

Longdon Hall School

Assessment for Learning Policy

Ratified by: Teaching, Learning & Curriculum team

Date Ratified: September 2020

Person responsible for review: Amanda Padley

Review date: September 2023

June 2021	Edited by AP
September 2021	Edited by APH

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1. Introduction

Longdon Hall School is a special school for young people between the ages of 7-18 with with Education, Health and Care (EHC) Plans that identify SEMH as their primary need.

Our school supports the need of all of our pupils with their rights being protected with a focus on:

Best interests of the child – *the best interests of the child must be the top priority in all things that affect children (Article 3)*

Right to education – *every child has the right to an education (Article 28)*

Goals of education – *education must develop every child's personality, talents and abilities to the full (Article 29)*

At Longdon Hall School, personalisation is the key to everything that we do and this policy aims to promote consistent, personalised and high standards of feedback to all pupils.

Our aim is that:

- every child receives the support they need to be motivated, independent learners;
- every teacher is equipped to make well-founded judgements about pupils' attainment and to forward plan;
- every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and teachers

2. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum for all students, as per the Independent School Standards 2014.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will also ensure that:

- Everyone has read and understood this policy
- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 The Headteacher

The Headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The Headteacher will also ensure that:

- The amount of time provided for teaching the required elements of the curriculum is adequate and reviewed by the governing board
- The school's procedures for assessment meet all legal requirements

3.3 Senior leaders

The senior leadership team will have overall responsibility for the monitoring and evaluation of pupil progress and achievement across the whole school.

Senior leaders will:

- Monitor regularly the school processes for assessing pupil performance
- Ensure that judgements about assessment are regularly met, moderated and recorded, and that evidence of pupil achievement is kept both at individual pupil level and for the wider school.
- Report regularly to Acorn Care and Education on pupil performance
- Ensure that Local Authorities, parents and carers receive timely reports on pupil achievement
- Ensure that all pupils have an identified tutor or mentor who can work with them on a timetabled basis to review progress and plans

3.4 Middle leaders

Demonstrate thorough and up-to-date knowledge of the teaching, learning and assessment within their Key Stage and take account of wider curriculum developments, including all vocational areas that are relevant.

3.5 The assessment coordinator

The assessment coordinator will be responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

The assessment coordinator will:

- Liaise with Class Teachers in setting up both baseline and periodic assessments.
- Report directly to SLT on all assessment/progress related issues
- Based on those assessments and on subsequent reviews, work with class teachers to develop targets for IEPs and other plans that inform classroom teaching and interventions.
- For pupils who require additional support, produce, disseminate and monitor the impact of a learning support plan.

- Enable regular reviews against targets set in IEPs and other plans, which take into account the range of evidence available of academic and personal progress, and which engage teachers, support staff and care staff.
- Arrange for regular reports on pupil progress, feeding into the statutory annual review process which should include a pupil contribution.

3.5 Department leaders

Demonstrate thorough and up-to-date knowledge of the teaching, learning and assessment within their subject area.

Subject leaders will:

- Oversee baseline assessments are in place for all pupils in their subject areas.
- Build assessment into their schemes of work.
- Moderate teacher assessments where more than one member of staff is involved.
- Supervise the assessments of teachers (where more than one teacher is involved).
- Use subject assessments to inform their short-, medium- and long-term planning.
- Contribute to IEP reviews.
- Prepare an annual report on pupil progress across their subject

3.6 Parents/carers

Parents/carers are expected to:

- Notify a member of staff or the Headteacher of any concerns or queries regarding this policy
- Respond/provide feedback to periodic reports provided by the school, sharing their perceptions of progress made and areas for development identified.
- Be aware of key targets for development set through the annual review process, and contribute as actively as possible.

