



Assessment and Marking Policy

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Two Bridges School caters for students who present with a variety of needs and abilities but are characterised by difficulties with social, emotional and behavioural responses, which are barriers to learning and prevent them with challenges succeeding in a mainstream environment. Many of our students have missed significant periods of schooling through exclusions and, in some cases, poor attendance. It is therefore vital that the education they access whilst in our care is personalised and provides every student with timely and appropriate feedback in order to maximise progress and accelerate learning.

The purpose of assessment and marking within our School is to:

- Establish a clear baseline from which progress may be measured accurately.
- Recognise achievement and progression.
- Identify next steps for learning for the student.
- Provide accurate information on what each student can do and what gaps exist in their learning.
- Support planning for future educational accreditation.
- Identify specific learning needs, which may require additional support and intensive recovery work.

Referrals

All referrals include information on current attainment levels and courses studied at mainstream schools as well as information on barriers to learning and reasons for referral.

Initial Assessments

All students entering the service undertake a series of baseline assessments. Core subjects (English, Maths and Science) are assessed using Alfiesoft across all sites. A reading test is also undertaken along with spelling testing and SPAG assessments. This information is moderated for accuracy through comparison with the referral levels and teacher observation of engagement and achievement during the induction period. Every effort is made to ensure the baseline assessments are a true reflection of the student's abilities.

All students will also have a pre-admission meeting which includes themselves, their parents / carers and the home school and is an opportunity for an initial observation assessment to take place. The meeting allows discussions to take place about the presenting behaviours, barriers to learning and ability to access the curriculum. It is also the first point of contact in developing the relationship between home and school and sets the foundations for engagement, progression and future planning for reintegration in both the educational and wider sense.

Aims and rationale:

- The focus of all marking should be to tell students how well they have done (summative) and what they need to do to improve further (formative)
- Work should be discussed and marked in such a way that feedback will improve students' learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment
- Marking is an integral part of the continuous dialogue between teachers and students about how well they are learning and how they can make progress
- Marking should inform planning and any adjustments needed in order that teaching and learning meets the needs of all students

Principles:

Marking of students' work can take different forms and involves both written and verbal feedback.

- Effective and precise feedback marking is a key element to children making progress
- Whenever possible, teachers should provide individual, verbal feedback to students
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and students that addresses errors and misconceptions at an early stage. Comments should be clear and succinct.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets
- Our students are given feedback using 'What works well' (WWW) and 'Even better if' (EBI) comments on a weekly basis.
- Teachers should look for strengths before identifying improvements when marking work
- Marking should be overtly linked and reflect baseline data/targets/learning intentions/skills so students are fully aware of the progress they are making
- In particular students should be aware of literacy and numeracy targets and progress with these across the curriculum
- Students should be encouraged to mark, self-evaluate and peer assess
- The outcomes of marking should be used to inform teachers' judgements and interventions concerning students' progress and to support teacher records and reports

- Marking and feedback practices should be manageable
- Teachers should use skills level descriptors at Tracks and KS3 and GCSE qualification grades and success criteria (including plus/minus grades) in KS4

Monitoring and Evaluation:

A review of samples of work in work scrutiny, lesson observations and learning walks should inform the following performance indicators:

- Improvement in students' achievement and attainment
- Consistency in teachers' marking across subjects (whilst allowing for variations)
- Participation of students in the process
- Objectives for improvement need to be revisited/subsequently identified by teachers as completed with appropriate positive comments

Quality Standards Criteria:

- Oral feedback is the most powerful. Teachers create as many opportunities for this as possible
- Students' work is marked as soon as possible after completion and, if possible, in the presence of the student
- Feedback relates as much as possible to the lesson objective/success criteria of the curriculum focus
- Comments are succinct and accessible to the student. In focused marking they point out successes and points for improvement
- For feedback to be effective, time for students to make improvements or responses is planned for (this is often verbal). Where appropriate, teachers manage this within lessons as well as in follow up sessions.

In summary a piece of marking should make clear to the student:

- Where they are on their way to achieving their target
- What they have done well to embrace improvement objectives made earlier
- What they need to do to improve their work in the future
- What support is available to them and is possibly provided as part of the work monitoring; this might include:
 - Model layout showing full stops etc.
 - Framework/scaffolding for future work
 - Additional exercises to embed learning
 - Specific intervention; 1:1 time with a TA or teacher
 - Marking Codes/Symbols – should always be written on students' work in green pen:
 - Circle Inaccurate punctuation or spelling
 - Yellow box if common mistakes are made
 - Student responses should be done in purple pen.

Progression

Progression is reported on a termly basis in core subjects and documented on the **Student data sheet** using National Curriculum levels at KS1-3 as well as current grading at KS4 in line with GCSE criteria. To allow progression to be measured and reported on accurately, GCSE grading are split into grading with minus and plus indicators to show whether the grade is solid or moving towards a higher / lower grade boundary (e.g. 2-, 2, 2+)*.

Progress is also reported on to home schools and parents / carers through termly review meetings and at Parents Days at KS4, and end of placement reports at Tracks and KS3

Monitoring of Progress

Progression of students is monitored through analysis of the Student data sheet termly. Staff are expected to provide assessment information at the end of each term using teacher assessment or Mock examinations where appropriate at KS4.

For students on reintegration programmes, testing takes place using Alfiesoft on entry and exit and teacher assessment is used at the mid-point to track and monitor progress.

The school also operates a Monitoring Calendar which includes a series of lesson observations and work scrutiny sessions to monitor the teaching and learning and to set standards for progression.

Exit Assessments and Moving On Plans

All students leaving the school are re-assessed on exit using the same process as on entry to ensure accurate measuring of progress during their placement. This information is passed on to their onward route to ensure continuum of progression. The Final Review/Reintegration Meeting will provide up to date information to inform future planning and target-setting for every individual student. For students returning to school, a Reintegration Profile is compiled which brings together all the assessment and progression data on the individual student as well as advice and guidance for the receiving school to maximise the student's chances of success both in terms of learning and behaviour. The responsibility of staff is to ensure that all data is input in a timely manner to ensure accurate information is transferred to the profiles before these are presented to the destination school or used to form the basis of an end of placement Summary or parent Report.