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|----------------------------|---------------------------------------|--|----------------|-------------------------------------|------------|--|
| Policy Focus | Assessment and Feedback policy | | | | | |
| Lead Policy Holder | Lewis Harben | | | | | |
| Designated Director | Mark Escott | | Judith Johnson | <input checked="" type="checkbox"/> | Rob Gasson | |
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| Review Date | March 2023 | | | | | |

School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

Contents

1. **Statement of Intent for this Policy**
2. **Statutory / Legislative Basis**
3. **Links to Other Related Policies**
4. **Assessment and Feedback in Practice**
5. **Implications for Stakeholders**
6. **Relevant Data Sets / Metrics**
7. **Relevant Resources**
8. **Appendices (Embedded / E.Links)**

1. Statement of Intent for this Policy

Our vision and approach is to utilise our specialist knowledge to identify, create and develop a an assessment system to track on-going progress. Students will be assessed, made aware of exactly where they are in their learning journey and will be provided with clear feedback relating to their next steps in learning - a fundamental for high quality learning.

We have a clear strategy for supporting students with differing abilities as recognised in the Student Progress Assessment Folders. This means that we can track progress and ensure that feedback is meaningful, manageable and motivational.

2. Statutory / Legislative Basis

National Curriculum (2014)

Teachers' Standards (2011)

Ofsted Education Inspection Framework (EIF) (2019)

3. Links to Other Related Policies / Procedures

This policy sits within the Teaching and Learning Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include our:

- Curriculum Strategy
- Learning and Teaching Policy
- Offsite and Adventurous Activities Policy
- Risk Assessment Procedures
- Special Educational Needs and Disabilities Policy
- Assessment Policy & Procedures

4. Assessment and Feedback in Practice

How we assess pupil progress

Our Student Progress Assessment Folders have been designed to measure and track the aspects of learning we feel are most pertinent to our cohort of students. They are:

- Reading
- Writing
- Mathematics
- Emotional Development
- Skills for Life

We use these five strands for all students in Keystage 1, 2 and 3. At Keystage 4 we continue to assess using the Emotional Development and Skills for life strands but assess other subjects using exam board standards. For example, GCSEs are assessed using a numerical grade and BTECs using Pass, Merit and Distinction.

Our assessment strands for Reading, Writing and Mathematics are based on the 2014 National Curriculum expectations. The Emotional Development and Skills for Life strands have been developed by our teachers and therapists.

There are 11 milestones, each one covering a recognised year group from primary through to secondary.

| Milestone | Age | NC Year |
|-----------|-----|---------|
| 1 | 6 | Yr1 |
| 2 | 7 | Yr2 |
| 3 | 8 | Yr3 |
| 4 | 9 | Yr4 |
| 5 | 10 | Yr5 |
| 6 | 11 | Yr6 |
| 7 | 12 | Yr7 |
| 8 | 13 | Yr8 |
| 9 | 14 | Yr9 |
| 10 | 15 | Yr10 |
| 11 | 16 | Yr11 |

Within each milestone, progress is tracked by assessing student ability against a list defined performance descriptors. In order to differentiate progress within a milestone, each milestone has six steps within it.

Steps of progress

| | |
|-----------------------------|--|
| Emerging and Emerging + | When a pupil displays some of the knowledge and skills within that milestone |
| Developing and Developing + | When a pupil displays most of the knowledge and skills within that milestone |
| Achieving and Achieving + | When a pupil consistently displays the skills and knowledge within that milestone and is beginning to display some of the skills and knowledge of the next |

Progress is formally tracked each term and every year. We define our progress as:

| | |
|-----------------------------|---|
| More than expected progress | More than 3 steps of progress within an academic year |
| Expected progress | 3 steps of progress within the academic year |
| Less than expected progress | Less than 3 steps of progress within an academic year |

We recognise that students do not necessarily progress with a linear improvement. For example, a student may make 0 steps of progress one term and 3 the next. We analyse performance carefully, with an understanding of where the student is within their life journey.

In addition to our Student Progress Assessment Folders, we also use STAR Reading and Maths to measure progress in these areas, and the Schonell assessment to measure progress in spelling. Assessments associated with the Read Write Inc. programme are used to inform practice in this area of the curriculum.

Members of our Multi-Disciplinary Team will conduct specialist assessments in line with their area of expertise e.g. Speech and Language or Occupational Therapy

Feedback

What is feedback?

Feedback is the dialogue which enables pupils to know how well they are working, what their strengths are and how to improve.

Why do we provide feedback?

We provide feedback to:

- Demonstrate whether the learning objectives have been achieved
- Clear misconceptions or move learning forward
- Develop self-confidence by raising self-esteem
- Provide opportunities for self-assessment

By providing written feedback, teachers demonstrate to pupils that their efforts are valued and it enables them to think positively about their work, giving additional purpose and motivation. If work is left unmarked, pupils may lose interest and not produce work to the best of their ability. Parents could also assume that unmarked work has not been looked at. Consistently high standards of presentation and content must be sought at all times at School for Inspiring Talents; pupils should be encouraged to take pride in their work.

