ASSESSMENT

POLICY

Policy Number	V1
Date Created	July 2022
Owner	Principal

Version	Comments/amendments	Name	Date
1.0	Issue July 2021	Ross Banks	July 2021

Contents:

1	**Introduction**
2	**Statutory and Legislative Basis**
3	**Assessment and Feedback in Practice**

1. Introduction

Our vision and approach are to utilise our specialist knowledge to identify, create and develop 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. Assessment & Feedback in Practice

How we assess student 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
- SEMH Development

We use these strands for all students in Key stage 1, 2 and 3. At Key stage 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 SEMH Development strand have been developed in collaboration with MindMate curriculum.

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 student displays some of the knowledge and skills within that milestone
Developing and Developing +	When a student displays most of the knowledge and skills within that milestone
Achieving and Achieving +	When a student 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.

Feedback
What is feedback?
Feedback is the dialogue which enables students 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 students 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, students may lose interest and not produce work to the best of their ability. Parents/Carers 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 Phoenix Bay School; students 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 student'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.

Students' self-assessment
Students' self-assessment is embedded in the feedback process at Phoenix Bay School. During the learning phase, students 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. 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 students are not demotivated. We consider the potential negative impact that correcting too many spellings could have on a student'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 students 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 students' 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 students' parents, carers and/or guardians

Just as we value the importance of involving students in the assessment process, we also communicate regularly with the families of our students. 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 Parents/Carers evenings, our class teachers will share Student Progress Assessment Folders to demonstrate the specifics of progress made.

Author	Ross Banks
Document Title	Assessment & Feedback Policy
Date Reviewed	July 2021
Next Review Date	July 2022