4. Characteristics of Assessment for Learning

4.1 What is feedback?

Feedback is the central part of a teacher's role and central to curriculum planning. If used effectively, it is a powerful tool in improving pupil outcomes and in the development of key skills. It has been proven that effective high-quality feedback leads to significant progress over the course of a year. However, this process needs to be meaningful, motivating and manageable for both staff and pupils. Our strategy at Longdon Hall is one that addresses both the need of the pupil whilst still addressing the need for a work-life balance for the teacher.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. It is most effective when:

- It relates specifically to the learning objective
- It is given regularly and while still relevant

- Suggestions for improvement act as 'scaffolding' between what the child can currently do and what they could achieve with direction
- It allows for quality communication around learning
- It encourages positive motivational beliefs and self-esteem
- Mistakes are viewed as important learning opportunities
- Evaluative comments / reminders / questions / next steps are given which indicate how to make improvements
- Children are given time to act on the feedback by either improving the work their feedback relates to, or acting on the feedback in subsequent work
- Teaching staff use the information gathered to adjust their planning for the next lesson or series of lessons.

4.2 Effective assessment for learning

Effective Assessment for Learning (AfL) is a key factor in raising pupils' standards of achievement. At Longdon Hall School we aim to ensure that staff:

- Embed this policy in the teaching and learning process
- Share learning goals with pupils
- Help pupils to know and to recognise the success criteria to aim for
- Provide clear and motivating feedback which leads pupils to identify what they should do next to improve
- Have a commitment that every pupil can improve
- Involve both staff and pupils in reviewing and reflecting upon pupils' performance and progress
- Involve pupils in being able to assess themselves and their peers
- Adjust teaching to take account of the results of assessment

This will be done by:

- Observing pupils – this includes listening to how they describe their work and their reasoning
- Questioning – using open questions, phrased to invite pupils to explore their ideas and reasoning
- Setting tasks in a way which requires pupils to use certain skills and apply ideas in relation to their next steps for learning, including being reflective about their learning
- Adapting planning to include challenging tasks matched to pupils' learning needs.

4.3 Effective feedback

At Longdon Hall School, we place a high importance on ensuring all feedback is effective and has the primary aim of driving pupil progress and outcomes, thereby eliminating unnecessary workload around marking. We achieve this by:

- Ensuring written feedback is meaningful, through trusting teachers, as professionals, to provide feedback which is best for their pupils and circumstances and incorporating outcomes into subsequent planning and teaching;
- Ensuring written feedback is manageable, through making sure the time spent marking has the desired impact on pupil progress and does not take longer than the child spent on the piece of work;
- Ensuring written feedback is motivating, by being constructive and achievable;
- Recognising that oral feedback given during the lesson is usually more effective than written feedback afterwards;
- Building time into lessons to allow effective feedback to be delivered;
- Ensuring any written feedback is shared with the pupils in the following lesson in order to have the required impact (with regards to mathematics, pupils are expected to complete some or all corrections, where appropriate, to demonstrate their developed understanding);
- Planning any 'deep marking' into the most effective place(s) of a unit of learning to bring the learning forward (i.e. deep marking at the end of a unit has less impact as there is no opportunity for development. More meaningful feedback would be a celebration of learning);
- Measuring the effectiveness of the feedback through how a pupil is able to tackle subsequent similar tasks (meaning that it is unnecessary for teachers to provide a written record of oral feedback);
- Using learner review templates, to collate learner's views, providing opportunity for peer assessment
- Adopting a 'plan,do,review, re-work' sequence during lessons where appropriate, involving pupils completing work to the highest possible standard, then reviewing and re-working before it is marked by teaching staff or a peer;
- Recognising that self and peer assessment which meets the requirements of the success criteria is valuable feedback in itself and does not require further written feedback from teaching staff;
- Acknowledging work and effort with a variety of strategies, including, but not limited to, marking, verbal feedback, displays, class sharing time, rewards (such as stickers, credits etc). Homework does not require extensive written feedback.

