

Stone Bay School.

Policy Document.

Group E9 Policy: Assessment, Feedback and Marking

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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.

[School Assessment SharePoint Page.](#)

[Internal Standardisation & Moderation materials.](#)

[Internal Standardisation & Moderation meeting.](#)

[Assessment for learning with engagement metric.](#)

[Engagement calculator.](#)

[Engagement Tracking.](#)

Personal and Social Development @ Stone Bay School.

[Rochford review.](#)

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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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 Key Links.

[Assessment Page.](#)

[Assessment calendar.](#)

[Baseline Assessment: Process.](#)

[Baseline Assessment: Attainment.](#)

[Baseline Assessment: Communication.](#)

[Baseline Assessment: Independence.](#)

[Baseline Assessment: Behaviour.](#)

[Assessment for learning: Engagement Feedback.](#)

[Assessment for learning: Engagement Calculator.](#)

[Engagement tracker.](#)

[Assessment for learning: Internal Standardisation and Moderation.](#)

[Internal Standardisation and Moderation Meeting Process.](#)

[Internal Standardisation and Curriculum Leaders Form.](#)

[Teachers meeting form.](#)

[Assessment for Learning: Folder Insert. Internal & External Standardisation & Moderation.](#)

[Target setting and monitoring.](#)

Rationale.

These guidelines outline the purpose, nature and management of assessment, marking and annotating student's work across the curriculum. They have been formulated in consultation with all classroom based staff. The implementation of these guidelines is the responsibility of teaching staff, Assistant Heads and the Headteacher.

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, even in the minutiae. A number of our students are just past the threshold for accessing subject based learning.

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 in personal achievement or attainment. We use levels of engagement to measure progress on a daily basis.

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 with a focus on the next step no matter how small.

Assessment for learning is key to the success of our students and involves all classroom based staff. It needs to have a meaningful impact on the learning and progress of all. Our system is now designed to gauge levels of engagement and independence. Professional discussion will be informed by observations on engagement and independence and it is this discussion that will inform subsequent planned learning and social interactions. By getting this right we plan to put in place a structure that will lead to less incidents of behaviour that challenges, less restrictive practice and physical interventions. Informing behaviour support plans, risk assessments and communication profiles.

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, actively modifying approaches to learning based on the engagement evidence. This collaboration between all staff will inform next steps in learning and curriculum planning.

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

- [Feedback forms](#)
- Class Led Monday Assembly
- Friday Celebration Assembly Certificates

- Sports Enrichment
- Lesson Plenaries (Including Whiteboard activities)
- Sharing good work with other staff (including SLT)
- Peer group/class celebration/review
- 1:1 verbal or other feedback in the class
- Tutorials as appropriate
- Displays of work
- Accessible targets
- Reviews of learning and feedback from SLT
- Annotations in folders
- 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.

Baseline Assessment.

All of our students come to us from a crisis situation some come through a managed transition process at the end of a key stage (roughly 30%) the remainder join us as in year placements.

At times data related to the student is not current or has significant gaps. At Stone Bay we carry out a comprehensive [baseline assessments](#), This gives us a comprehensive picture of the student. Allowing us to plan for as robust a base as possible. We then verify this over two terms, though at times this may be stretched if this is required by the student.

We baseline assess in 4 key areas.

- [Attainment & Progress.](#)
- [Communication.](#)
- Independent Living Skills.
- [Behaviour.](#)

These baseline assessments will inform:

- Students Curriculum.
- Individual Learning Plan.
- Health Care Plan.
- Communication Profile and Therapy plan.
- Behaviour Support Plan & Risk Assessments.
- Care Plan.
- Travel Passport.
- Class and Flat placement.

Target Setting.

Staff will use their professional judgement to set appropriate targets that are challenging but attainable, targets will cover:

- Communication.
- [Attention.](#)
- [Interacting & Working with Others.](#)
- [Independent Organisational Skills.](#)
- English.
- Maths.

Assessment for Learning.

Students with significant and complex needs, and those with behaviour that can challenge make particular demands on the assessment process. When that student is focused on their own fear, sensory, emotional or environmental needs it is not always appropriate to try and assess their progress in a single lesson.

For these students, our aim is getting the child ready for learning and assessment may be to identify potentially reliable and repeated responses to specific stimuli. These will be recorded and tested in a range of controlled situations to ensure their veracity before we start to build on them.

We use our [engagement calculator](#) and our [feedback form](#) to help assess a students learning and support subsequent planned learning. This is constantly revisited and with a continual professional discussion around engagement, learning, planning, delivery and progress.

To ensure students have maximum awareness of the progress they are making during lessons students they:

- Are supported to fully comment on the feedback forms.
- Are supported to identify when they have completed a task.
- Are supported to recall what they have achieved during a lesson.
- Are supported to review learning by reviewing their work, looking at photographs, videos or previous pieces or work.
- Where appropriate classroom displays and displays around the school highlight what students are learning and celebrate examples of good work.

Assessment of learning.

Teachers use evidence based Professional Judgement when making judgements. A sample from each teacher is then [standardised and moderated internally](#). A sample that has been standardised and moderated internally is then standardised and moderated externally with 24 other special schools across the [CLASS Network: \(Cooperative Learning Alliance Special Schools. \(Stone Bay Assessment calendar\)](#).

Internal Meetings are organised and chaired by curriculum leaders who will record the outcomes of the meeting and ensure any changes to levels/stages are implemented. Curriculum Leaders will also attend some external standardisation and moderation meetings to assure the quality of our judgements.

Outcomes of the internal Standardisation and Moderation meetings can be found here on our [SharePoint page](#).

Curriculum leaders will only externally standardise and moderate work that has went through our internal system. This will be recorded in the White Assessment folder.

Personal and Social Development.

We have developed a framework for tracking progress in Personal and Social development across 3 key areas:

- [Attention.](#)
- [Interacting & Working with Others.](#)
- [Independent Organisational Skills.](#)

Visibility of targets is promoted through the A5 target folder for each class and flat. Individual programmes and how they relate to Education, Health & Care Plan outcomes are highlighted in the Students Individual Learning Plan.

Targets for living and learning: setting, monitoring and developing.

Targets are set in three key areas:

- Communication: Set by the Speech and Language Therapist.
- Personal & Social Development: Set by Teachers and Residential Team leaders.
- Academic, English & Maths: Set by the teacher.

Teachers and Team leaders will oversee progress of all students in their classes or flats. Individual students will have a lead (Learning Support Officer, Learning Support Assistant and Residential Child Care Officer) who will monitor progress of specific individual students.

Visibility of all targets is key to ensuring all staff know exactly what has been set for individuals, in classes and residential flats all targets will be set in A5 folders and maintained by the professional lead. Targets will also be highlighted in all Individual learning Plans.

Targets for learning will be under continuous review by staff and will be discussed and formally updated in consultation with Parents at our parent's consultation evenings.

Recording of Assessments.

Summative judgements are now being recorded using Pupil Asset. We continue to use P levels and have added Pupil Asset stages to the metric we use to map progress.

Assessment for learning is recorded through the engagement feedback forms in students files.

We have developed our own frameworks in Pupils Asset based on the PIVATS frameworks we have adopted to map progress in Personal & Social development.

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.

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: Moderation process. (link to the meeting management tool).

