

NEWMAN SCHOOL

POLICIES

Assessment, Achievement and Feedback

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Assessment, achievement and Feedback Policy

At Newman, we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils. Student achievement is recognised at many levels at Newman. Our curriculum is broad (in terms of subject areas covered), balanced and delivered at a range of different levels across all year groups, to enable any learner - regardless of their starting point at Newman - to achieve and make progress. The development of **communication, independence** and **resilience** are key to all we do and underpin our approach to learning.

Ultimately, it is our goal that learners will leave Newman prepared for adulthood and become:

- Successful learners - who enjoy learning, make progress and achieve
- Confident individuals - who are able to lead safe, healthy and fulfilled lives
- Responsible citizens - who make a positive contribution to society and the school
- Able to attain the highest level of accreditations possible in relation to their SEND and start points
- Students that are role models for other students across the school
- Students that take part in appropriate work readiness activities
- Aware of and ready for their next steps

At Newman we tailor the assessments that we use to ensure that they are appropriate for students' stage and area of learning. We have several different formative and summative assessment strategies and tools within our assessment tool kit and this enables us to assess progress made by students across all stages and areas of development, not just measuring academic progress.

Education Health Care Plan Targets

All students at Newman School have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their learning journey, therefore they all need different learning targets to develop their skills at different points. That is why no one single assessment tool fits all of our students. The assessment strategies and tools that we use must be flexible to meet the need in recording a student's individual strengths and the next steps needed to progress. It is very difficult to compare outcomes for the whole school cohort as learning and target setting is personalised to each pupil - every child is unique in their learning experiences. Target setting is based on the individual pupils EHCP long term outcomes and builds towards 'Preparing for Adulthood' expectations.

EHCP targets are reviewed during annual review meetings and progress and achievement towards these outcomes are reported both qualitatively and quantitatively. Teachers will record progress towards outcomes on the review paperwork by describing how students have made progress in that area and give examples. Progress towards targets is also recorded internally by a red, amber green system which aligns to 'not met', 'partly achieved' and 'achieved' and/or a percentage. Targets are further broken down within individualised action plans, which outline what actions will be taken, by who and timescales, in order to best support students to achieve their EHCP targets.

0% - 33%	Not yet achieved
34% - 66%	Partially achieved
67% - 100%	Achieved
NA	Not applicable
NS	New Student

This data is collected for all students across school and is monitored by SLT and the Annual Reviews Officer. Analysis enables leaders to check the success of provision across school and identify patterns, trends and areas of action, however care is taken not to over analyse this data due to the highly individualised nature of the targets that are set within the EHCP and the ever changing, spikey cohorts at Newman.

Informing parents/carers of student progress

Newman values the relationship between school and home for our students and we strive to develop positive and transparent working relationships with parents/carers in order to enable best possible outcomes for students. There are many ways that school and parents can communicate such as home/school diaries, via telephone, school email systems, text to parents’ systems and for some student during drop off and pick up.

In addition, reports to parents/carers are given verbally at parents’ evenings twice a year in the Autumn and Summer term. This is a chance for parents/carers to discuss their child’s achievements so far and discuss their child’s next steps in learning with class teacher, and with subject teachers (where appropriate).

A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated.

A shorter written report along with progress is provided for each child at the end of the summer term. Attendance, attitude to learning, level of learning and progress towards outcomes is also shared with parents in a simple, age and stage appropriate way within the end of summer report.

All reports provided for parents/carers are written in a clear, straightforward manner and are personal to the child and their stage of learning. Parents are also invited to discuss their child’s progress informally at any time throughout the school year and are welcome to see their child’s work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

Assessment tools and strategies

At Newman, we collect a data ‘score’ for each student for reading, writing, maths and science at the end of each term in order to monitor and track progress in core subjects. The assessment tool used to score the students’ current level will depend on the pathway and level that they are learning at as shown below.

At Newman we have 4 different learning pathways that our students can be working within, as shown below:

	EYFS	KS1	KS2	KS3	KS4	KS5
Tracking and Target Setting	Engage – EHCP targets set and reviewed annually. Engagement within the 5 areas of the <u>engagement model</u> reviewed and targets set.				Destination: Social/Skills - EHCP targets set and reviewed annually. Progress tracked and targets set using Engagement profiles and AQA unit awards.	
	Discover – EHCP targets set and reviewed annually. Progress tracked and targets set using <u>Pre-Newman Tracker</u> .					
	Develop - EHCP targets set and reviewed annually. Progress tracked and targets set using <u>Newman Tracker</u> (ARE National Curriculum) and formal qualifications.				Destination: Skills/Study - EHCP targets set and reviewed annually. Progress tracked and targets set using formal accreditations (GCSE, Level 1, Functional Skills, Btec, PfA outcomes, AQA unit awards)	
	Deepen - EHCP targets set and reviewed annually. Progress tracked and targets set using <u>Newman Tracker</u> (ARE National Curriculum) and formal qualifications.					