4.3 Feedback strategies

It is important to have a wide range of feedback strategies and not rely heavily on one type. Feedback strategies could include:

- Learners checking their work against the success criteria.
- Learners comparing their own work with good quality exemplars.
- Teaching staff questioning / probing an individual / small group about on-going work.
- Teaching staff raising an observed common problem with the whole class.
- Peer and self-assessment
- Marking

All work requires feedback in some form. Where there is no written feedback evident on a piece of work, another feedback strategy will have been used in its place.

5. Classroom practice

At Longdon Hall School, AfL takes place using the following strategies:

- Sharing the learning objective
- Developing and sharing the success criteria
- Using a variety of questioning
- Using self-assessment and peer assessment
- Providing visuals for pupils to identify learning progression
- Providing effective feedback
- Setting targets

These strategies are carried out by:

1. Sharing the Learning Objective

The Learning Objective (sometimes referred to as WALT – We Are Learning to) is what teachers expect most children will know, understand or be able to do by the end of the lesson or group of lessons.

Teaching staff:

- Share the learning objective within the lesson in child friendly language
- Plan differentiated tasks that will fulfil the learning objective
- Share the learning objective to enable the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child

2. Developing and Sharing the Success Criteria

To encourage children to take responsibility for their learning, teaching staff:

- Explain and generate the success criteria (sometimes referred to as 'Steps to Success' or WILF – What I'm Looking For) for the planned task. Success criteria can be developed with the children as part of the learning process. Ensure this is in a few steps so that it is easy to process (usually 3 steps works with our pupils).
- Ensure the children have interpreted the expectations so they can apply them as they are working independently, thus making their own judgements against the criteria before any teacher assessment of the task takes place
- Model using the success criteria against an example piece of work to aid the process of self and peer evaluation.

3. Using a variety of questioning

Questioning enables teaching staff to find out what pupils know, understand and can do while highlighting misconceptions in order to target teaching more effectively. Teaching staff use a variety of questioning skills when working with children by:

- Providing a high proportion of open questions
- Providing time for pupils to think about and discuss their responses to questions (pair share ideas / talking partners)
- Providing supplementary questions to extend understanding
- Providing questions that encourage pupils to reflect on their thinking
- Providing pupils opportunities to generate their own questions.

Questions may include:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is... true?
- Why do you think...?

4. Using self and peer assessment

Self and peer assessment enables pupils to actively participate in their learning and, through their own assessment of strengths and areas to develop, has a positive influence on the learners' self-esteem, motivation and progress. For pupils to use self and peer assessment successfully they need to:

- Understand the criteria or standards that will be used to assess their work (through teaching staff sharing learning objectives and success criteria)
- Practice self and peer assessment strategies following thorough modelling by the class teacher
- Identify and celebrate what they have done well
- Reflect on their own work to identify any gaps between what they did and what they could have done
- Identify the strategies and implications for future learning that they might use to close the gaps
- Be supported to identify where they need to improve
- Be given time to reflect on their learning and make improvements where necessary
- View mistakes as important learning opportunities as part of a growth mindset
- Be part of a positive and constructive process in a safe learning environment with clear guidelines for successful assessment.

Self-assessment strategies may include pupils indicating their level of confidence with a particular learning goal, using systems such as traffic lights or standardized marking stickers, where appropriate. This could lead to pupils making their own choices about the tasks and resources appropriate to their need. They could also indicate in their own work evidence of where they have achieved the LO and/or success criteria.

Peer assessment in particular helps pupils to become clearer about their own expectations through trying to explain strengths and areas for development to others. This may result in the learning of new and more efficient strategies.

At Longdon Hall School, any written self or peer assessment, including editing, will be done in a purple pen.

With regards to mathematics or any other learning in which the pupils' work is either right or wrong, teaching staff may provide the answers for pupils to check and mark their own work or that of their peers. This helps identify common errors and misconceptions to be dealt with immediately in the lesson. In these instances teaching staff are still required to have an overview of the pupils' understanding in order to plan effective subsequent lessons.

