Assessment and Marking Policy

Date policy approved	August 2021	
Next review date.	August 2022	
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Assessment

One of the main purposes of assessment in an educational setting is to help students make progress in their learning. As a specialist provision for Children with SEBD/SEND, PCT Education Services are aware that each learner has their own set of individual needs (as outlined in their Individual Living and Learning Plan (ILLP) and that when these needs are recognised and provided for, the learner stands a much better chance of recognising their *own* progress and deriving encouragement from it.

As such, PCT Education Services, in accordance with a positive reinforcement approach, does not assess student performance against anything other than a student's previous achievements and experiences. With a baseline assessment, staff can build up the students' self-esteem, reminding them of past successes and inspiring them to achieve more in the future. School leaders have a clear ambitious vision for providing a high quality inclusive curriculum that meets the needs of all our learners, and as a result staff and students are aware that high progression is expected. A one-standard-fits-all model of marking and assessment does not acknowledge that each of our students are at differing levels of ability and would lead students to judging themselves unnecessarily against their peers.

Each student has a set of Maths (Numeracy) and English (Literacy) targets as well as Social and Emotional targets, reflecting PCT Education Services' commitment to holistic learning. Maths and English targets are set by experienced teaching staff using both functional skills diagnostic tools and assessment of student's strengths in the work they produce in lessons, and those areas they need to develop. Social and emotional targets are formed through information within their Living and Learning Plan. This is continued through observations of the students with their peers, in the learning environment, identifying areas and methods whereby these interactions and relationships can be improved. **It is essential that all students be given access to, and made aware of, their targets.**

Students' targets are reviewed at the end of each term and changed if it can be shown to the satisfaction of teaching staff that a student has consistently achieved in the target areas. In this regard, two types of assessment are utilised; formative and summative (there will be a minimum of one summative assessment per term). It is the responsibility of teaching staff to plan these assessments and make sure support staff are aware of their intended outcome so that they can, if necessary, mark work and leave meaningful feedback for students.

Data will be used to identify trends and progress, to keep curriculum ambitious and relevant.

Although not all work produced by students needs to be commented on thoroughly, it must be commented *on*. Individual feedback must be completed on students SOW and target sheets, (one for literacy and numeracy skills and the other for social and emotional learning subject). Feedback against core subject learning objectives is assessed by the class teacher on individual schemes of work. **Feedback must be filled in every day by class teacher**. **All learners must be made aware of the feedback they have received and given the opportunity and encouraged to respond. There is an opportunity for this at the student's mentoring session at the end of the week.**

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ASDAN Accreditation and Core Subject feedback

PCT Education Services has detailed schemes of work covering all subjects available within the ASDAN short courses accreditations.

Teachers will be responsible for assessing that individual learning is taking place. This will be completed through formative/ongoing assessment such as direct questioning and observation. Class teachers will provide daily written feedback within the students' workbooks. Objectives will be identified at the beginning of each lesson and recapped at the end. Feedback will include: to what level the students have met the learning objectives and what needs recapping or completing within the next lesson. This will also support the teacher in identifying new learning opportunities that will be offered to bridge learning gaps. ASDAN qualifications will be offered and assessed through ASDAN assessment criteria; this will be included in observation and marked work alongside direct questioning and summative assessment at the end of term. All schemes of work and lesson plans will highlight the assessment methods used within the subject scheme of work and yearly overview. Individual feedback will be completed within the scheme of work after each lesson. This will be rag rated to identify progression and gaps in learning. PCT Education Services has an Internal Quality Assurer (IQA) that supports staff and monitors the ASDAN accreditation, ensuring standardization and quality of evidence. For further information please read ASDAN Quality Assurances Documents.

Functional Skills Accreditation's

PCT Education Services delivers functional skills accreditations, providing students with the opportunity to gain national accreditation in English, Maths and ICT. Students will undertake a diagnostic assessment in Maths, English and ICT, this will be assessed though an online assessment tool (BKSB). The diagnostic assessment gives a baseline level allowing the subject to be delivered at the appropriate level and containing the right content. This also highlights gaps in knowledge so teachers know what needs to be covered. Teachers will have set schemes of work and yearly overviews across all levels, as well as assessing students' work within lessons and comment within their work folders or through witness testimonies. This is alongside written feedback within students' schemes of work or workbooks. PCT Education Services' IQA will provide feedback on the assessment process in line with set qualifications criteria. Students will also have the opportunity to achieve AQAs within timetabled functional skills lessons.

