



PHOENIX BAY

| Policy Focus | Assessment and Feedback Policy 2022 |
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| Designated Advisory Board | Ann Morrissey |
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1. Introduction

At Phoenix Bay the key purpose of assessment is to provide ongoing information about each student's individual progress, learning and development in all areas of the curriculum. It is an integral part of an interactive learning process and is embedded in day-to-day practice where we are continuously assessing, adapting teaching and the learning tasks for each student and providing feedback to improve student learning.

Essentially assessment is used:

- to inform planning so it is personalised to match to each student's stage of learning and development and progress;
- as a diagnostic tool to inform and personalise the learning priorities for the learner;
- to celebrate pupil progress and document the journey of learning and the path towards independence;
- to set challenging personalised targets to identify the academic and holistic progress;
- to enable the student to progress;
- to support student in recognising how to progress in identifying next steps.

Assessment for learning

AfL is embedded in day-to-day classroom practice as a means of continuously assessing knowledge, informing teaching and providing feedback to improve student learning. Every teaching and learning task or activity will offer assessment opportunities.



Strategies will include effective questioning techniques, quality feedback, self-assessment and peer assessment.

At Phoenix Bay AfL in the classroom will:

- encompass both assessment of and assessment for learning
- consider all the opportunities there are to use assessment to improve teaching and learning;
- encourage students to focus on their own progress in terms of their improvement rather than comparing themselves with others

- provide feedback so that students know how to improve by identifying what they need to learn or the skills they need to develop
- make sure that students recognise what progress they have made and understand they have done this a result of their own efforts
- provide students with opportunities to discuss learning objectives and success criteria and to reflect and talk about their learning, progress and next steps

The teacher will:

- plan to ensure all students' learning needs are being met
- plan using learning objectives from the National Curriculum or examination board specification, depending on the year group and stage of the student
- ensure that students understand what is expected of them by making learning objectives and success criteria explicit
- break down success criteria into a series of small steps so that students can demonstrate progress
- engage students in rich questioning, allowing 'thinking' time
- provide feedback, oral and written, identifying strengths and the next steps for improvement
- promote student involvement in self and peer assessment

Impact on learning and the learner:

Students will:

- know what to do to improve
- have high aspirations for themselves
- know how they have been successful and what to do next
- gain confidence, motivation and self-esteem as a learner
- make progress
- increase their awareness and understanding of their own learning strengths and how they learn best
- improve their ability to self-assess and receive feedback from adults and peers

Assessment evidence

This will include:

Students' work in books and portfolios
Questioning and discussions
Speaking and listening activities
Observation notes
Photographs
Specific assessment tasks

Feedback

Oral and written feedback will:

- ensure that students know how to improve by identifying what they need to learn or the skills they need to develop
- make sure that students recognise what progress they have made and understand they have done this a result of their own efforts

Written feedback in books and observation notes will be recorded using green ink.

For each learning task and activity written feedback will consist of a summative statement and next steps.

Feedback will focus on improvement and next steps linked to learning objectives and success criteria.

Engagement and outcomes will be rewarded by 'ping-pings'.

2. Assessment overviews

Every half term, each curriculum area, there will be a differentiated assessment overview in each students' books or portfolio identifying the learning objectives and success criteria to be covered.

Assessment evaluations

At the end of each half term there will be a review of each student's improvement and progress in each curriculum area. Attainment will be recorded on the appropriate assessment sheet for each subject and kept in the student's portfolio, using the assessment colours and criteria below:

| | |
|----------|--|
| E | Mastered – can use and apply in a range of contexts |
| M | Met – working at that level without support |
| A | Almost – gaining skills and understanding |
| W | Working towards |
| U | Unassessed – not started/covered |

Induction assessments

3. Reporting to parents

Parents and carers will receive a written interim report at the end of the Autumn Term and a written summative report at the end of the academic year.

The interim report will focus on how the student has settled in the first term of the academic year.

The summative report at the end of the summer term will encapsulate the student's academic year in terms of attainment, attitude to learning and progress. Personal development will be summarised in terms of behaviour, self-awareness and confidence and social skills.

Targets and areas for development will be identified for the coming academic year.

All written reports will:

- give honest and constructive feedback on assessment outcomes;
- focus on a student's strengths and explain progress as well as achievement;
- be written in clear and concise language to be easily understood.

These reports will be used to report to the Local Authority and other professionals as required.

Ping pings

Each half term there is a theme for ping ping cards which will tie in with students' current interests or curriculum themes.

In lessons ping pings are awarded for students' attitude to learning and outcomes achieved. Generally, this will be one ping ping for each. However, students can gain additional ping pings in lessons and in unstructured times too.

Post cards are given to mark the occasion each time a ping ping card is completed.

Activities are organised as a reward for the completion of ping ping cards at the end of each half term.

4. Statutory and Legislative Basis

National Curriculum (2014)

Teachers' Standards (2011)

Ofsted Education Inspection Framework (EIF) (2019)

