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**Curriculum Impact Policy**

**(Assessment and Marking)**

**Text

Description automatically generated with medium confidence**

**Assessment**

**Rationale**

We are committed to regular assessment and know that its main purpose is to improve learning. We recognise that it is a vital element of curriculum planning and has four purposes:

**Diagnostic** – determining what the learners already know, their knowledge and skills and possible gaps or weaknesses.

**Formative** – providing information that can be continually fed into the planning process.

**Summative** – providing a summary of what learners know and can do.

**Evaluative** – providing information on teaching and learning and the progress of individual learners and/or groups across the school, as part of a process of continuous improvement.

**Our aims**

* To ensure that assessment for learning is ongoing in all lessons and the results of this are fed into the planning and review cycle constantly.
* To involve learners in their own learning e.g. timetable sessions to develop learner personal skills and metacognitive abilities.
* Set clear learning objectives that are phrased in a learner friendly way so that learners can understand them and respond appropriately to them.
* For learners to know how they are making progress with their own learning from their starting point
* For learners to value assessment and see this as a positive learning tool (rather than something to make them feel anxious or worried)

**Our approach**

These types of assessment take place regularly:

**Self and peer assessment**

Self (and peer assessment where appropriate) encourages learners to take greater responsibility for their learning and we actively encourage both.

Self – We encourage learners to be participants rather than ‘spectators’ in their learning. At the beginning of new topics their views and opinions are actively sought and where possible are fed into the topic design. After key pieces of work, the learners are taught how to reflect on their learning and to edit/assess their own work. Our aim is to ensure that the learners’ perception of learning is not a merely a passive process whereby they listen to the teacher, absorb the information and then regurgitate the information with no links to what they know already or with no change to their deeper understanding and long term memory.

Peer – Learners are taught skills in how to provide positive feedback to peers on their work and where appropriate to highlight ways that peers may improve their work. We value learners working collaboratively and we carefully plan opportunities for this to happen – both orally and in writing.

**‘Read and Respond’ to teachers’ marking**

Teachers’ read and respond comments are used to address misconceptions, general errors or to reinforce and extend learning. Teachers are asked to give learners time to respond to these comments (where appropriate) in the lesson at the point that books are returned and to encourage dialogue to make this a valuable exercise. See our marking code in **Appendix A**.

**Verbal feedback**

This is our main form of feedback to our learners given their range of complex needs and is continually offered during a lesson as the teacher circulates or in a one to one setting and a learning conversation takes place to address misconceptions and embed/extend a student’s learning. The student’s book will be marked with ‘VF’ (verbal feedback) and may include a short summary of the learning point discussed, if meaningful to the learner.

**Rich, probing questioning**

In our classrooms, the ability of learners to be able to express their views and thoughts is generated through the questioning skills of our teachers. Good questioning skills from the teacher help to:

* Develop interest and motivate young people to become actively involved in learning
* Help the learners to develop their own thinking skills
* Support and push learning to ensure that it is fully embedded and mastered
* Encourage learners to ask their own questions and start to pursue their own knowledge
* Review learning

Our teachers use both open and closed questions, depending on the context.

Closed – these tend to be used to assess memory recall of previous facts/learnt information e.g. when was World War II?

Open – these are used to encourage learners to apply and analyse their knowledge e.g. how might a child feel if they had been evacuated during World War II?

We build a culture where every learner knows that they may be asked a question at any point during a lesson. We ensure that a ‘safe’ classroom environment is created where the learners know that making mistakes is part of the learning. We do sometimes ask learners to put their hands up to respond to questions but this is less common because we know that this relies on perhaps one or two more confident learners while others may ‘switch off’. The use of individual whiteboards is routinely used to capture learners’ responses or our ‘think, pair, share’ approach is also helpful in reducing anxiety levels.

* What do you know now that you didn’t know when we started the lesson?
* What helped you to learn in the lesson today?
* Was there anything that made it difficult for you to learn?
* What key vocabulary was new for you today?
* What’s the connection between this learning and the work completed in the last lesson?

