



## New Perspectives School Assessment, Marking and Feedback Policy

**Policy Type: Education**

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<b>Date approved by ManagementCommittee:</b>	
<b>Signature of Chair of ManagementCommittee:</b>	
<b>To be reviewed:</b>	Annually

### **Qualifying Statement:**

Due to the changing nature of the New Perspectives School cohort, measuring progress across the key stages can be challenging. The small number of learners in all key stages also makes the statistical analysis of trends difficult. Some of the issues faced include:

- Learners coming on roll throughout the whole of the academic year.
- Learners arriving with huge gaps in their knowledge due to disengagement/ absence/ exclusions from lessons
- A wide range of complex individual needs e.g. including behavioral, SEN, and mental health.
- A wide range of home circumstances e.g. some students experience settled home backgrounds whilst others experience extremely traumatic home lives characterised by alcohol, drug abuse, domestic violence, criminality and mental health issues. A number of students are in Local Authority Care.

In short, for some students even a very small amount of academic progress over a period of time can be nothing short of miraculous where, for others, the same amount of progress would be deemed as unsatisfactory.

At New Perspectives School, the collection and storage of assessment data is managed using the assessment database on Arbor.

### **Aims of the policy**

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- To provide clear guidelines on the school's approach to assessment.
- To establish a coherent approach to assessment across all departments.
- To provide a system that is clear to learners, staff and other stakeholders.

Types of Assessment used in the New Perspectives School:

#### **Summative assessment**

Provides a snapshot of attainment at the end of a unit, term, year group, key stage or when a learner is leaving the school. It makes judgments about a learners' performance in relation to national standards.

#### **Formative assessment**

Assessment for Learning is the day-to-day ongoing assessment to enable teachers to identify the next steps in a child's learning and to enable learners to have greater involvement and responsibility for their own learning. Key strategies used to ensure good formative assessment takes place include observation, discussion, questioning, paired response work and quality marking.

#### **Diagnostic**

Diagnostic assessment helps to identify a learner's strengths and areas for development. We use outcomes from assessments to plan future work and to identify groups of children who need support. This process also helps us with our target setting and to reflect on teaching and learning strategies which we use.

## Assessment for Learning

<b>Strategy used</b>	<b>How and when</b>	<b>Purpose</b>
Learning Objectives	Learning objectives can be tracked to objectives in medium-term plans and are shared with learners at the beginning of lessons and clearly separated from the explanation of the activity	Clarify the Learning Objective.  Give learning a clear focus
Success Criteria	Learning Outcomes are shared, discussed and agreed with learners.	Clarify the learning outcome. Set expected standards
Live feedback *	Work discussed with learner in the lesson, improvements made as they are pointed out, modelling of skill by staff	Immediate impact on standards, better understanding from learners
Feedback and Marking (Codes to be in books and displayed in classrooms)*	Oral and written feedback, linked to learning objective is focused on the shared learning objectives of the lesson Use of 'Think Pink' marking to create an ongoing dialogue between teacher and pupil and addressing misconceptions and providing challenge for pupils. WWW/EBI should be used at the end of each unit of work, encouraging learners to respond to feedback.	Providing verbal and written comments on how learners can improve their work and make progress towards their personal targets.
Observation	Ongoing observations watching, listening and talking.	To inform AFL, creating bespoke curriculum to take account of interests of learners, to record thoughts/ opinions/ ideas
Questioning	Teachers encourage, trigger and sustain verbal dialogue, targeted questions used to engage reluctant learners Use of higher order questioning – 'tell me, show me, explain to me'.	To enable learners to become independent learners.
Self / Peer Assessment	During lessons, learners are expected to reflect on what they have learned and what they need to do to improve. Learners are encouraged to assess each other's work and to provide fair and helpful feedback (when appropriate)	To be reflective and able to self-assess, to have a voice in their own learning, to share ideas with peers

Talking Partners	The educational environment gives learners the confidence to verbalise partially formed thinking and constructively challenge each other's ideas	Development of AFL skills, develop ability to verbalise successes and areas for improvement, to become more reflective learner
Target Setting	Teachers use an appropriate range of data to baseline learner performance, set targets and judge processes. Targets are shared with learners	To ensure progression towards curricular targets. To ensure learners are aware of their targets and how to meet them