The Engage curriculum pathway is for Engagement Model learners not yet ready to be engaged in subject specific study. Students working on this pathway are taught and assessed with their EHCP targets being the main focus of their curriculum. Teachers will report a score of EM for students working on this pathway. At

Newman we are currently developing an Engagement curriculum and assessment tool to plan and track learning and progress for students not on subject specific study; this is based on developmental steps developed from the Early Years Developmental Journal and will be rolled out across school in September 24.

For students working on the Discover, Develop and Deepen pathways, the Newman Tracker assessment systems broadly align with, and have been developed from, National Curriculum end of year expectations and the Pre Newman Tracker aligns with, and has been developed from, previously used P levels and Pre Key Stage levels. Teachers are able to give score based on the level that the student is working and the percentage of outcomes that a student has achieved within that stage. For example, a score of Newman Tracker Stage 2.37 would equal a student working at Stage 2 expectations and having achieved 37% of the outcomes for stage 2. Teachers will keep logs of student progress towards these stages in core subjects which outline which outcomes have been achieved and when in order to monitor progress of learning.

Progress is assessed in the Early Years Foundation Stage using the EYFS Profile and 17 Early Learning Goals. Our progression of skills documents enable teachers to assess whether students are working on Early steps, Stepping up or Steps to Early Learning Goals.

For students working towards an accreditation in English, maths or science, within destination pathways (Ks4 and above) a score will be created based on their level of achievement within the given accreditation. For example, GCSE Grade 1-9 or Entry level 1,2 or 3.

At Newman, data is statutorily reported annually, and when required, to the Local Authority/ Department for Education (DfE) using the specified assessment requirements. Because some of our students are working significantly below age-expected levels and/or have SEMH barriers to learning, we are able to dis-apply those students from formal statutory testing, such as the Phonics screening and KS2 SATs.

In Foundation subjects, students' learning is assessed against the 'small steps' documentation for that topic. The small steps documents highlight the intended learning outcomes for each topic for each pathway, including subject specific knowledge, skills and vocabulary. Teachers will use a combination of observations, learning evidence, retrieval practice and low stakes tests to assess what learning each student has achieved. This will then be highlighted on the small steps documents for each student for each topic using the Brilliant Blue (achieved) and Green for Growth (not achieved) Newman marking expectations.

At Newman we also offer a wide variety of academic and non-academic interventions and actions and approaches, such as Read, Write, Inc Fresh Start, Success at Arithmetic, ELSA, Rebound therapy, Lego therapy, Horse Riding, to name a few. Each intervention has its own assessment and progress tracking tools and systems to ensure that students that take part in these inventions are making progress.

Formative assessment

Formative assessment is a crucial part of assessment at Newman and embedding Formative Assessment within our teaching and learning practices is key to fostering a culture of continuous improvement at our school. By incorporating formative assessment practices, educators can gain valuable insights into student learning, identify areas for improvement, and adapt teaching strategies to meet individual needs, ultimately enhancing student achievement and engagement. Assessment becomes formative when the assessment information is used to adapt teaching and learning to meet pupil needs, to make necessary adjustments, such as re-teaching, trying alternative approaches, or offering more opportunities for practice. These activities can lead to improved pupil progress.

As part of our drive to improve formative assessment across school, Newman has invested in to the Embedding Formative Assessment programme from the SSAT (the Schools, Students and Teacher Network)

which is subsidised by the Education Endowment Foundation (EEF), through the DfE's Accelerator Fund. The training takes place across 2 years and develops teachers' knowledge and pedagogical skills around using formative assessment within learning to increase progress for learners.

Teachers and staff within lesson will use techniques to gather and use evidence of learning to adapt lessons in real time to meet students' learning needs. This will be through a combination of clarifying and sharing learning intentions, questioning, feedback, peer assessment and self-assessment. Some examples of formative assessment techniques that may be used in lessons include: observations, a variety of strategic question and answer techniques, low-stakes quizzes, think pair share activities, admit/exit tickets, voting systems, the use of feedback puppets, etc.

Due to the wonderful variety of abilities that we have at Newman, no one-size formative assessment strategy fits all and teachers continuously adapt and develop formative assessment techniques that are appropriate for their students. Support staff also play a significant role in formative assessment as they work closely with the students and it is essential that all staff, whether teachers or learning support, feedback to each other about the progress made by the pupils. This supports the development of next steps and assessment of skills. Support staff are expected to feedback about formative assessment, foremost to the learner that they are working with but also to the teacher both verbally and using written feedback, following the marking expectations outlined below.

Evidencing learning and progress

For the majority of students at Newman, evidence of learning will be recorded in subject specific work books, however this may look different for different students and some subjects. For example, students working within our Early Learning classes will have 'learning journals' to document progress across their holistic curriculum offer; learning and progress in PE lessons is evidence and tracked using photographs and videos via an online platform called Evidence Me; and some formal accreditations are tracked using a portfolio of evidence.

