




never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

Assessment Marking Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by ACE MAT Executive
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1. Overview:

- 1.1 The purpose of this policy is to outline our purpose when assessing, marking and feedback to students at ACE Tiverton Special School about their progress in all areas of their School experience.

2. Principles

- 2.2 Our approach to assessment, feedback and marking is underpinned by our core value: that of enabling our students to be successful as individuals as well as members of their community both now and in their future. In order to achieve this, we create opportunities for students to be successful as well as building their resilience to feedback focusing on what they've done well and areas for development in the form of next step targets.
- 2.3 We have high aspirations for our students; they are expected to make progress in line with their peers but within the context of their individual narrative and needs. Student progress at ACE Tiverton is tracked at least half termly and built around three key aspects of our provision: academic progression, emotional development and personal improvement. We recognise that progression for our students is not linear, nor is it solely measured in academic form. Our therapeutic and personalised provision enables students to close the gaps both academically and emotionally ensuring they are ready to be skilled and effective lifelong learners.
- 2.4 We recognise that Assessment, marking and feedback are essential to secure, deep learning that enables students to master skills, knowledge and understanding that enable access to relevant qualifications, preparing them for their future lives as positive contributors to their community.

3. Process

3.1 Marking

- 3.1.1 Student work will be assessed and fed back upon at least weekly; this may be done verbally or through written comments. At least twice a half term, every student will have a formal assessment in every subject where written feedback is given. Students are expected to self-assess in writing, scaling their views of their work and responding to staff comments.

3.2 Assessment

- 3.2.1 Formal assessment is undertaken at least half-termly; the format of these assessments will vary depending on the nature of the subject, stage of learning for the student and previous progress.

A Thrive assessment is also undertaken for every student and this is reviewed at least three times a year to ensure that the personalised support, teaching techniques and action plan is the most appropriate and relevant. Formative assessment is a central tenet of our teaching and learning approach as it is vital to ensure teaching is tailored to the needs and understanding of each student. Formative assessment takes place in a variety of forms in every lesson and is used to inform verbal feedback to students, planning of future lessons and the direction of travel towards achieving a qualification.

3.3 Target Setting

- 3.3.1 All students are set academic targets using Key Stage Two results where possible. The trajectory of expected progress is at least three levels, with all student being set targets in line with this. Where a student is identified as high attaining, their targets are set at four levels of progress.

3.4 Analysis

- 3.4.1 Half termly data is analysed and shared with all teachers, SLT and Governors. It tracks the progress of key micropopulations as well as providing clear evidence of progress over time. Following a data collection, three times across the academic year, student progress meetings are undertaken with every teaching member of staff. Any student not making expected progress is discussed and actions agreed to improve rates of progress. Where students are making – or are above – expected rates of progress, consideration is given to appropriate forms of support or provision change as appropriate for the individual student.

3.5 Monitoring

- 3.5.1 There is a programme of regular monitoring in place that triangulates student progress in the form of monitoring marking, students' work and learning across time and the data entered at each collection point. Monitoring is undertaken by Senior and Middle leaders to ensure that all students receive the best quality assessment, marking and feedback. This sits alongside an emerging peer to peer joint working process that enables robust challenge and quality assurance amongst class leaders.

3.6 Reporting to Parents & Carers

- 3.6.1 Reporting to parents and carers is a vital tool in communicating students' progress in all areas. We report to carers and parents formally, in written format, every term. This report provides an update on academic progress, in line with our expectations of students in the context of KS4 qualifications in addition to providing feedback on their social, emotional and personal

progress in developing life skills that will ensure they are successful in their future lives. This is in addition to tutor contact on at least a weekly basis via email or telephone. The termly reporting has an academic focus with weekly contact looking at daily conduct, choices and decision making.

3.7 Format

3.7.1 Following the 2015 National Curriculum, assessment without levels is a developing practice across the curriculum. The academic anchor point for measuring student progress is the trajectory of progress between Key Stage 2 and 4 outcomes. These are used as a reference point for all subjects where qualification is the expected outcome. We recognise the importance of personal, social and emotional progress for our students: without this, academic progress is limited. To measure this progress, we determine the skills, knowledge and independence required in each subject area to achieve age appropriate qualifications and apply these elements to each student, in the context of their learning needs.


3.7.2 Outside of curriculum areas leading to qualification, we assess students' progress against a measure of skills, understanding and independence that ensure they are well-prepared to function with the wider and working worlds. Assessment against these areas is undertaken by class leaders, triangulating student engagement, completion and independence to form a judgement that is evidenced through active participation, recorded successes and increasing knowledge and understanding.