**Reflection and review points**

This is a regular part of our teaching and assessment practice. School staff provide time for learners to engage in a discussion about a particular piece of work and they are encouraged to talk about what progress they have made and any areas of difficulty. This is an opportunity for the young person to be fully engaged in their learning and to understand what their next steps are to continue their learning journey. These conversations are summarised in a student’s learning journal. The focus of these conversations could be:

* Evaluating progress through a topic/ exam board syllabus
* Reviewing short and long term targets, linking to EHCP/PEP targets
* Listening to the student’s view about how they are progressing
* Making it clear what the student needs to do to improve and applying this to the next task/topic
* Supporting a student to respond to the teacher’s marking comments
* Setting intentions for future ways of working
* Jointly agreeing ways of overcoming any obstacles or barriers to a student’s learning

**Formative assessment**

Formative assessment is on-going throughout the lesson or series of lessons and is a vital tool in the planning, teaching, assessing cycle. Teachers will also seek to help students make links in their knowledge between subjects. Formative assessment is used to complement the more formal summative assessments.

**Summative assessment**

Summative assessments are used to assess what a learner can do at a particular time. When conducting summative assessments at Longridge school, teachers are mindful of the student’s ability to cope academically and emotionally with formal assessment.

At KS2 and KS3, teachers assess pupil progress against key elements of the agreed standards for the stage of their learning that should achieve at the end of each year, and in line with their EHCP targets. Pupils are assessed against these expectations termly based on the bespoke content currently taught at that stage.

The following summative assessments may take place;

* End of unit/topic teacher-devised assessments (e.g. practical activities, quizzes or games).
* A half termly piece of unaided writing (where appropriate)
* A discussion between the learner and teacher which makes clear the learner’s level of understanding (especially useful when a young person’s written skills may not yet match their cognitive level).
* A speaking and listening/spoken language task.
* Reading comprehension – half termly.
* Assessment is across all subjects including foundation subjects to ensure cross curricular learning is promoted and embedded and allows us to give a summative assessment grade (working towards, working at or working above) in all subjects.

**Working Towards**

Children assessed as **working towards** expectations are not secure in all the termly objectives but are able to access the taught curriculum.

**Working Above**

Children assessed as **working above** expectations have a deep understanding beyond the expectations for the time of year.

**Working At**

Children assessed as **working at** expectations have met all the termly objectives and are on track to meet their end of year expectations

The curriculum is designed to progress through the year, by building on skills, knowledge and understanding of concepts. Progress is tracked against the individual’s personalised targets; this may include termly PEP targets for our Looked After Children and progress against the medium and long term targets in the learner’s EHCP. Teachers know their learners well and set realistic targets for their learners. It is expected that learners will make at least expected progress over the school year; where a learner makes unsatisfactory progress, teachers are quick to address concerns, seeking advice from the SENCo where necessary, on alternative strategies and extra interventions, to ensure the learner is able to grasp current learning, and move forward with their learning to meet their end of year target. The table below helps to show how progress is measured.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Autumn Term Grade |  | Spring term grade |  | Progress Measure |
| Working towards |  | Working at | **=** | Accelerated progress |
| Working at |  | Working above | **=** | Accelerated progress |
| Working at |  | Working at | **=** | Expected progress |
| Working towards |  | Working towards | **=** | Expected progress |
| Working at |  | Working towards | **=** | Unsatisfactory progress |

For KS4 and KS5, learners are assessed against relevant accreditation criteria. Summative assessment methods include;

* End of unit tests, either teacher devised or using exam board provided content
* Mock exams, either full papers or partial papers to assess a learner’s progress towards the required standard of a specification
* Public examinations at Entry Level, Level 1 and 2
* Successful completion of ASDAN units

All students may access additional testing that may be requested to further explore why a student may have a barrier to progression, these are usually carried out by our SENCo, or we may commission a more extensive piece of work on behalf of the placing Local Authority.

**Initial/Baseline assessment**

An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

All new learners where amenable, are assessed, sometimes in class, sometimes individually by the teacher or SENCo, within the first few weeks of starting at Longridge School. Learners may join our school at any time during Key Stage 2, 3, or 4 and prior attendance at school may have been irregular.

Information obtained and considered during the assessment period includes:

* Any previous school records (we try to obtain verbal as well as written records because these can often be more informative).
* We use the ‘Key to Success’ online records to obtain any relevant national assessment data.
* Statements (Wales) or Education, Health and Care plans and Annual Review Reports.
* Standardised assessments to profile basic skills and potential barriers to learning e.g. ‘WRAT5’ CAT4, PASS.
* Views of the parent/carer and/or placing authorities/allocated social worker.
* Reports from the learners’ home or previous care placement.
* Views of the young person.