6. Marking

6.1 Principles:

- Marking is only of benefit if it improves learning.
- This might be through the use of appropriate targeting comments or through the sheer fact of having work looked at and therefore valued
- Work /books that are not looked at often deteriorate in standard of work and pupils lose motivation
- Best practice would be to mark work with the pupil there in lessons but this is not always possible and practical
- At its best, marking will be followed by a pupil comment and task/dialogue that then informs their future learning.
- There needs to be consistency of practice across the school and a general policy to provide a framework. Departments can then work within that to create their own more tightly drawn policy.
- The aim for teachers is not that they work harder but that they work smarter.

6.2 Practice:

- Pupils should know which areas of work will be 'marked' and which are by way of preparation; this enables them to take more ownership of their learning.
- For core subjects, once every two weeks (as a minimum) there should be an opportunity for work to be marked in detail using the marking sticker. Pupils should be expected to respond, standardised learner review templates support this.
- For non-core subjects, each half term there should be one opportunity for work to be marked in detail using the marking sticker. Pupils should be expected to respond, standardised learner review templates support this.
- Peer and self-marking is valuable and should be used regularly but not always in place of teacher marking.
- At the end of each SOW, teachers should take time to review targets, work and gain pupils opinions about their progress.
- Where work has been marked, time should be given for pupils to respond either as a starter or as an extended DIRT task.
- Pupils need to be aware of level/grade descriptors and how to move from one to another.
- Departments need to review their own policy and practice regularly and to conduct work scrutinies regularly (formally once every term and informally through department meetings).
- Marking should be positive and constructive. Good practice would start with WWW (what went well) and move on to EBI (Even Better If) using the whole-school marking stickers/ topic reviews where extended marking takes place.
- Marking across all subjects should use the whole-school literacy marking codes. Normally only three or four key spellings should be highlighted and these should be corrected by the pupil at the bottom of the work three times or in a specified place (depending on the subject).
- Subject leads will sample books with selected pupils once a term to look at marking practice and quality of work produced and make overall judgements about how well the policy is working in practice.
- Marking should reflect policy and should focus primarily on the content of the work. However, layout and presentation are also important and where this is less good pupils are unlikely to achieve work of which they can be proud of, the effort scale can reflect this. If teachers model high expectations of presentation, then pupils are more likely to take pride in their own learning.

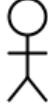
6.3 Marking

The following symbols, which are also an aid to literacy across the curriculum, will be employed in marking across all departments and displayed on the front of each exercise book.

Upper School & Upper Mixed provision-

Independent work (black ink)		C	Check to see if a capital letter is needed.
Supported work teacher, TA or peer (purple ink, please initial)			Check word use, meaning or sentence structure.
Group / whole class work (Green ink)		SP	Check spellings are correct.
Peer-Assessment Self-Assessment	SA/PA	P	Check punctuation is correct.
What Went Well		//	Check to see if a new paragraph is needed
Even Better if			Progress Task

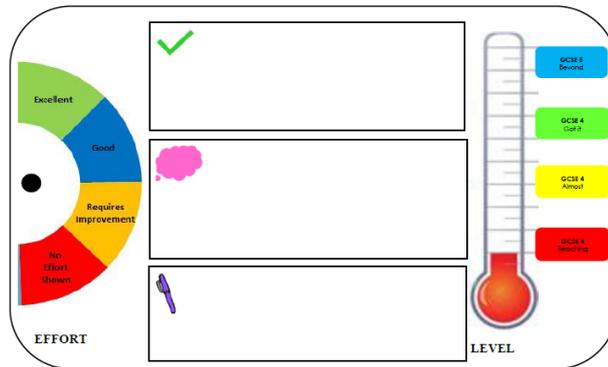
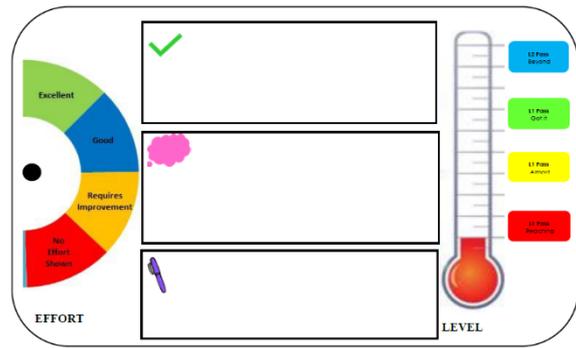
Lower School & Provision (lower and middle)-

