



Feedback, Assessment and Marking Policy

We offer a broad and balanced curriculum underpinned by our professional belief that to address the holistic needs of our students, equal importance is given to:

- Academic progress
- Specialist support
- Development of Life Skills

We call Our Philosophy: ASD Model ©.

Our continuous assessment of the students' needs, their engagement with learning and their achievement is vital to making judgement about priorities for their learning and, subsequently, their progress - against their own starting points and against nationally recognised levels of expected rates of improvement and development.

Our work with the students is based on My Plan © - a personalised programme of holistic targets for each of the six terms of the academic year.

My Plan © has five sections:

- Academic Progress targets
- Specialist Support targets
- Development of Life Skills targets
- Tips for supporting learning at school
- Tips for supporting learning at home

Each term, a student, teacher and a parent/carer agree relevant targets and then review progress against them at the end of the term, to inform new targets for the subsequent term.

In between these formal reviews, regular and varied assessment takes place in every learning moment.

Organisation

Assessment, feedback and marking is co-ordinated by the Class Teacher, supported by HLTAs and TAs, coordinated by Key Stage Leader and quality assured by Heads of Departments.

Headteacher receives weekly reports from Heads of Departments and termly Key Stage Leaders' Quality Assurance Reports on the progress of cohorts of students in each of the five Key Stages.

Case studies showing particular successes or interventions for any students whose engagement or progress are below expectations are also shared in Leadership Team discussions.

Every term, leadership reports are shared with the Governors and annually, a self-evaluation document capturing whole school data is shared publically with all stakeholders.

Feedback, Assessment and Marking Strategies

- All staff give students verbal feedback about things they do well and things they need to improve
- For some students, this is reinforced with symbols, objects of reference and reward systems
- Teachers use stickers, stamps and written comments, too – in line with a given student's needs
- Teachers can also use traffic light system of:
Green = student has achieved the learning objectives independently;
Amber = student has required help to achieve the learning objective
Red = student has difficulty or did not achieve the learning objective.
- My Plans © are set and evaluated termly by teachers, students and families.
- Students are also assessed by the teacher against standardised statements of achievement as found in Classroom Monitor, an online recording system featuring the EYFS Framework, P Levels (inc PIVATS), Assessment Frameworks (Key Stage Two and Six) and National Curriculum Yearly Expectations.
- Some students take part in national tests such as SATS, GCSE, BTEC, Open Awards, Functional Skills, Entry Level Certification and ASDAN awards.
- Records of behaviour are also recorded by the class team and can be used to summarise progress or need at regular intervals. This information can then be used to assist in the development of Individual Behaviour Support Plans (IBSP) or in the assessment of need for additional support. My Plans will reflect the needs of individual students and wherever possible children will contribute to their own plan. We use specific programme - CPOMS, to help us gather very specific data when assessing behaviour
- Teachers and learning support staff can also keep informal notes to assist them with collating information about a child
- Students should be encouraged to make judgements about their own success, with staff accentuating the positive as far as possible

Written Marking Guidelines

- It is very important that all pieces of a student's work are marked and feedback is given to the student

- All members of a class team can mark work and make comments on effort, success or give constructive advice i.e. if a piece of work contains many spelling errors, only one or two should be highlighted for correction as it may dent a student's confidence if too many errors are pointed out
- All work should be dated
- If appropriate, when a student has required help this should be recorded using PP for physical prompt, VP for verbal prompt, GP for gestural prompt, to aid the next person working with the child. Staff would need to use their discretion on this matter as some students may not appreciate this type of recording
- Work should preferably be marked using a different colour pen to that which the student has used to make it distinctive

Celebrating Students' Achievement

Celebrating achievement is a vital part of the teaching and learning process at Abbot's Lea School. Immediate specific praise and encouragement is seen as essential to achieving long term success and is used in conjunction with written assessment and marking processes. It is encouraged and promoted through:

- Praise and encouragement to individual students in lessons by class staff
- Stars, written comments and display on/of students' work
- Notes of praise in home/ school link book
- Certificates at the weekly good news assembly.
- Sending students to other classes with examples of good work

Monitoring and Evaluation

Regular monitoring of feedback, assessment and marking by the Key Stage Leaders and Heads of Departments enables the school to self evaluate its practice and make improvements where necessary.