



Curriculum Impact Policy

(Assessment, Marking and Feedback)

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 development areas.

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.

Purposes of Assessment at our School

- For students to demonstrate their understanding of learning completed and skills they have acquired.
- To inform students what is going well and the next steps they need to improve their work further.
- To accurately identify each child's strengths and development areas and inform teacher's planning
- To track the progress and attainment of individual pupils, groups of pupils and inform future curriculum development.
- To provide information to the Head teacher and those responsible for school who monitor and make judgements about the effectiveness of the school. Strengths and weaknesses in the curriculum can be identified and used to drive school improvement planning.
- To provide regular information for parents/carers to enable them to support their child's learning.

Our approach

The school uses B Squared Connecting Steps to track, assess and report on academic student progress. Within B Squared there are a number of inclusive frameworks which allow teachers to track the progress of pupils working towards age related expectations (ARE) and pupils with SEND all the way to age 25. Please see Appendix C for guidance on the framework levels.

Our school uses the following frameworks to assess our pupils;

- Primary Steps – for Key stage 2 learners
- Progressions steps for Key stage 3 students
- Steps for Life for Key stage 4 and Post 16 students

In addition, the school uses the AET (Autism Education Trust) framework to assess, monitor and evidence students' personal and social development. The framework enables staff to identify individual strengths, needs and progress across areas that are particularly significant for autistic learners, including communication and interaction, emotional understanding and regulation, independence, relationships and preparation for adulthood. This allows personal development to be assessed from each student's individual starting point, recognising that progress may be highly personalised and may not always be appropriately captured through age-related measures. By

setting and reviewing individualised outcomes, staff can demonstrate meaningful progress over time and use this information to inform teaching, pastoral support and wider provision. Developing these skills is integral to our learners' holistic progress, supporting not only their academic engagement but also their confidence, wellbeing, independence, self-advocacy and ability to participate successfully in school, home and community life.

Both progress in academic learning and personal development is assessed at the end of each half term.

Baseline Assessment

A baseline assessment is completed whenever a new student is admitted to the school. The process begins with the class teacher, teaching assistants and the SENCo working initially from their transferred information to match the learner to the most appropriate teaching group and plan learning. Within the first four to six weeks transition/settling in period, the class teachers complete a baseline assessment using B Squared and set new targets for achievement.

Information obtained and considered during the baseline 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.
- IDP (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' where applicable.
- 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.

Key baseline assessments are completed;

- upon entry to the school
- at the start of a new key stage e.g. moving to Key Stage Three (where applicable)
- at transition points

Ongoing formative assessment

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

- Informing students of the learning objectives and success criteria each lesson and ensuring this is recorded in exercise books.
- Questioning throughout the lesson in order to judge student understanding.
- Observations by supporting members of staff either focussed or interactive, which is shared with the class team and recorded in student session notes on our school's information management system.
- Providing regular opportunities to review learning against the success criteria throughout the lesson and subsequent lessons.
- Involving the students in peer and self-assessment by setting student targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.

- Displays which evidence knowledge and skills and subsequent achievement and progress.
- Feeding back to students on an ongoing basis both verbally and in writing matched to the stage and the individual needs of the student. Given the range of complex needs of the student groups, verbal feedback is our main form of feedback that students can effectively respond to. It is continually offered during lessons as the teacher circulates or on a one to one basis 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. See the marking code in Appendix B
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Summative assessment

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

Teachers across the three pathways assess pupil progress against key elements of the agreed standards within their assessment framework that they are working towards and in line with their EHCP targets (or IDP for Wales). Students may complete written progress tests or complete an observed practical activity at least termly assessed against the bespoke content of their pathway i.e. 6 assessment points across the school year.

The following summative assessments may take place;

- End of unit/topic teacher-devised assessments (e.g. practical activities, quizzes or games).
- Teacher observation of independent work/activity
- 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.
- Piece of written work (where applicable)
- 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 At

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

Working Above

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

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 from their starting point 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 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
- External accreditations 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.

Book scrutiny and Moderation

Book scrutiny will happen regularly during learning walks carried out by Senior Leaders. 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 encouraged 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. Best practice and development areas should be shared following the observation. At least one annual lesson observation will also be conducted by the Head teacher 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;

- Termly short reports for each learner during Autumn and Spring terms which includes attitude to learning, behaviour and academic progress
- An annual written report for each learner in the Summer Term
- 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 six monthly Looked After Child meetings review progress and set medium term targets.
- Annual Reviews of each student's EHCP (or IDP for Wales), 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

Feedback

When working with a diverse cohort of learners with varying levels of learning challenges, marking for both the students and teachers must 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

For feedback to be accessible to our learners whose reading and writing 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. Teachers allow for regular time to help 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 marking policy, see appendix B to provide consistency between teachers and additional adults who may support their learning.

Equal opportunities

We have high expectations for all our students regardless of race, culture, gender or special educational needs. We analyse and report on data of student performance and take action where underachievement is identified. We value, recognise and celebrate all forms of student achievement.