The quantity of evidence that a student has will vary, but the majority of students will have several daily records from across different subject areas. The range of evidence that can be used to record a students' individual learning and progress towards targets can come in many forms, including but not limited to:

- work completed by the learner, both independently or as part of a group, with or without support
- short annotation from the adult working with the student
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session)
- Observations/reports from visiting professionals e.g. Physiotherapist
- Videos- showing evidence of learning and achievement.

Effort, progress and achievements made by students, no matter how small the steps are, are celebrated daily, ideally in the moment, either through verbal feedback or written feedback from staff. Students may also be recognise through in school rewards, such as house points, for good effort and attitude to learning, making progress and achievements. This way we can try to foster positive learning behaviours and a growth mind-set. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where students' learning is on paper, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform students about what specifically they have done well and the next steps to take.

Marking expectations at Newman

As mentioned afore, the aim of feedback and marking at Newman is to progress students' learning. Although learning evidence needs to be regularly annotated as part of the assessment process to inform next steps and show level of support given, we are also conscious of teacher workload and the onerous burden that marking can easily become. In response to this we strongly encourage marking in the moment, with feedback which moves learning forward but is also accessible to the individual student.

The appropriate level of written feedback will vary dependant on the level of the learner; particularly their ability to read the comments and respond to what has been written. At Newman we have adapted marking expectations for students working on different pathways:

Written Feedback

Adults write with **blue** and **green** pens.


Brilliant Blue shows and explains what the student has done well and where they have met the Learning Objective.

Green for Growth shows and explains where the student need to make an improvement.

Highlighters are used to show where comments relate to the task.

Students respond to feedback in **purple** pen/pencil .

Agreed Feedback Symbols

- I : Task completed independently
- TS : Task completed with teacher support
- CSA : Task completed with Child Support Assistant support
- G : Number of student working in the group
- Sp : Spelling mistake (up to 5 identified per task)
- P : Punctuation mistake (up to 5 identified per task)
- // : New paragraph needed
- VF : Verbal Feedback given
- ✓ : Two positives and one area to improve/next step related to the Learning Objective
- ✓
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Those working at Deepening

Written Feedback

Adults write with **blue** and **green** pens.

Brilliant Blue shows and explains what the student has done well and where they have met the Learning Objective.

Green for Growth shows and explains where the student need to make an improvement.

Highlighters are used to show where comments relate to the task.

Students respond to feedback in pencil .

Agreed Feedback Symbols

- I : Task completed independently
- TS : Task completed with teacher support
- CSA : Task completed with Child Support Assistant support
- G : Number of student working in the group
- Sp : Spelling mistake (up to 3 identified per task)
- VF : Verbal Feedback given

Those working at Developing

Feedback

Adults use blue and green highlighters.

Brilliant Blue highlights where students have met the Learning Objective.

Green for Growth highlights where students have not met the Learning Objective.

Agreed Feedback Symbols

- I : Task completed independently
- TS : Task completed with teacher support
- CSA : Task completed with Child Support Assistant support
- G : Number of student working in the group

Those working at Engagement and Discovery

The above marking guidelines should be used by all staff to ensure consistency across the school.

Analysing progress, Quality assurance and Moderation

The analysis of progress in learning and against targets will inform teaching and learning in individual lessons, and patterns of progress will inform wider subject and school development priorities. Leaders will use the results from analysis of progress and data to consider and action any CPD and development needs across the school. Leaders will also track progress to ensure that all learners are receiving the support that they need to make progress, regardless of their starting points. Although collecting and analysing data sets plays a part in tracking progress, at Newman we understand that smaller cohorts of students with complex educational needs can make analysis of data to gain meaningful results an effectual task and for some students, the development or maintenance of skills relevant to that individual student's start point may be progressive linear, lateral (maintenance) or regressive. The main aim of collecting and analysing data is to inform teaching and learning, and therefore improve progress across the school.

Quality assurance activities and moderation of student's data scores takes place on a termly basis by leaders including the SLT and subject leaders/curriculum family leaders. Teachers and subject/curriculum family leaders will meet to discuss learning and progress of individual students and groups, and to compare evidence of learning against outcomes. Newman is an outward facing school and our leaders network with other schools, both within and outside of the local area, to complete quality assurance and moderation based activities where possible. Local Authority moderation also takes place as required, such as looking at levels of pupils writing, reading and achievements towards the Early Learning Goals in Reception.

In addition to internal moderation, some subjects at Newman also undergo formal, external moderation depending on the qualification. Coursework and portfolios for subjects and accreditations such as Entry Level Certificates, GCSE Art and BTEC courses are all both internally marked and then externally moderated by the awarding body. The range of qualifications that we offer is broad and varies based on the cohort of young

people that we have attending Newman and their strengths and interests. More information on the qualifications/accreditations of offer can be found within the Curriculum Policy or by contacting the school directly.