



FEEDBACK, ASSESSMENT AND MARKING POLICY

Rationale

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the *Final Report of the Commission on Assessment without Levels*.

It also refers to statutory reporting requirements set out in *the Education (Student Information) (England) Regulations 2005: schedule 1*.

Principles of Assessment

We offer a broad and balanced curriculum, underpinned by our professional belief that in order 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.

Assessments Approaches

At Abbot's Lea School we see assessment for learning as an integral tool to inform personalised Teaching and Learning.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessments

- All staff give students verbal feedback about all work produced and other achievements made
- Feedback also informs about areas for development and support needed
- For some students, this verbal feedback is reinforced with symbols or objects of reference
- Teachers may use stickers, stamps and written comments, too where it will enhance verbal feedback
- Written feedback will be made on photos and videos uploaded onto Evidence For Learning and will always comment on:
 - What a student learnt
 - Why they learnt it
 - How they learnt it (including the support used)

Effective in-school formative assessment enables:

- **Teachers** to identify how students are performing on a continual basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding and identify areas in which they need to improve
- **Families** to gain a broad picture of where their child's strengths areas for development

In-school summative assessment

- All students will be assessed against their own EHCP targets, which will be plotted each term on a My Plan ©
- EHCP Targets will be evaluated annually at an annual review, attended by the student, their family, the school and external agencies.
- When possible, students will be screened in phonics. This is not as part of the national screening test, but follows the same system. This is to inform personalised planning for phonics
- Where a student is unable to attend, their views will always be sought and represented
- Evidence submitted onto the *Evidence for Learning* app will indicate where a student is secure in a certain piece of knowledge or certain skill

Effective in-school summative assessment enables:

- **School leaders** to monitor the needs of all students and to identify where interventions may be required, including interventions for the Multi-disciplinary Team

- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching so as to inform future planning
- **Students** to understand how well they have learned and where they have areas for development
- **Families** to stay informed about the achievement, progress and wider outcomes of their child across a period

Nationally-standardised summative assessments

- At Abbot's Lea School all students who are able to, will engage with the following nationally standardised tests:
 - Maths Assessments
 - Reading Age Assessments
 - PASS (Students' Attitudes to Self and School) Test

These tests provide a standardised score and suggested areas for development.

- Some students may follow accredited courses such as Functional Skills or Entry Level Certification.

Nationally standardised summative assessments enable:

- **School leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress
- **Teachers** to plan personalised lessons which meet the students' individual needs
- **Families** to understand how students are performing in comparison to students nationally

Collecting and using data

- Abbot's Lea School will gather evidence of learning via photographs and videos to demonstrate progress made in academic studies and the student's development of life skills each week
- These photographs will be shared with families on the *Evidence for Learning* app on a daily basis

The following data capture windows will be used for our in-house and national summative data:

Term 1 - Phonics screening, Reading and Maths tests

Term 2 - PASS tests

Term 3

Term 4

Term 5 - Phonics re-screening, Reading and Maths progress tests

Term 6 – PASS progress tests

Reporting to families

Assessment data will be communicated to families in the following ways:

- Daily - through the Evidence for Learning app
- Termly - through the Review of My Plans ©
- Annually - through the EHCP review
- Annually - through the school's results day in August

Additionally, progress reports will be communicated at the following times:

- Beginning of Term 2 - Phonics screening, Reading and Maths tests standardised results
- Beginning of Term 3 – PASS test results
- End of Term 6 - Phonics screening, Reading and Maths tests standardised results, PASS test results and progress checks

All communication will be available in written format with a consultation window available to explain and explore the information.

**please note that in academic year 2020-21 dates have been modified due to COVID-19 restrictions and the implementation of the Recovery Curriculum*

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all students
- Holding school leaders to account for improving student and staff performance by rigorously analysing assessment data

The Headteacher delegates responsibility to the Deputy Headteacher, who is responsible for:

- Ensuring that the policy is adhered to
- Analysing and Monitoring progress
- Prioritising key actions to address students' needs
- Reporting to governors on all key aspects of student progress

Teachers are responsible for:

- Following the assessment procedures outlined in this policy

Links with other policies

This assessment policy is linked to:

- SEND code of practice: 0 to 25 years

Equality Impact Assessment

The principles of this assessment policy apply to all students

Monitoring the effectiveness of the policy

Review of Procedure

This procedure shall be subject to periodic review and may be changed from time to time.

Management of policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

Document Control

Version	Date	Action
Version 1	May 2020	Creation of new document based on statutory guidance and content of other school policies.
Version 2	December 2020	To communicate with families the way in which they will receive summative assessment information.
	July 2021	Reviewed no changes