I did this work by myself.		SP	I need to check my spelling is correct
Someone gave me a helping hand			'Green Good' = What I have done well
Work I did with my class.			'Pink Think' = What I could do even better
I marked my own work I marked my friend's work	SA PA		'The Purple Pen of Progress' = what I need to do to make it even better

Standardised Marking Stickers-

Our marking sticker which reminds pupils of their working level/grade, identifies 'What went well', 'even better if' and detects the effort that went into a piece of work. Teachers should identify, on the sticker, strengths and areas for development, but this should also be identified in the pupil work using a green and pink highlighter so that pupils can clearly visualise and identify what these comments relate to. This standardised marking sticker should be used across all subjects when marking any piece of extended work. Pupils, for all self and peer assessment of work, should also use it using a purple pen to show feedback is being responded to. Teachers should set pupils a DIRT task -acting on their targets- in which pupils should complete using purple pen.

These examples are from subjects assessing using P levels, BTECs and GCSEs. They have been adapted to suit marking frameworks for each specific subject area. For each marking sticker, the grades/levels on the marking sticker are personalised depending on the ability of that individual. Therefore the teacher should use a sticker that is appropriate for the level/grade that pupil is working through. Within that grade/level, each pupil can make progress using the pupil-friendly personal development progress scale used to determine his or her progress both academically and in terms of effort: Reaching, Almost, Got it, Beyond.



7. Targets

7.1 Target setting

At Longdon Hall we enable a focus on individual progress through personalised learning targets. These fall into two categories: subject specific targets and personal development targets. Targets are set according to the needs of the pupil. These are in Reading, Writing and Mathematics, with additional personal development targets, linked to EHCP outcomes.

Targets are most effective when:

- They are clear and measurable
- They are differentiated and personalised according to what the pupil needs to make progress
- They are shared with the pupil and discussions take place about how the pupil can achieve their goal
- All staff working with the pupil are aware of their targets
- Pupils have visual and/or verbal reminders of their targets, especially when the relevant learning is taking place
- Pupils take some ownership and responsibility over forming and achieving their targets, with regular opportunities for reflection
- Parents are informed via written communication and discussions where necessary
- They are reviewed and updated regularly according to the pupils' pace of progress

7.2 Subject specific targets

Each subject should provide pupils with relevant subject targets to work on specifically that half term. These should be relevant to the skills being taught within the Scheme of work and revisited regularly during lesson time. Teachers should plan for these targets to be worked on as part of the main lesson and they should be reviewed and modified when appropriate. These targets should be displayed clearly on the front of the pupils' exercise books so that they are accessible for pupils and staff at all times. All subject-specific targets should be linked to the subject trackers and these should also correlate with the targets set on SOLAR (the data tracking system). It is the responsibility of the individual subject teacher to ensure these are appropriately set, revisited and reviewed. The subject lead will then oversee this process. Progress towards vocational subjects is also explored by using holistic data collated to monitor progress students make in: vocational subjects, those pupils on a 1:1 timetable and those educated offsite.

7.3 Personal Development targets

At Longdon Hall School, we recognise that emotional wellbeing is essential for academic success, positive behaviour and positive mental health. We aim to equip our young people with the skills, belief systems and confidence to achieve in school, at home and in the world of lifelong learning and work. To do this, alongside our robust personal development curriculum, we have individual personal development targets, which focus on four specific areas: communication & Interaction, Cognition & Learning, Sensory & Physical and Social, Emotional & Mental Health. These targets, if possible, should be chosen in conjunction with the pupil and will be closely linked to EHCP outcomes and used for evidence in annual reviews. All staff will use the progression tracker and link targets to lesson plans.

