



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
- To photos and videos uploaded onto Evidence For Learning, tags or frameworks will be added to explain what the coverage of the learning was

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. EHCP targets will be added to EfL as a framework and evidence will be kept against them in the form of any of the following: photos, videos, comments.
- EHCP Targets will be evaluated annually at an annual review, attended by the student, their family, the school and external agencies.
- Students, if able, will be assessed using a standardised maths assessment
- Students, if able, will be assessed for either their phonics level or their reading age
- At Key Stage 4 and 5, where relevant, students will be assessed for Maths, English and Spelling using the GL assessment PTM and PTE tests.

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

Collecting and using data

- Abbot's Lea School will gather evidence of learning via work in exercise books, photographs and videos to demonstrate progress made in academic studies and the student's development of life skills each week
- Relevant content saved on Evidence for Learning will be shared with families via the *Evidence for Learning* app

Reporting to families

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

- Daily - through the Evidence for Learning app
- Mid-year consultation evening
- End of year via a written report
- Annually - through the EHCP review
- Annually – via examination results

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
Version 3	May 2022	Some changes to include written reports to families twice a year