<i>Last Reviewed</i>	<i>August 2026</i>
<i>Next Review Due</i>	<i>August 2028</i>
<i>Reviewed by</i>	<i>Head Teacher</i>

Appendix A

Longridge School Marking Code

- Children to write in pencil or black pen.
- Teachers to mark in green pen.
- Where appropriate, some spelling mistakes may be selected for correction using a green star.
- When marking any work, repeated spelling mistakes are not corrected.
- Comments need to reflect on the lesson objective (depending on the child's ability).
- Students self-mark/correct in purple pen. Coursework and exams have a separate marking scheme and these should be used in preparation for this.

In addition, the following grid may be used to record progress, 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 high level of 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 stretches 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.

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

Appendix B: Longridge School Feedback Policy

1. In core subjects and subjects in which teachers see learners for 3 or more lessons a week books must evidence weekly feedback
2. In subjects where learners have 2 or less lessons a week, workbook feedback at least fortnightly should be evident
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:
 - a. Photos
 - b. Comments which summarise verbal feedback (VF)
 - c. Worksheets
 - d. Assessments/tests
5. Feedback should address the following:
 - a. Help learners to know what they have done well (What Went Well - WWW)
 - b. To help learners understand how to improve (Even Better If - EBI)
 - c. 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
- Target setting/discussion about targets in the subject area
- Frequent opportunities to reflect on subject progress, development of specific skills and how learners are using them across other contexts (generalisation)
- 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.

Appendix C

B Squared Framework Comparison Chart including Additional FREE Content

B SQUARED STANDARD SCORE	P LEVELS AND NC LEVELS (FOR COMPARISON)		STATUTORY ASSESSMENT FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS FOR PUPILS WITH SEND								B SQUARED ADDITIONAL FRAMEWORKS																					
			Pre-Key Stage Standards	Development Matters	Primary Curriculum	Early Steps (2022)	Engagement Steps	Progression Steps & Preparing for Adulthood	Primary Steps	Steps 4 Life	Autism Progress	Broad Areas of Need	Phonics for Pupils with SEN	Reading Doctors																					
15 - 15.5	NC 7		THIS CONTENT IS FREE TO USE WITHIN CONNECTING STEPS AND EWISENSE (YOU MUST PURCHASE THE CORRECT NUMBER OF STUDENT LICENCES)											THIS CONTENT IS FREE TO USE WITHIN CONNECTING STEPS AND EWISENSE (YOU MUST PURCHASE THE CORRECT NUMBER OF STUDENT LICENCES)	THIS CONTENT CAN ONLY BE USED BY READING DOCTORS																				
14 - 15																																			
13 - 14	NC 6																Progression Step 10	Greater Depth & Breadth	Level 2	Level 17	Level 16 (13-15 yrs)														
12 - 13																						Level 15 (11-13 yrs)													
11 - 12																			NC 5		Year 6		Progression Step 9	Year 6	Level 1	Level 15	Level 14 (9-11 yrs)								
10 - 11	NC 4		Year 5	Progression Step 8	Year 5	Level 1	Level 15	Level 14 (9-11 yrs)																											
9 - 10									NC 3	Year 4	Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7-9 yrs)																				
8 - 9	NC 2a	Year 3														Progression Step 6	Year 3	Entry 2	Level 13	Level 12 (6-7 yrs)															
7 - 8			NC 2b	Year 2	Progression Step 5	Year 2	Entry 2	Level 13													Level 12 (6-7 yrs)														
6 - 7			NC 2c						Standard 6	Early Learning Goals	Year 1	Progression Step 4	Year 1	Entry 1	Level 12							Level 11 (5-6 yrs)													
5 - 6	NC 1	NC 1a	Standard 5						Early Learning Goals (ELG)							Children in Reception	3 & 4 year olds	Progression Step 3	Primary Step 3	Step 7			Level 11	Level 10 (4-5 yrs)											
4 - 5		NC 1b	Standard 4	Children in Reception	3 & 4 year olds	Progression Step 2	Primary Step 2	Step 7													Level 11				Level 10 (4-5 yrs)										
3 - 4		NC 1c	Standard 3							Children in Reception	3 & 4 year olds	Progression Step 1	Primary Step 1	Step 7	Level 11							Level 10 (4-5 yrs)													
2 - 3	P8	Standard 2	Three- and Four-Year Olds						26-3 years							Engagement Step 6	Step 6	Level 9	Level 8 (26-3 yrs)																
1 - 2				P7	Standard 1	Birth to Three Years	2-25 years	Engagement Step 5												Step 5	Level 8		Level 7 (2-25 yrs)												
0 - 1										P6	Standard 1	Birth to Three Years	18-24 months	Engagement Step 4	Step 4							Level 7		Level 6 (18-24m)											
P3(i)	P3(ii)	P2(i)	P2(ii)						P1(i)							P1(ii)	Step 3	Level 6	Level 5 (12-18m)																
				P3(i)	P3(ii)	P2(i)	P2(ii)	P1(i)												P1(ii)	Step 2		Level 4		Level 4 (9-12m)										
										P3(i)	P3(ii)	P2(i)	P2(ii)	P1(i)	P1(ii)							Step 1		Level 3		Level 3 (6-9m)									
																											P3(i)	P3(ii)	P2(i)	P2(ii)	P1(i)	P1(ii)	Step 1	Level 2	Level 2 (3-6m)