



Introduction

At Sandon school, assessment, both formative and summative is an integral part of ensuring pupils achieve their potential. We strive to ensure that all pupils make appropriate progress and have the knowledge and skills necessary for the next stages in their lives.

Teachers are required to make accurate assessments of current achievement in order to successfully move pupils on to the next level in their learning. This assessment will take account of individual barriers to learning and enable teachers to find the most appropriate interventions to support pupil progress. Information on attainment throughout school ensures that teaching is targeted appropriately.

Aims

- To establish guidelines for staff on the way that work is marked and feedback given.
- To ensure that pupils are challenged and their achievements are celebrated.
- To ensure that feedback is clear, relevant and useful to the pupil.
- To support pupils in extending and improving their learning.
- To support staff to be well informed about pupil progress.

Principles

“Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.” Rowe, 2007.

Marking and feedback at Sandon school will be consistent with the principles of Assessment for Learning (AFL), being:

- Focused on pupil learning
- Based on shared learning objectives
- Positive in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills
- Informing future planning and thereby support individual ‘target setting’

Feedback is a vehicle for celebrating success and developing self-esteem. It also supports development of resilience to constructive criticism and encourages resilience. It is most effective when communication is clearly understood by the teacher and the pupil.

For our pupils, feedback must be immediate and related to the learning objective. Where learners benefit from a more practical or sensory approach, formal written feedback may not be appropriate.



It is important for all pupils, regardless of age, to have verbal feedback from a member of the class staff team. We recognise that feedback may be about any aspect of a pupil's time at school including work, play and social interactions.

Achievement and effort should be rewarded in a form that is motivating and meaningful to the learner. This could include smiles, verbal praise, symbols, signs, stickers, reward charts.

Staff may annotate work / photographic evidence with observations of pupil achievements.

Marking should serve a single purpose, to advance pupil progress and outcomes. Teacher's marking and feedback should support pupils to understand their successes and areas for development and for teachers to facilitate the most appropriate strategies to support further learning. (with reference to EEF Guidance report: Teacher feedback to support pupil learning)

Strategies

For our informal learners, feedback should help them to identify the learning outcome and celebrate success. Where appropriate, further development points may be identified.

For our semi- formal learners, feedback should be related to the learning outcome and focus on their achievements and further development points.

For our formal learners, feedback should be given to the pupil in relation to the learning objective, achievements and development points. Where appropriate this should also be recorded on their work.

Learning Objectives – Learning objectives must be displayed in every lesson and visible to all pupils. Learning objectives set out the specific aim for the lesson and identify what the pupils should understand by the end of the lesson. To be noted that more than one objective can be used in order to support differentiation and these should be displayed in a manner appropriate to the pupils, for example in written or symbol form.

Learning Outcomes – Directly related to the learning objectives. Outcomes are what the pupils will do in order to achieve the objectives. To be noted that more than one outcome can be used in order to support differentiation.

Key Vocabulary – Key vocabulary must also be displayed alongside learning objectives in every lesson and be visible to all pupils. Their specific aim is to deepen pupils understanding of the content being taught across each term. Key vocabulary should be presented in a variety of ways to support pupil understanding using the spoken word, written word, signs, symbols or objects.



Annotation of planning – Allows teachers to monitor pupil progression, areas of development and future actions to be taken in order to enable pupils making outstanding and expected progress. It informs teacher planning and ensures sequential learning. It conveys the impact on teacher assessment and future learning. It is expected that weekly and term plans are annotated regularly.

Monitoring and evaluation

To plan for learning, teachers must be aware of existing knowledge and areas for development.

Pupils are baselined by teachers within 6 weeks of starting school. This will be through teacher assessment and using a range of assessment tools as appropriate to the pupil.

Person Learning Intention Map & Individual Education Plans – PLIMs/Personal Targets –

Teachers use PLIMs/Personal Targets as a way of measuring progress and these are recorded on evidence sheets/learning journeys. These take specific targets from pupils' EHCPs and break them down into achievable targets which are worked on and evaluated three times a year.

Engagement Profile – In line with statutory guidance all pupils working below subject specific level are assessed using the Engagement Profile. Teachers assess pupils' engagement at the beginning of the year and provide evidence to this throughout the year with another two formal assessment points.

Effective marking and feedback is monitored and evaluated systematically by the Senior Leadership Team and subject leaders in order to ensure that principles and aims of the policy are being met.

Work scrutiny, internal and external moderation and learning walks are undertaken on a planned schedule by Senior and middle leaders.

Colour of Ink – All marking will be carried using green Ink.



Sandon school

Marking Keys

Gestural prompt	GP
Hand over hand	HOH
Verbal Prompt	VP
Demonstration	D
Explanation	E
Behaviour Support	BS
Check understanding	CU
Independent	I
Reading support	RS
Writing support	WS



Assessment Systems at Sandon by Key Stage

Key Stage	Assessment Systems
Key Stage 1	<ul style="list-style-type: none"> • PLIMS • End of Key Stage Standards
Key Stage 2	<ul style="list-style-type: none"> • PLIMS • End of Key Stage Standards
Key Stage 3	<ul style="list-style-type: none"> • PLIMS • OCR Qualifications
Key Stage 4	<ul style="list-style-type: none"> • OCR Qualifications • Personal Targets • PLIMS (Lower Ability pupils)
Key Stage 5 (16-19)	<ul style="list-style-type: none"> • Accreditations (AIM Qualifications & OCR) • SILSAF • Personal Targets