

# **Assessment, Recording and Feedback Policy**

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## **Our Core purpose**

To prepare students for their life journey enabling them to reach their potential to be confident, independent, thoughtful and ambitious young adults.

## **Assessment intent: Child centred progress**

Assessment at CMS reflects our high expectations to prepare our students for their life journey with ambitious, child centred progress at the core.

Every student at our school will have different starting points and will make progress at a different pace academically and socially in comparison to their peers in a mainstream setting.

As a result, we have developed the 'Meadow Pathway' which measures progress at all levels capturing small step progress up to recognised external qualifications. Our ['Meadow Pathway'](#) has an ambitious end point in mind and works towards that potential for every child.

We recognise that progress is both academic and holistic and as such progress towards EHCP targets is carefully tracked to provide a personalised picture of the progress a child is making in the following areas:

- Supergoals (personal ambition goals)
- Education/ Training and employment
- Independent Living skills/ Housing
- Promoting good health and wellbeing
- Independent interaction/ Community and Transport

Both academic and EHCP progress measures are important and recognised as providing a sound foundation for preparing students for their life journey, enabling them to reach their potential to be confident, independent, thoughtful and ambitious young adults.

## **Assessment implementation: Meadow Pathway**

The 'Meadow Pathway' is constructed of 26 stepping stones which provide an incremental growth path of skills, knowledge and understanding.

Subject curriculums have been created to prioritise not only progression towards L2 qualifications, but also skills for life and independence. This is reflected in the Pathway level descriptors.

Within the first term at Cleeve Meadow school, baseline assessment is undertaken through a range of child centred methods to gain an understanding of entry level ability. Students enter the Pathway at different starting points and they begin their progression journey.

## **Curricular targets**

Assessments inform learning objectives in lessons across curriculum areas including all foundation subjects. The Meadow Pathway has a set of level descriptors for each letter and following teacher assessments, students are provided with a target from the next level (letter) to work towards in order to make progress. These are written on the front of each subject book each term.

Progress across the curriculum is reported to parents/carers in an annual report

## **Recognising achievement**

To capture the wide range of achievement across key stages, progress is measured via:

- Annual review of EHCP targets
- Teacher assessment
- Formative assessments such as low stake quizzes
- Written and spoken assessments
- Tracking through STAR reading and Maths testing processes
- Qualification assessment criteria
- Formal public examinations where appropriate
- Online assessment tools such as TSS touch typing program and Freckle (RL)

## **Assessment impact:**

Over time the pace of progress will vary for some students and across subjects and personal development areas.

Whilst we recognise that child centred progress in our setting is not linear or evenly paced, our ambition is for each child to make two letters of progress in each subject each year.

Subjects and personal development progress areas are linked to the individual profile of the student leading to:

- Personalised flight paths towards formal accreditations and qualifications
- Personalised EHCP targets which are reviewed annually and updated where required
- Individualised interventions to support progress

## **Implementation**

### **Reading Progress**

Progress in reading skills is measured through the Accelerated Reader programme. Students undertake daily reading either independently or with a member of staff and quiz themselves on their understanding of the text each time they finish a book. The

Accelerated Reader programme provides a comprehensive set of reports revealing how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. The STAR reading test is administered 3 times a year to track growth and improvements in reading ages.

### **Formative Assessment**

Formative assessment is ongoing throughout the day in lessons and recorded in accordance with the marking and feedback policy. Cleeve Meadow follows the 10 guiding principles of 'Assessment for Learning' which can be found in Appendix 1. Formative assessment is used to plan subsequent learning in line with the school Teaching and Learning Model. Teachers will mark work using a pink pen for praise where work has been completed to a good or above standard. Teachers and Teaching Assistants will use a green pen for 'growth' indicating further answers or corrections required by the student to demonstrate and practice. This feedback will often be live marking and students will be expected to respond straight away. Time will be given in the lessons where required for students to respond to these prompts and students will respond in purple pen in order for their responses to be easily identifiable.

### **Summative Assessment**

Summative assessment will take place three times a year within assessment weeks. Assessment week is an opportunity to focus on the small step learning that individual students are making. We recognise that many of our students did not respond well to formal testing and can find the assessment process troubling and the school will take every step to support the student through this process. Assessment week does not replace lessons or the good practice that already happens with formative assessment, marking and feedback. It is a chance to step back and complete detailed observations of student achievement and progress to inform termly pupil progress meetings.

### **Moderation**

Internal moderation occurs at least once per term for core subjects and twice per year for foundation subjects. External moderation is offered at least twice per year with other special schools.

### **Monitoring and Quality Assurance of Assessment and Progress**

Leaders will monitor the progress of students within termly book looks and discussion with students about progress. Progress is analysed termly at the end of the Academic year. Leaders will also monitor the quality of progress over time through the monitoring of planning (including teacher reflections) learning walks, work scrutiny and lesson observations and through talking to students about their progress. Students who are identified as not making progress are highlighted for interventions. At Cleeve Meadow School we work hard to ensure that any gaps in progress are identified and closed.

Leaders will also use monitoring and QA processes to provide ongoing training and support for teachers and their staff teams and to evaluate the effectiveness of the assessment systems.

Leaders will analyse summative data and compile reports that track the progress of individuals, groups and the whole school. These will be made available to Governors.

**Linked Policies and Documentation:**

Teaching and Learning Policy

## **Appendix 1. THE TEN PRINCIPLES OF ASSESSMENT FOR LEARNING**

Assessment for learning should be part of effective planning of teaching and learning.

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Assessment for learning should focus on how students learn. The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

Assessment for learning should be recognised as central to classroom practice. Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for learning should be regarded as a key professional skill for teachers.

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should take account of the importance of learner motivation. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed for effective learning to take place.

Learners need to understand what it is they are trying to achieve and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve.

Learners need information and guidance in order to plan the next steps in their learning. Teachers should; pinpoint the learner strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed and provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing. Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should recognise the full range of achievements of all learners.

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised. We believe that effective assessment provides information to improve teaching and learning. We give our students regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each student. We inform parents about their child's progress through the Annual EHCP review and detailed annual reports. We also share progress graphs at parent conversation meetings. We strive to ensure that teachers, students and parents are all working together to raise attainment and achievement for all of our students.