The AET Progression Framework is designed to support staff in identifying learning priorities and measuring progress in areas, which fall outside academic abilities. Longdon Hall uses the framework to:

- Support pupil's behaviour & health & well-being
- Link individual targets from EHCP
- Monitor and track progression of pupil's personal development

Each term, staff should submit a minimum of four pieces of sufficient evidence towards the targets set or two pieces of evidence if two targets have been set for the pupil. It is the responsibility of the form tutor team to ensure these are completed.

Form tutors will use a personal development progress scale in order to review the progress pupils have made towards set targets. These will then form a uniformed classroom display that shares

individual achievement of these targets. There should be 4 sections on the target board and advancement to the next section is achieved when the pupil can demonstrate clear progress for any given target.

Personal development progress scale:

Not Yet Developed (Reaching)	Not Present or only beginning to emerge. High level of prompt/support.
Developing (Almost)	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
Established (Got it)	Is used frequently and maintained overtime, occasional reminders, mostly independent.
Generalised (Beyond)	Consistently used and applied within a range of settings, with a range of people. Independent and unprompted.

7.4 In summary

- EOY Targets, of each academic year, should be an aspirational target but one that takes into account: prior attainment and professional judgements of previous and current teachers.
- Three times a year, staff will enter data regarding attainment to the subject tracking grid and upload supporting evidence to the whole school SOLAR database. This will then be shared with all form tutors and an overall class group tracking grid should then be completed.
- Tracking grids should contain a record of pupils' progress. Teachers should also record any interventions for pupils who are either: below, just below or above their EOY target grade. This should detail what reasons there are for them being at this position and any intervention that need to take place in order to enable all pupils to reach their full potential.
- Twice a year, class reports will be collated. These will contain comments from both the form teacher and head teacher.
- In addition to this, twice a year, the Personal Development targets are reviewed and shared with parents and carers.

8. Pupil tracking, target setting and results analysis

Monitoring pupil attainment is an important part of teacher assessment. These records are concerned with noting pupils' attainments and progress over a period of time. Pupil data should inform planning of future learning and enable teachers to make judgements about pupils' levels in each attainment target particularly at the end of a Key Stage.

The purpose of any recording system should be agreed by, and clear to, all those who are using it so that the recording process does not become unwieldy or time-consuming and thereby adversely affect learning and teaching. In addition, they should be regularly reviewed to ensure they reflect on national curriculum or departmental schemes of work. Data is collated at the end of each term, collectively with subject leaders and form tutors, this information is shared with the assessment coordinator who will provide an analysis of pupil progress, based on evidence on SOLAR.

We believe that it is neither possible nor desirable to collect evidence relating to everything that an individual achieves. Attempting to do so would result in an unmanageable burden on pupils and teachers. Therefore, it is only necessary to record or collect evidence of those aspects of pupil's achievements that show some significant attainment or progress in relation to their learning targets. At Longdon Hall School we use a clear and consistent method for recording in all departments. In the front of each exercise book pupils' progression is monitored and shared throughout the academic year, to promote ownership and encouragement of learning.

For all subject areas, it is the Head of Department's responsibility to ensure that a common policy for recording exists and is understood and acceptable to all the teachers working within that department and fits within the framework of this policy.

Wherever possible departments should operate a system whereby evidence is built up over a key stage. This will help guide the teacher and pupil through their learning pathway from KS2 to KS4.

Standardised target tracker for pupils:

Baseline Level/Grade:				Where am I?			
Target Level/Grade:							
Name:							
Term	Grade/Level	Effort	% Progress				
Autumn	Level/Grade:	☺ ☹ ☹					
Spring	Level/Grade:	☺ ☹ ☹					
Summer	Level/Grade:	☺ ☹ ☹					
Progress scale:							
Reaching!		Almost!		Got it!		Beyond!	

9. Links to other policies

This policy links with our policies on:

- Safeguarding and child protection
- Complaints procedure
- Data protection policy and privacy notice