From this baseline, teachers’ must be alert to learners who make less than expected progress in relation to their developmental stage, ‘working at’ levels and individual circumstances. This can be characterised by progress which:

* is significantly slower than that of their peers starting from the same baseline
* fails to match or better the learner’s previous rate of progress
* fails to close the attainment gap between the learner and peers working at the same stage
* widens the attainment gap

*(SEND Code of Practice May 2015)*

All school staff have a responsibility to raise these concerns with the Head Teacher and to seek opportunities to explore what may be going-on in a collaborative meeting with colleagues, such as a staff meeting.

The School should also be alert to learners who have particular talents and aptitude in certain subjects or special interests, where they should be challenged and stretched. This could be achieved through enrichment activities in school, extra tuition, visits and trips, or engaging other specialists to support a particular curriculum area.

**Personal Skills and Social/Emotional Aspects of Learning Assessment**

To supplement our assessment process of the more academic skills, we value the importance of the development of personal and social skills for our special group of learners. With complex backgrounds, many of our learners do not arrive ready to learn and need support to process issues and time to begin building working relationships, before they can reach a state of readiness to learn. This holistic approach, we believe, is pivotal to supporting their learning journey. These skills run through all of the curriculum subjects and are explicitly taught in our personal skills programmes.

Our personal skills curriculum combines the following elements:

* Self-awareness
* Motivation
* Independence
* Social skills
* Resilience
* Recognising and managing feelings
* Empathy
* Being organised
* Metacognition

Our assessment of these personal skills is necessarily a subjective process because it requires an assessment of values, attitudes and skills which are difficult to measure. The school has developed a range of descriptions to guide school staff to assess personal skills and these along with a system for averaging out different peoples’ assessments provides a reasonably robust way to consider learner progress in social and emotional skills development. This information will be presented as one off assessments in the first instance and once there is a sufficient bank of information, in the form of graphs to allow progression to be seen.

|  |  |  |
| --- | --- | --- |
| **SELF- AWARENESS**  *examples include*  They know their strengths and weaknesses and can admit mistakes.  They can recognise when they have done well and can accept praise.  They can reflect on their actions and learn from them.  They know what they are feeling and can label those emotions. | **MOTIVATION**  *examples include*  They can break up long term goals into small achievable steps.  They can anticipate and overcome potential obstacles.  They can monitor and evaluate their own performance.  They can use mistakes to make changes and bounce back from failure. | **INDEPENDENCE**  *examples include*  They can work on a task without adult prompts or reminders.  They can maintain focus and concentration during lessons.  They can make good choices which lead to progress and keep them safe.  They can think for themselves and explain their thoughts with clarity. |
| **SOCIAL SKILLS**  *examples include*  They can communicate effectively with their peers.  They can communicate effectively with a range of adults.  They can listen to others carefully and respond appropriately.  They can appreciate and respect the thoughts and feelings of others.  They are prepared to work with other people that may be outside their particular friendship group.  They can work well in groups and can co-operate with others.  They can solve problems and resolve conflicts with other people. | **RESILIENCE**  *examples include*  They can cope with change without feeling too overwhelmed or anxious.  They can keep going with a task even if is challenging.  They can tackle difficult tasks and are happy to ask for help.  They see mistakes as an opportunity to learn more.  They enjoy challenging work as this helps them to make progress. | **MANAGING FEELINGS**  *examples include*  They can express emotions clearly and openly in an appropriate way.  They can stop themselves behaving in ways that lead to negative consequences.  They know that feelings can affect learning and relationships.  They can use a range of strategies for managing uncomfortable feelings. |
| **META COGNITION**  examples include  They are willing to accept a level of challenge in their learning.  They can talk about and explain if a task was too easy or too hard.  They can recognise what helps them to learn best in particular situations.  They can plan their work.  They can use a range of strategies to help them to achieve e.g. using a mind map, mnemonics for facts, word association etc  They know what they are good at and what they need to improve.  They can talk about their learning confidentl**y.**  They can take responsibility for their own learning e.g. ask to move to a different space away from someone who might be distracting them. |
| **EMPATHY** *examples include*  They know that other people can express their emotions differently.  They can see the world from other people’s points of view.  They can show respect for people from different cultures or backgrounds.  They can listen to others and respond supportively and positively. | **BEING ORGANISED** *examples include*  They come to school with a clear idea of what they need to do.  They have everything with them that they need for the day e.g. reading book, packed lunch box etc.  They record their homework and ensure tasks are handed back on time.  They keep their own desk/book bag in an orderly way.  They plan ahead and raise issues with plenty of time for them to be resolved. |

