contextualized information and identified evidence in the summative assessment process.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.

Mental Health and Wellbeing Statement:

Yewstock school aims to provide a working environment that promotes and supports the mental health and wellbeing of everyone in our school community.

All school policies are reviewed to ensure that each policy reflects our commitment to the protection and promotion of the mental health and wellbeing of all and that we will strive to improve the mental health environment and culture of Yewstock School.

Promoting and protecting the mental wellbeing of children, families and staff is important for physical health, social wellbeing and productivity. Mental health at Yewstock is relevant to all and everyone can contribute to improved wellbeing.



Appendix

Marking and Annotation Codes



Indicates work that has gone well or has improved



Indicates work that is secure or done exceptionally well



Indicates next steps to be taken and / or agreed with pupil

SPaG – Mark for Success

Positive spelling - tick for correct letters and sounds



Fred Frog - stamp for appropriate pupils up to Yr 3

FS or circle - for missing full stop

CP - capital letters



Annotations

Ind Independent work

P Prompt

1:1 Worked with an adult throughout

HoH Hand over Hand support

CAM Copied Adult Model

(Please share these codes with pupils and adults in your class and put on display.)