4. Conclusion

4.1 Assessment, marking and feedback are tools that enable excellent, personalised teaching, accurate and robust communication with parents, carers and other agencies as well as tailoring each learning experience to the needs of individual students. We place a high value on the professional judgements of staff and their chosen evidence base to support their judgements. We are driven to deliver highly personalised, supportive and robust learning, in line with national qualifications to challenge, inspire and engage students. We achieve this through rigorous assessment that is appropriate to individuals, in line with external qualifications and builds a skill set for students that enables them to have full access to future learning, training and employment opportunities.

5. Appendix A: Marking Framework

The purpose of marking is to inform students of their progress, successes and areas for development. In order for marking to be useful to both staff and students, it's important to consider how we mark and what we mark. Marking, in some form, every lesson is essential to inform lesson planning and delivery however summative marking that indicates students' progress with a skill, concept or ability to work independently needs to take place over time. Following the recent work scrutiny, Middle Leaders Meeting and individual staff feedback, the marking framework detailed below is proposed to achieve our core purpose, that of communicating and engaging with students to ensure they make progress.

Element	Formative	Summative
Purpose	To inform lesson planning, delivery and differentiation.	To evident student progress with a particular focus on their ability to retaining knowledge, applying skills and working independently.
Frequency	As required – every lesson where possible but at least every two lessons.	Every two to three weeks.
Format	Verbal Stamp Tick Comment Student Annotation: Self or Peer.	Marking sticker – see below. This would be an A5 sheet/sticker coloured for each subject.
Student Response	Evidenced in learning undertaken in next lesson and recorded as appropriate.	Students formally record their response and link to future learning by identifying how the feedback has influenced their work.
Teacher Response		Student Response
<p>You were learning to...</p> <p>Next, you should...</p> <p>I'm really pleased with...</p> <p>Effort: E+ E E- Progress: P+ P P-</p>		<div style="text-align: center;">  </div> <p>I'm really pleased with....</p> <p>Next, I need to...</p>

6. Appendix B: Determining Mastery

We determine mastery as the ability of students to:

Be independent	Apply the skill or knowledge without reliance on an adult or peer.
Be Resilient	Apply the skill or knowledge with confidence and show resilience when challenged.
To Apply	Apply the skill or knowledge to a range of different contexts including other areas of the curriculum.
Be consistent	Apply the skill or knowledge consistently.
To synthesise	To organise ideas, making connections with other areas of learning.
To re-visit	To return to the skill or knowledge after a break and show that they can still use it without difficulty.
To Explain	To explain their skill or knowledge to another person and participate in conversation about it.

On assessment of student's performance – academic, social or personal, we will identify the levels achieved in the following areas:

Red	Student required direct adult supervision, instruction or direction to undertake learning.
Amber	Student requires only occasional adult supervision, instruction or direction to undertake learning.
Green	Student does not require adult supervision, instruction or direction to undertake learning.

This approach acknowledges that knowledge can be gathered and taught however the application of this knowledge in different contexts, subjects and circumstances is vital in being a secure, confident, independent and resilient learner.

7. Appendix C: Student Progress Meetings

The purpose of student progress meetings is to look at the data provided at Assessment Point and analyse it using the following:

- 1) Green students: review targets – should they be more challenging?
- 2) Amber students: what are the barriers to better progress? What should be done differently this term?
- 3) Red students: what – if anything – can be done in your classroom to improve the progress made by this student?

SPMs will be approximately 45 minutes in length and will take place with the Head teacher and one other member of staff. The primary purpose is to increase the rates of progress made by students in every class and across each subject. Where classes are taught 'nurture style', progress in English and Maths will be the priority.

Staff are expected to prepare for these meetings by:

- 1) Being familiar with the data available for their classes including having a plan for increasing rates of progress whether through differentiation, reward, contact with home, one to one support etc.
- 2) Evidencing how assessment judgements and decisions were made based upon assessment, student books etc.
- 3) Completing the provided proforma prior to the meeting.

8. Appendix D: Working Sampling Summary

Date		Staff Involved		Focus			Groups			
							CLA	PP	Low PA	
							Mid PA			
							High PA			Other:
Student Name	Subject	Teacher	What evidence is there of the marking policy being followed?	What evidence is there of self assessment?	What evidence is there of peer assessment?	What evidence is there of student engagement with teacher feedback?	What evidence is there of targets being set and reviewed?			
1										

Work Sampling - Staff Feedback

Dear _____

As part of the monitoring and evaluation cycle for the School, we sampled a range of books including those belonging to students listed below. Thank you for your time and effort in marking and feeding back to students to ensure they are making the very best progress they are capable of achieving. This sample has been looked at against the School's marking and assessment policy.

Please see the table below for specific feedback on your marking and next steps you should take in response. This will be shared with your line manager so that support can be provided. Please don't hesitate to let me know if any of the feedback is unclear. We will be collating the strengths and successes to share across the whole teaching team and you have contributing to the bank of great practice at ACE Tiverton.

Staff: _____

Student	Strengths and Successes	Areas for Development	Next Steps