**Book scrutiny and Moderation**

Book scrutiny will happen regularly during learning walks carried out by the Head teacher. Moderation will take place at least twice a year in staff meetings. Learners work will be compared and discussed to ensure consistency across the whole team. Teachers are also facilitated to attend Staffordshire Network meetings and to build networks with subject teachers in other special schools to facilitate an understanding of standards nationally. We encourage all of our teachers to be reflective practitioners. The emphasis is on understanding why learners perform in the way they have and exploring different ways of maximising each learner’s potential whilst ensuring we do not put artificial ceilings on their attainment aspirations because of their perceived learning difficulties or earlier life challenges.

**Lesson observations**

Teachers are encouraged to undertake regular lesson observations of all practitioners working at the school to ensure that reciprocal learning takes place and standards of teaching continue to be raised across the whole-school. The philosophy must always be that we can learn from one another. Once observed, a peer review sheet should be completed to ensure that the visiting teacher has reflected on what they have seen and any strategies and aspects of their own pedagogy that can be honed following their observation. At least one annual lesson observation will also be conducted by the Head teacher in the summer term to ensure consistency across the whole-school regarding the quality of teaching and this will feed into the on-going school self-evaluation. The Head teacher will visit lessons more frequently on learning walks to inform areas of development and to share good practice. If a teacher is struggling, a support programme will be set up and targets set and monitored more regularly. We have the advantage of having access to both primary and secondary school specialist colleagues within the New Reflexions Group and supportive links can be made. Our appraisal, performance management and capability policy gives further guidance for supporting teachers.

**Reporting**

It is important that we share information with those who are involved with or supporting a learner and to do this we make the following available;

* Daily reports (grades for effort as well as attainment)
* An annual written report for each learner in the Summer Term
* In addition to the annual Summer report a short summary report for the Autumn and Spring terms that includes attitude to learning, behaviour and academic progress
* Autumn Term and Spring term school review days where learners and their parents/carers take part in a meeting with their teachers. For Children who are Looked After, PEP meetings set termly targets (three per year) and bi-annual LAC meetings review progress and set medium term targets.
* Information to inform Annual Reviews of each student’s EHCP, conducted in line with statutory regulations
* Information to support full completion of the PEP and LAC review reports.
* Any verbal reporting required by parents, carers or social care to support decision making for that young person.
* Assess, Plan, Do, Review Records

**Marking**

**Our Aims**

For marking to be:

* Meaningful (for both the learner and as a record for the teacher to feed into subsequent lesson planning, reporting or individual targets)
* Manageable
* Motivating

At Longridge School, to be accessible to our learners whose written skills may be significantly below their verbal skills, guidance and prompts on what learners have done well and how to improve their work is verbally fed back throughout each lesson. Where written feedback is given, teachers use clear and concise language appropriate to help our learners to:

**Understand what they have done well** – learners need to know what they have done well and the reasons for it.

**Understand how to improve** – learners are actively encouraged to read, or have read to them, their marking comments and discuss what they could do to improve before starting any new work.

**Make visible signs of improvement as a result of feedback** – for marking to be effective there must be visible signs through the learners’ work of progress as a result of marking and feedback. Our regular ‘read and respond’ time is a tool for helping learners to think about their work, recap, make corrections, practice skills and improve their work.

**Consistency**

All teachers follow the school’s marking code, see Appendix A, so that learners are familiar with the terms used. In addition, teachers follow the school’s making policy, see appendix B to provide consistency between teachers and additional adults who may support their learning.