### **Baseline Assessment:**

At New Perspectives School there is an enormous emphasis on 'knowing' the students. This information gathering is done in a number of ways:

- Induction interview with parents, students, and home school staff
- Reading age / Spelling age
- Maths and English baseline assessments
- Pupil Attitudes to Self and School
- Close observations of standards/ gaps in knowledge over the first 2 weeks
- Highlighting of progression
- Marking of tasks/ activities

The induction process and the assessment data collected provide the information that enables us to place each learner in the learning group with the most appropriate programme of study. Social needs can also be catered for based on any prior knowledge of the learner and their attitude to learning on entry. During the induction process and period, the entry assessment data collected is used to draft support plans for every young person at the school. Targets are set with the support of the SENCO and the Pastoral Lead before being amended and finalised with the learner and her/ his parent/carer. Throughout secondary, learners are placed in mixed ability classes therefore whilst assessment data is collected from baseline assessments this does not determine their learning group.

### **Ongoing assessment and tracking:**

Tracking involves systematically building a picture of the progress that each child or group of children makes along their expected learning path. At New Perspectives School we use entry assessment data, ongoing academic and social assessment to track learners' progress. This information is used by all members of staff to inform teaching and learning and allow for bespoke interventions. This information is provided to parents/carers to inform them about children's progress on a termly basis during. In addition, there is a key focus on establishing a framework that is woven throughout all key stages to create and strengthen pathways for continuous progression. This consistent approach allows individualised learning and opportunities for learners to succeed with a tailored curriculum.

### Expected Levels of Progress

At New Perspectives School there is an expectation that learners will progress at the same rate as their peers in mainstream schools. Learners are expected to progress in English, Mathematics and Science and between each Key Stage, Learners are expected to make a grade or programme of study worth of progress for each academic year. However, all learners are treated as individuals, and we recognise and understand that low ability learners may not make the expected levels of progress. In cases where expected progress is not made, where possible a bespoke intervention should be planned, either in class or with dedicated intervention of a mentor. We are also aware that there is a significant link between learner mental health and wellbeing and the impact this has on progress, confirmed by a report published in 2014 by the Public Health, England, the Link between health, wellbeing and learner attainment.

Learners struggling with their mental health will be offered 1:1 sessions with our therapeutic mentor.

### Target Setting

Curriculum targets will be set and informed by teacher data tracking and assessments, these will then be shared with staff, learners, parents and carers on a termly basis. Targets should be shared in or on the front of learner's books. Primary targets will be set for the end of each full term and secondary targets will be for the end of the academic year.

Where targets are not met, this will be discussed through data challenge conversations and learners who are highlighted will be provided with an appropriate intervention plan which will be written and followed to support individuals or groups of children. Where possible, individual interventions will take place during non core lesson time, before school, at break and lunchtimes or after school. The curriculum will also be adapted to accommodate any highlighted whole class weaknesses.

### Record Keeping

A variety of assessment evidence is collected to form the basis of assessment records which are in turn used for a range of purposes.

Teachers are responsible for ensuring all children have data for all subjects. Teachers will be responsible for ensuring this data is accurate and provided by the deadline given. Data will be inputted into the school MIS, Arbor, on a half termly basis. This data will be quality assured by members of the leadership team.

Reporting to parents and carers

Parents and carers are informed of their child's progress through;

- Termly reports, sharing results and new targets with parents/ guardians Regular reviews, with SENDCO, teachers and parents/guardians
- Regular phone contact with parents/ guardians
- EPEP for Cared for children
- Reintegration meeting with parents/carers

### **Other reporting mechanisms:**

Due to the vulnerability of the learners who attend the New Perspectives School, data collection and reports may be asked for multi-disciplinary team meetings. For example, a looked after child review, EPEP or a CIN panel, a Child Protection Meeting or as evidence for an EHCP. All staff are expected to contribute to the writing of such a report where appropriate.

