Assessment & Feedback policy

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1.0	April 2026	R Banks/L Secker	New document

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1.Introduction

This policy supports the aims of Phoenix Bay Park to provide an aspirational education in a therapeutic environment for every child, ensuring that they are able to become successful learners, confident individuals, responsible citizens and independent adults.

At Phoenix Bay Park we believe that assessment provides us with the knowledge and understanding about everyone's needs to ensure that their bespoke programmes of learning are aspirational, appropriate and ensure development and progression in all areas.

Our assessment procedures allow us to evaluate the impact of our entire curriculum across Phoenix Bay Park and adapt and develop provision for each individual student.

The Phoenix Bay Way

Evaluating Impact

Evaluating Impact Questions	Assessment strategies	Evidence
Does every child enjoy school?	● Student voice opportunities weekly. ● Keyworker daily meetings (x2) ● Weekly reviews	● Student voice meeting minutes ● Key worker logbooks. ● Weekly review log ● CPOMS reports
Is every student a reader? (closing the million-word gap)	● Reading assessments every term ● Reading diary for every student ● KS2 whole class reading assessment	● Assessment data (Salford test) ● Teacher assessments of reading ● Reading diaries
Is every child making aspirational progress in academic learning?	● Half term and end of term assessments against the national curriculum stage. ● Teacher assessments ● Retrieval quizzes. ● Weekly and monthly learning reviews. ● Functional skills entry level, 1 and 2 examinations in reading and maths. ● GCSE maths ● GCSE English	● Assessment data tracking. ● Annual reports ● Data reports to parents

Is every student confident?	• Motional assessments. • Student voice feedback • Keyworker time	• Motional • Student voice minutes • Keyworker booklets
Is every student equipped with working (or working towards being sufficient literacy and numeracy skill to take their place in the world of work?	• Entry reading and numeracy tests. • Yearly reading test • Teacher assessments in maths and English at all key stages every half term •	• Reading test data • Numeracy test data • Half term data entry • Student assessment files
Is every student a leader?	• Motional assessments • Student voice	• Student voice minutes • CPOMS positive reports • Motional assessment data
Is every student sufficiently dependent (developing the skills to be) to thrive as an adult in society?	• AQA unit awards • Personal development unit assessments/completion	• AQA data • Assessment data
Do students have the knowledge and understanding to make healthier life choices?	• Teacher assessment of PSHCE • Motional assessments	• Motional data • PSHCE medium term planning • Student voice minutes

2.Assessment overviews

Formative assessment

- For students, it helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

- For parents: it provides them with a broad picture of where their children's strengths and areas for development lie in all areas of the curriculum across Phoenix Bay Park.
- For teachers/well-being mentors: it is an integral part of teaching and learning. It allows teachers to understand student performance in all areas of the curriculum on a continuing basis. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. This informs planning at each stage.
- For school leaders: formative assessment provides a level of assurance for leaders across Phoenix Bay Park. If leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations at their current stage.

Day-to-day in-school formative assessment for example:

- Use of effective questioning that is appropriate to the stage that a student is working at.
- Assessment of student's prior knowledge in each curriculum area. This begins in the 'preparing to learn' stage.
- Regular short retrieval quizzes and strategies employed to ensure learning is embedding.
- Live marking to ensure student understanding at each stage of learning. This informs guided practice and ensures students are ready for independent practice.
- Keyworker time. Gives students opportunities to reflect on learning and personal development daily.
- Student voice weekly review
- Daily observation and monitoring to determine 'learning stage' from Transition to 'ready to learn', following the Phoenix Bay descriptors table used across Phoenix Bay Park.

Summative assessment

- For students, it provides them with information about how well they have learned a new skill or understood new knowledge. Students are also able to identify their progress towards EHCP and IEP targets.
- For parents: it can be reported to them to explain the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year, across Phoenix Bay Park.
- For teachers/Well-being mentors: it supports them to evaluate both student learning and personal development at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers and intervention leads to plan for subsequent teaching, learning and therapeutic intervention.
- For school leaders: it supports them to monitor the performance of each individual student across Phoenix Bay Park and to identify where interventions or changes to provision may be required and to work with teachers to ensure students are supported to achieve sufficient progress.

