

# Stone Bay School.

## Policy Document.

### Group E9 Policy: Feedback and Marking

#### E9: Assessment Feedback and Marking.

**Group E** policies are not statutory and no paper copies will be kept. The original word copy will be stored in our policy library, a PDF version will be accessible on our website.

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Headteacher.

### **Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: ***“getting it right for every student”***.

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These guidelines outline the purpose, nature and management of assessment and marking student’s work across the curriculum. They have been formulated in consultation with the whole teaching staff team. The implementation of these guidelines is the responsibility of senior leaders and teaching staff.

As a school we are committed to the use of assessment of learning and assessment for learning to ensure we capture all student’s progress in the minutiae.

Students diagnosed with an autistic spectrum disorder may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection. All contributions made by students to lessons and the wider school community will be valued, acknowledged and commented upon using a range of specialist techniques by staff. All feedback will be framed in positive language that is accessible to the student concerned, celebrating every small step of progress.

Feedback assists students at Stone Bay School to recognise and celebrate their own and others learning; instil joy, fun and pride in their work. It also serves to support a culture of high expectations and positivity rather than identifying areas of deficit. Assessment for learning promotes next steps for learning. It needs to have a meaningful impact on the quality of work, engagement, independence or social interactions and may well inform the student’s behaviour support plan and risk assessments.

Students should be made aware of the learning objective for each task, lesson or activity. It may be appropriate for all student's to gain an understanding of why particular targets were selected by the teacher. Each target or learning objective may link with progress across the student's individual curriculum; including social interaction, independence and communication targets. The teacher must develop a learning environment and routines that allow for continual conversation between all staff working with the student. The constant dialogue between support staff and the teacher will inform next steps in curriculum planning and is recorded using agreed methods put in place by the teacher.

Feedback to students will occur through a variety of activities across the school including but not limited to:

1. Class Led Monday Assembly
2. Sports Enrichment
3. Lesson Plenaries (Including Whiteboard activities)
4. Weekly Progress Assembly Certificates
5. Sharing good work with other staff (including SLT)
6. Peer group/class celebration/review
7. 1:1 verbal or other feedback in the class
8. Tutorials as appropriate
9. Displays of work
10. Accessible targets
11. Reviews of learning and feedback from SLT
12. Annotations in folders
13. Peer Assessment, Class Reflection.

We also seek to be alert to the 'wow moments' where a student engages in a task for the first time or unexpectedly displays a skill or an attitude which has not previously been observed (for example, attracting an adult's attention for the first time or working in close proximity with another student). These significant steps need to be noticed, celebrated in an appropriate manner and shared.

### **Progress within a lesson and over time**

Students with significant and complex needs, and those with challenging behaviour make particular demands on the assessment process. Students functioning in the early p-levels, using objects of reference and with the need for a significant sensory diet, it is not always appropriate to assess a student's progress over a short period such as a lesson. For these students the initial aim of the placement is getting the child ready for learning and assessment may be to identify potentially reliable responses to specific stimuli.

Learning is likely to take place in small steps over an extended period of time by exposure to meaningful learning activities. It is equally difficult to assess learning before a student is able to manage their own emotions and behaviour sufficiently to focus and show consistent responses. Our student's progress is not always linear; but tasks should provide an element

of challenge for all. It may be appropriate for student's using elements of the [TEACCH](#) system to complete a familiar or simple task initially to build confidence and reduce anxiety before moving on to more complex or new material. Every lesson should aim to build on existing skills and provide opportunities to demonstrate progress. This should be evident in any written feedback recorded or evidence collected in files.

Our assessments are moderated internally through team meetings. In addition to this they are regularly moderated externally through our partnership with the KASS and KSENT (Network of 24 other special schools). To standardise and ensure the accuracy of our judgements through another moderation process.

To aid student's awareness of the progress they are making during lessons students:

1. Are supported to identify when they have completed a task.
2. Are supported to recall what they have achieved during a lesson.
3. Are supported to review learning by looking at photographs, videos or previous pieces of work.
4. Where appropriate classroom displays highlight what students are learning and celebrate examples of good work;

## Marking

It is essential marks on work are accessible to students. If a student struggles to read and fully understand a written comment this, at best is unhelpful. Signs or symbols can be used this does not have to be recorded.

Students' work should be marked in green pen. Comments or symbols should not detract from the students' work and should not be written over the top of the work. Comments or symbols should be discreet and tidily presented.

Marking should be constructive and consistent and should relate to the lesson objective. Through marking, the students should be informed of ways they could improve using communication methods that they can clearly understand. The use of pictures or stickers can be used if felt appropriate for individual students. It may also be appropriate to comment on aspects of presentation and neatness.

We will encourage peer and self-assessment when appropriate taking into account the student's needs and tolerance for interaction with others.

Assessment at the end of the session should relate to the learning objective with the student marking grid - appendix 2, used to illustrate whether the student achieved the objective and with what level of support; No Help, Spoken/Signed Help/Gestural Help/Physical Help. The grid also has a space for teachers to comment.

Students should have the opportunity to assess their own learning by completing the 'student contribution' section, stating whether they worked independently, with some help or lots of help. This section should be used to prompt discussion between adults and students with regards to the assessment of their own learning.





### Recording of Assessments

The school currently records assessments of core subjects, Literacy, numeracy, science and computing using the B2 small steps programme. This breaks each P-Level down into incremental skills. These enable us to break each P-Level into percentages to demonstrate progress within each level. The current level of each student is decided by each teacher according to which level descriptor is a best fit for the individual. A student may move up a level even if they have not met 100% of the small steps as software will not dictate assessment of attainment level or setting of targets. See appendix 3 for plan to transition the schools assessment system to Pupil Asset for the 2016-2017 academic year.

### Appendix 1: Some Strategies for providing feedback to Stone Bay Students.

Physical	Communication Based	Written
Clap, thumbs up	Verbal feedback	Objectives and target (as appropriate)
Objects of reference.	Use of gesture; face to face.	Wow Moments
Stickers/stamps.	Makaton Signing.	Recording system– English, Maths, Whole school targets and IEP and EHCP outcomes
Reward chart	Positive comments against learning objective and success criteria	Annotated pupil work against learning objective.(see Progress files)
Positive body language e.g. smile,	Interactive whiteboard feedback	Record/encourage pupil participation/response

Appendix 2: Feedback grid.

	Date:	Learning Outcome:				
	Met:	<input type="checkbox"/> Yes	<input type="checkbox"/> Partially	<input type="checkbox"/> No		
Level of Support:	<input type="checkbox"/> Present.	<input type="checkbox"/> Experience	<input type="checkbox"/> Gestural.	<input type="checkbox"/> Physical.	<input type="checkbox"/> Signed/Spoken.	<input type="checkbox"/> None.
Support Comment:						
Students Comment:	Staff Initials:					
						
Independent	Some Help.	Lots of Help				

Appendix 3: Transition to Pupil Asset

Pupil Asset summative assessment software was chosen by the KASS schools to provide a standardised assessment system that recognises and is bespoke to the needs of students with SEN. Early adopters within the Kent schools have experienced a number of teething problems with the system so to maintain the integrity and reliability of our assessment and progress data Stone Bay will enter the first assessment data into pupil Asset in November 2016. This allows for staff training to take place during the summer term.

**Safeguarding, Equality and Equal Opportunities Statement**

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school’s service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.