**Appendix A**

* Children to write in pencil or black pen.
* Teachers to mark in green pen.
* If a learner is required to make a correction or improvement, a green star **\*** is placed next to it.
* When the correction has been made, a pink tick **✓** through the star is used to show that it has been completed.
* For mistakes which are not a focus for correction or improvement a dot ● may be used.
* When marking any work repeated spelling mistakes are not corrected.
* Where appropriate, some spelling mistakes may be selected for correction using a green star as above.
* Comments need to reflect on the lesson objective (depending on the child’s ability).
* KS4 students self-mark/correct in purple pen. Coursework and exams have aseparate marking scheme and these should be used in preparation for this.

In addition, the following grid can be used after each piece of work, either as stickers, stamps or otherwise, to inform the teacher of level of understanding and level of support given during the lesson.

|  |  |
| --- | --- |
| Level of Support (0-5) |  |
| **No understanding yet** |  |
| **Gaining an understanding** |  |
| **Achieved the Learning Outcome** |  |

Staff are given the 2 descriptor grids below to aid them in completing the above grid.

|  |  |  |
| --- | --- | --- |
| **Level** |  | **Descriptors** |
| 5 | Completed task independently | Learner understood task and completed it independently and without any support. Learner may also be able to coach others. A scribe/reader can be used. |
| 4 | Completed task with minimal adult prompt | Learner is able to work independently, however may need adult prompting to begin the task and/or to keep them on task throughout the lesson. They may require support to use rulers, structure sentences or spell words. This is fine as long as the help is not directly related to the learning outcome. |
| 3 | Completed task with moderate adult prompts | Learner requires more adult support. Adults guide them through the task e.g. breaks the task down, rephrases the question, supports them with smaller steps, starts off the work to support learner to then take over. Learner may be able to work for short stretched independently. Learner shows some understanding but would be unable to complete the task without adult intervention. |
| 2 | Completed task with intensive adult prompts | Learner can only work on the task with adult support. Adult fully guides them through the task. The adult has to break down the entire task, give them the choice of two answers and remain with the learner at all times or the task is not completed. There is no evidence of any independent work. Some physical prompting may be required. |
| 1 | Learner was present for the task | Learner was present for the experience of the task however they did not take part in the task. |
| 0 | Refused task/absent for the task | Learner refused to participate in the task due to non-compliance/behaviour complications. This may have resulted in student spending time away from lesson with key adult. |

|  |  |
| --- | --- |
| No understanding yet | Pupil does not understand the learning outcome and more work is needed in future lessons |
| Gaining an understanding | Pupil is gaining an understanding of the learning outcome, but more work is still needed before they achieve the outcome fully |
| Achieved the Learning Outcome | Pupil has achieved the learning outcome for this work |

**Appendix B: Longridge School Marking Policy**

1. In core subjects and subjects in which teachers see learners for 3 or more lessons a week books must be marked weekly
2. In subjects where learners have 2 or less lessons a week books should be marked at least fortnightly
3. In subjects where learners do not have books, expectations remain in relation to evidencing feedback.
4. Teachers, with the help of teaching assistants are expected to support learners to record their learning in a learning journal style, through the inclusion of:
   1. Photos
   2. Comments which summarise verbal feedback (VF)
   3. Worksheets
   4. Assessments/tests
5. Marking should address the following:
   1. Help learners to know what they have done well (What Went Well - WWW)
   2. To help learners understand how to improve (Even Better If - EBI)
   3. To recognise even small steps of progress and reflect on the next steps of their learning journey (Next Steps)

The following activities are suggestions of activities that will be carried out with learners at least half termly:

* Self-assessment - skills will be taught and pupils encouraged to evaluate whether they have met the learning objectives
* Peer assessment – this will be encouraged, with pupils guided in the process of giving positive feedback.
* Target setting/discussion about targets in the subject area
* Frequent opportunities to reflect on subject progress, development of subject specific skills and how learners are used them across other contexts
* Evidence that learners have had access to work at a better level than their own, to allow them to see what they are working towards
* Regular inclusion of discussions and activities which develop the young person’s self-understanding of how they learn best
* Evidence of progress with communication skills
* Functional learning/applied learning/real life examples
* Learner written response to teacher marking (where appropriate)
* An element of reading that demonstrates a widening vocabulary and learners use of strategies to read for fluency and with a greater degree of accuracy and understanding.