Stretching students' ability

All students are entitled to an education at the appropriate level that stretches their ability and progression (see curriculum policy). Alongside this all our students have social and emotional barriers affecting learning. PCT Education Services works holistically to address and break down barriers that in turn increase learning opportunities.

All students have a baseline assessment; this is taken from a student's referral paperwork and EHC Plan this also includes parent, students and other professionals' information, and forms the students' individual living and learning plan. Some students' paperwork can be out of date due to patterns of past sporadic education. The first half term is a time for assessment through

observation, leading to more formative assessment that will be achievable once trust has been established. Online assessments in Maths and English and ICT are undertaken if appropriate to do so, this will gauge student's current levels. This will form the students starting point and targets will be set.

Once a baseline assessment has been established the students will be given an end of year target. This target is broken down in to smaller termly then half termly targets, weekly and daily targets. As stated above targets are both academic, social and emotional and are both ongoing and reactive to need.   Students are then re-assessed at the end of each half term and data is used to form a picture of progression or highlight the need to address learning gaps. This is shared with Governance and the Senior Leadership Team.

Marking

At PCT Education, a variety of marking strategies are used, depending on what suits the individuals concerned. This is highlighted within the student's living and learning plan and the style will change as the student progresses.

If it is appropriate, both teaching and support staff can leave comments on a student's work using green pen. Due to the fact that students across PCT Education Services are children with SEN, it is important that comments left on a student's work are **clear**, **meaningful** and **motivating**; i.e. can be understood by the students, relate to the learning objectives and focus on the positive aspects of the student's work.

Where corrections need to occur, avoid over correction and focus on regularly occurring mistakes. Corrections by students should be made in pink pen to show a clear indicator towards response to marking. Live marking can take place during the lesson to enable an instant reflection towards work completed. Time should be spent with each student at the end of the lesson to ensure learning is embedded, learning objectives are met or identify areas for improvement. Students should be encouraged to look back over any previously marked or commented-on work to ascertain their next steps.

As learning across PCT Education Services has embedded a positive reinforcement approach, we encourage our staff to model their comments after 'active and experiential recognitions'. These recognition's have three parts:

- *Observation*. Notice what the learner has done or written.

- *Snapshot*. Provide a brief summary of what they have achieved, without giving any negative judgements.

- *Reflection*. Inform the student what this shows you about their progress and, if appropriate, write a follow-up question for the student to answer when they look back on their previously marked work.

For example, '(1) Excellent work, John! You have produced a very informative poster about the Battle of Hastings and (2) were able to name the two kings involved. (3) Can you remember one reason why the Normans stood a better chance of winning?'

Note any numeracy or literacy targets met on the feedback sheet.

In marking numeracy work, avoid using crosses where mistakes occur and annotate work with the following symbols.

1. **?** for answers to calculations that require correcting,

2. __ for areas that require correcting.

3. ☐ for correct answers given.

In marking literacy or topic work, pay attention to SPAG (spelling, punctuation and grammar) and avoid any tendency to over correct. Significant SPAG errors (common spelling mistakes, confused homophones, capital letters, missing full stops, etc) can be circled and annotated with the following symbols:

4. **Sp** for spelling (depending on a learner's ability, the teacher may expect a student to look up the correct spelling in a dictionary and amend their own work)

5.   **Pn** for punctuation.

6. **Gr** for grammar.

7. **^** for a missing word.

8. **//** for a new line.

9. **?** indicates a sentence or idea does not make sense (and should ideally be rewritten)

Feedback is explained and discussed with students in a subsequent lesson, making sure that they fully understand what they have achieved and what they need to work towards.

To aid pupils, a list of all these symbols will be glued into the front of their subject folders and/or displayed in classroom areas.

Progression towards learning outcomes will be kept up to date within schemes of work and will be commented on, in accordance to the work completed. Outcomes are to be RAG (Red, amber, green) rated on the schemes of work to identify areas of progression or developments to be made. Initial comments will be followed by an EBI (Even better if) to improve key skills or to stretch learning. If objectives are not initially met, the outcome is rated as amber and embedded learning will occur. A dated green rating will occur once the objective has been met.

An individual tracking sheet will be placed at the front of the scheme of work to clearly identify objectives that have been met or require further development. This will be visible for the students to view along with the comments made on the scheme of work, in order for them to identify their own progression.

Teaching staff will keep a track of progress on a group tracking sheet which will include dates next to the RAG rated progression.