In school summative assessment examples:

- End of year assessments
- End of programme of study or topic assessments
- Annual review of EHCP
- Termly review of IEP targets (taken from EHCP)
- Termly Motional assessments

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2 (if appropriate)
- National Curriculum teacher assessments at the end of Key Stage 1 (where appropriate to stage)
- Phonics Screening Test in Year 1 & Year 2 (where appropriate)
- Y4 Multiplication Tables check (where appropriate)
- Functional skills Entry level and Level 1 and 2
- AQA unit assessments
- GCSE examinations (where appropriate)
- Vocational qualification examinations

Academic Assessment at Key Stage 2

Student achievement and progress is assessed through close review of their work in books, ongoing observation and standardised test results. Teachers' judgements are moderated in weekly curriculum meetings within each Phoenix Bay Park and, where appropriate, across Phoenix Bay Park. Teachers should ensure they can justify their judgements, using a broad range of evidence.

Students will be:

- Pre-Key Stage (PKS)
- Below Key Stage (BKS)
- Working Towards (WTS)
- Expected (EXS)
- Greater Depth (GDS)

Academic Assessment at Key Stage 3 and 4

At Phoenix Bay Park we recognise that our students may have significant gaps in their learning and ensure that we meet their needs at a stage not age-appropriate level.

Students accessing a KS3/4 curriculum level will be assessed using national curriculum criteria tables for each year group. Teachers will be able to make a judgement based on these KPI's to determine the next step for each child and inform bespoke planning across Phoenix Bay Park.

Students will be:
E: Mastered
M: Met
WTS: Working Towards

3.Marking and feedback

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance'
(Teaching Walkthrus Tom Sherrington and Oliver Caviglioli)

All forms of marking and feedback are crucial to the success of students across Phoenix Bay Park. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between student and teacher/well-being mentor. It enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and student an opportunity to identify strengths and weaknesses.

Marking and Feedback	Purpose	Actions
Live marking/feedback	Marking and feedback within the lesson to prompt deeper thinking and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning and observation during guided practice to ensure that students have a high success rate before moving on to independent practice. During independent practice close observation and	All marking should be against the intended learning outcome Orange pen/highlighter (VF) illustrates where verbal feedback has been given. Constructive feedback will lead to a development in student understanding or practice and should be identifiable in books.

	feedback can be utilised to support the process of mastering a new skill or embedding new knowledge.	A green tick or dot illustrates understanding/correct response. ELSA stickers to be applied when required. These will be used for reflection time on Friday.
Well-being mentor lesson feedback	Well-being mentors work on a 1:1 or 1:2 basis with students in lessons across Phoenix Bay Park. There will be times where they identify a student gaining and using new knowledge or skills related to the specific learning objective. This can be captured on the well-being mentor feedback forms and then stuck into books.	Well-being mentors to complete google form when required.
Daily SEMH coaching and feedback in the moment.	All students across Phoenix Bay Park present with a primary area of need in SEMH. Well-being mentors are key to their progress in this area. Daily modelling and coaching through social interactions, managing emotions and mental health are key to their success in school.	Coaching and feedback in the moment. Use of the PACE approach to support regulation.
Guided self -assessment Weekly learning reflection.	Reflection on self-regulation in learning. Using ELSA sticklers Area of strength in learning Area in need of improvement	Reflection stickers Refuse Reflection

Book scrutiny (each half term)	Book looks to focus on: • Non-negotiables (see below) • Productiveness • Progress • Sequencing of knowledge and skills • Scaffolding	Book scrutiny and QA forms completed by SLT and teaching team.
Termly summative assessments	Every term, teachers within Phoenix Bay Park will make a teacher assessment for subjects taken for each child. This will identify where the child is at the end of the term and inform next steps.	KPI tables completed (using RAG) KS2: Reading, writing, maths. KS3: Maths, English, Science (Any subjects working towards a qualification) KS4: Maths, English, science. (subjects taken)

4.Non-negotiables in books

- Learning objectives should be clear for each lesson in books.
- Date in long form for each lesson.
- All mistakes etc should be neatly crossed through with a line. (no scribbling out)
- Teachers across Phoenix Bay Park must use orange and green pens during live marking to indicate feedback given.
- Legible and neat handwriting should be encouraged.
- Students should take pride in the presentation of their learning every lesson.

5.Statutory and Legislative Basis

- National Curriculum (2014)
- Teachers' Standards (2011)
- Ofsted Education Inspection Framework (EIF) (2019)