When do we provide feedback?

We provide feedback:

- In the lesson while the learning phase is in progress. This could be in the form of verbal feedback or written if appropriate.
- After completion of the session in the form of written feedback, while the work is still fresh in the pupil's mind.

How do we provide feedback?

All pieces of work are marked with an incisive and purposeful comment against the learning objective in the format of WWW (what went well) and EBI (even better if). See written feedback schemes below. In enabling teachers to work effectively according to their own professional style, support staff may also provide written feedback. We professionally tailor individualised feedback according to students' emotional development based on information held.

Pupils' self-assessment

Pupils' self-assessment is embedded in the feedback process at School for Inspiring Talents. During the learning phase, pupils are encouraged and supported to assess their own progress against the learning objectives; this reflection is a central element of our practice. The manner in which students feedback to staff can be varied e.g. speech bubbles, self-assessment stickers, verbal etc.

Correction of spelling

In work where there are many incorrect spellings, careful professional judgement is required to determine how many to correct and the manner in which they are corrected, so that pupils are not demotivated. We consider the potential negative impact that correcting too many spellings could have on a pupil’s confidence and self-esteem.

Written feedback schemes

The feedback scheme below must be stuck on the inside cover of exercise books and on the wall within each teaching space to provide pupils with regular opportunities to familiarise themselves with them.

| | |
|---|--------------------------------------|
|  | Error or omission (for UKS3 and KS4) |
| ✓ | Correct or affirmative tick |
| WWW | What went well |
| EBI | Even better if |

Our pupils’ needs

As a result of our students’ past experiences, both personally and educationally, it is imperative that the manner in which we assess and provide feedback is bespoke and personalised to their needs. Our ethos is centred on helping students achieve an outstanding level of education based on their individual situation. At a level appropriate for their emotional and cognitive development, we involve students in the assessment process, this may be by sharing their targets in specific curriculum areas or by giving them a degree of ownership of their Student Progress Assessment Folders.

How we involve our pupils’ parents, carers and/or guardians

Just as we value the importance of involving pupils in the assessment process, we also communicate regularly with the families of our pupils. This communication may take the form of a phone call or a message on Class Dojo, but will always link to the progress that the student is making in any number of our assessment strands. Furthermore, when we meet with students’ families at Consultation Evenings, our class teachers will share Student Progress Assessment Folders to demonstrate the specifics of progress made.

5. Implications for Stakeholders

It is the Director's role to monitor and review this policy and its practice through the Operational School Improvement Plan.

| | |
|------------------------------------|---|
| Board of Directors | Ensures that all staff are provided with the school's Assessment and Feedback Policy. Receives termly reports on assessment and issues from the Executive Principal. Observes the policy in action via their regular scheduled portfolio visits. |
| All Staff | It is the responsibility of all staff to follow the agreed ways of working as outlined in this policy. All staff should apply this policy on a daily basis, personalising and individualising its implementation to meet the specific needs of our pupils. |
| Designated Specialist Staff | Classroom teachers will ensure that, where appropriate, Student Progress Assessment Folders and other assessments are shared with students so that they are aware of the progress they are making. The Executive Principal will act as a moderator for all school site assessments - drawing on external validation where applicable. |
| Students | This policy ensures that students understand the progress that they are making, but also the areas that they need to focus on in order to make further progress. |
| Families/Carers | This policy will provide clarity for families/carers as to the school's approach to assessing their child and providing feedback. Its outcome will be used to inform the regular progress reports for parents/carers. |
| Referring LAs | This policy will provide referring LAs with details around how the school assess and provide feedback to students, which will enable them to make appropriate referrals. |
| Contractors | n/a |
| Visitors | n/a |
| Agencies | This policy will provide external agencies and referring Local Authorities with information about how we assess and feedback to students, provide baselines and progress trends and allowing them to use our internal assessments to inform support and decisions. |
| Schools | Information gathered will be used in any transfer scenarios or reintegration plans for individual students as applicable |

6. Relevant Data Sets / Metrics

Head of School reports for inclusion in the termly Executive Principal reports to the Board of Directors

Student Progress Assessment Folders

Internal Records

7. Relevant Resources

'A Marked Improvement?' A review of the evidence on written marking. (EEF, 2016)

Marking and other myths (OFSTED, 2016)

Internal School use Recording Sheets

Class Dojo

SchoolPod

8. Appendices

| Title | Title | Title | Title | Title |
|--|--|--|--|--|
| National Curriculum (2014) | Teachers' Standards (2011) | OFSTED Education inspection framework (2019) | A marked improvement? A review of the evidence on written marking. (EEF, 2016) | Marking and other myths (OFSTED, 2016) |