Assessment, Marking and Feedback Policy

Date:	September 2019
Date approved by Management Committee:	
Signature of Chair of Management Committee:	
To be reviewed:	Annually

Qualifying Statement:

Due to the changing nature of the Link 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 having a short stay, eg. 12 week placement
- Learners arriving with huge gaps in their knowledge due to disengagement/ absence/ exclusions from lessons
- A wide range of complex individual need e.g. including behavioral, spld, mld, SEN, mental health and addiction issues.
- 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 significant 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 The Link School, the collection and storage of assessment data is managed using the assessment data base.

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 Link School:
Summative assessment
Provides a snapshot of attainment at the end of a unit, term, year group, key stage or when a pupil is leaving the school. It makes judgments about a pupils' 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 pupils' learning and to enable pupils 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 pupil'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

Strategy used	How and when	Purpose
Learning Objectives	Learning objectives can be tracked to objectives in medium-term plans and are shared with pupils 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 pupils.	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 WWW/EBI should be used at the end of each week	Providing verbal and written comments on how pupils can improve their work and make progress towards their personal targets.
Observation	Ongoing observations watching, listening and talking	To inform APP, AFL, creating bespoke curriculum to take account of interests of children
Questioning	Teachers encourage, trigger and sustain verbal dialogue	To enable pupils to become independent learners.
Self / Peer Assessment	During lessons pupils are expected to reflect on what they have learned and what they need to do to improve. Pupils are encouraged to assess each other's work and to provide fair and helpful feedback	To be reflective and able to self-assess, to have a voice in their own learning, to share ideas with peers
Talking Partners	The climate for learning gives pupils 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 a more reflective learner
Target Setting	Teachers use an appropriate range of data to baseline pupil performance, set targets and judge processes.	To ensure progression towards curricular targets.

* See appendix A/B/C for marking codes/ feedback expectations

Baseline Assessment:

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

- Passport received from school
- Induction interview with parents, students and home school staff
- PASS
- Reading age / Spelling age.
- Maths and English baseline assessments
- Close observations of standards/ gaps in knowledge over the first 2 weeks
- Highlighting of progression lines

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. Induction tutors use the entry assessment data to draft **Support Plans** for every young person at the school. Targets are set with the support of the SENCO and the Induction Tutor before being amended and finalised with the learner and her/ his family.

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 The Link School we use entry assessment data, progression lines, and The Prism Tracking Tool to track learners' progress. This information is used by all members of staff to inform teaching and learning, and allow for bespoke intereventions. The information is provided to parents to inform them about children's progress on a termly basis during Home/School Reporting days.

Expected Levels of Progress at Key Stage 2, 3 and 4.

At The Link School there is an expectation that pupils will progress at the same rate as their peers in mainstream schools. Pupils are expected to progress in English, Mathematics and Science 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. We are also aware that there is a significant link between pupil mental health and wellbeing and the impact this has on progress. This is through our own data analysis but has also been confirmed by a report published in 2014 by the Public Health, England, the Link between health, wellbeing and pupil attainment.

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Target Setting

Curricular targets will be set and informed by Prism data tracking system and teacher assessments these will then be shared with staff, pupils and parents on a termly basis. Targets should be shared in the front of learners books.

 Where targets are not met an appropriate intervention plan will be written and followed to support individuals or groups of children. Individual interventions will take place during tray/early work time. The curriculum will 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.

Each class teacher will be provided with an assessment table at the start of each assessment cycle. 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 tracking system on a half termly basis. This data will be quality assured by members of SLT and externally by School Improvement Officers from Sunderland LA.

Reporting to parents and carers

Termly home visits, sharing results and new targets with parents/ guardians
Regularly SA reviews, with SENDCO, teachers and parents/guardians
Regular phone contact with parents/ guardians
PEP for LAC children
Daily home/school diaries
Reintegration meeting with parents and home school before returning

Other reporting mechanisms:

Due to the vulnerability of the learners who attend the Link School, data collection and reports may be asked for multi-disciplinary team meetings. For example, a looked after child review or a CAF 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 the link school:

- Book scrutiny
- Planning scrutiny
- Learning walks
- Discussion involving children

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- Discussions with parents
- Lesson observations
- Monitoring use of progression grids
- 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 CDP on moderation of assessment
- Via events on the SEF calendar

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; parents/guardians, schools/academies, management committee, OFSTED and the Local Authority.

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 HLTA and 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 pupil 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 pupil records received from mainstream schools
- Sharing relevant information with staff
- Ensuring individual support plans are current, relevant and quality controlled

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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 pupil attainment
- Reporting pupil 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.
- The Link 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 as per the SEF Calendar.
- Staff will be asked to accurately record and report on academic, social and emotional progress to parents/guardians, other school/academies as well as other stakeholders.

This policy should be used in conjunction with:

- The teaching and Learning Policy

- The Staff assessment handbook

Appendix A - Key stage 1 marking codes

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

Live marking

You worked independently to complete this task

You can make your work even better next time by doing this

You worked with an adult to complete this task

I've looked at your work and it is fine and completed correctly

Fantastic work! You win a sweet!

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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

O   Have another look here, what is wrong?

PA   Peer Assessment: This means a friend marked your 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 you teacher on this work

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

Fantastic work! You win a sweet

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
work This means you worked with a teacher or other adult on this

PU Check your punctuation here

GR Check your grammar here