### **Monitoring and Review**

How we monitor and review the effective use of assessment at New Perspectives school:

- Book scrutiny
- Planning scrutiny
- Learning walks
- Discussion involving children
- Discussions with parents/carers
- Lesson observations
- Monitoring of progression
- Monitoring use of data to inform planning
- Progress checks on a half termly, highlighting focus students
- Monitoring use of targeted interventions and their impact
- Monitor use of AFL to ensure accelerated progress for all
- Impact on summative assessment results
- Continual CPD on moderation of assessment
- Quality Improvement Schedule

### **Analysis of Data:**

Data collected is used to highlight where bespoke targeted interventions can be most effective for individual children and vulnerable groups. Data is used by individual teachers, key stages and the Leadership Team. Analysis and subsequent reports are shared with a variety of audiences including Governors, parents/guardians, OFSTED and the Local Authority. A full data report is produced at the end of each full term.

### **Continuing Professional Development (CPD) of Staff**

All staff regularly participate in training sessions designed to help them understand effective assessment and its role within good and outstanding teaching. As part of Teaching Standards staff are expected to have an effective understanding of the different forms of assessment.

## **Roles and Responsibilities**

### **The SLT are responsible for:**

- The writing and implementation of this policy and ensuring all assessment procedures are consistently applied in accordance with agreed School Policy
- Analysing all learner assessment data to inform focused whole school planning and targets
- Ensuring standardised teaching records are accurate and up to date
- Sharing relevant information with staff.
- Continually updating the curriculum offer to ensure learners needs are met
- Providing regular training on the gathering and effective use of data

### **The SENCO is responsible for:**

- Maintaining the SEN register
- Coordinating individual support
- Advising staff of appropriate support strategies
- Initiating and managing statutory assessment
- Managing statutory annual reviews
- Reviewing learner records received from mainstream schools
- Sharing relevant information with staff
- Ensuring individual support plans are current, relevant and quality controlled

### **Subject teachers are responsible for:**

- Implementing the agreed assessment procedure
- Setting individual targets against baseline information
- Planning engaging lessons, to target gaps in learning
- Continually referring to progression lines when planning lessons/schemes of work
- Keeping progression lines up to date with the appropriate term colour
- Ensuring support is provided for targeted interventions
- Maintaining accurate records of learner attainment
- Reporting learner progress to parents/guardians
- Writing quality support plans, individual to learner's needs

### **What staff should take from this policy:**

- Assessment is an integral part of the learning process.
- New Perspectives School undertakes a considerable number of baseline assessments to ensure that effective learning and behavioural interventions can be accessed in a timely manner.
- Academic assessment takes place on a half termly basis.
- Staff will be asked to accurately record and report on academic, social and emotional progress to parents/guardians and governors.



**This policy should be used in conjunction with:**

- The teaching and Learning Policy

## Appendix A - Key stage 2 marking codes 2023/2024

A copy of this should be displayed in classes, and in all books

### How will my work be marked?



What I thought you did well



What you could do to improve your work next time.



I've looked at your work and its fine and completed correctly.



Discussed in class, class discussion



Have another look here, what



is wrong? We marked this



together during the lesson



This is what you said during the lesson

You worked alone/ with a TA/ Teacher today



Fantastic work! You win a sweet

**KS2 Pen colours:** Green- Teacher marking      Purple- Response to marking and editing

## Appendix B - Key stage 3 marking codes 2023/ 2024

A copy of this should be displayed in classes, and in all books

### How will my work be marked?



What I thought you did well



What you could do to improve your work next time.



I've looked at your work and its fine and completed correctly.

SP

Check your spelling here

DC

Discussed in class, class



discussion Have another

look here, what is wrong?

PA

Peer Assessment: This means a friend marked your work

SA

Self Assessed: I assessed my own work



Discussion in class: You talked about this work in class with a teacher/other adult/peer and made immediate improvements



TA assisted: This means that you worked with an adult other than your teacher on this work



Teacher Assisted: This means you worked with a teacher on this work



Fantastic work! You win a sweet

**KS3 Pen colours:** Green- Teacher marking Pink – action to be completed  
Purple- Editing/ response to marking

## Appendix C- KS4 marking codes

A copy of this should be displayed in classes, and in all books



Discussion in class: You talked about this work in class with a teacher/other adult/peer and made immediate improvements



What I thought you did well



What you could do to improve your work next time.

**SP**

Check your spelling here

**OA**

adult on thiswork

This means you worked with a teacher or other

**PU**

Check your punctuation here

**GR**

Check your grammar here

**Highlighted  
text**

Have another look at this bit

**KS4 Pen colours:** Green- teacher marking Pink – Action Required Purple- Response to marking