

Philpots Manor School



Assessment, Feedback and Marking Policy

Written by : GW

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Appendix 1 - Marking Symbols

1. Aims:

Our aim is to ensure that all learners have the best quality teaching that is tailored precisely to their needs, enables them to learn and make accelerated progress whilst being aligned to the ethos and values of the school.

We are committed to ensuring that all our learners make significant progress from their point of entry through to progression into further/higher education, training or employment.

This policy describes the school's approach to assessment, feedback and marking so that our children and young people are challenged within their learning and their achievements are celebrated.

This policy is intended as guidance for all stakeholders including staff, directors and parents/carers about what assessment, feedback and marking looks like at Philpots Manor School and how it is used at a whole school level to evaluate the quality of teaching and learning.

We aim to provide teachers, learners and parents with:

- Guidance around the expectations of how assessment, feedback and marking are integrated to support learning
- An understanding of how targets are set and next steps communicated so that learners understand how to make good progress
- A simple marking tool which staff and learners can use across the school to facilitate learning
- A communication tool which encourages conversations between learners, staff and parents which supports generic and specific feedback

2. Assessment

Our curriculum builds year on year to increase the level of challenge for our

learners. Our focus is on ensuring a high-quality curriculum so that students develop a broad range of capabilities. Each subject has a clear vision and a sequenced curriculum that provides learners the opportunity to develop their knowledge, skills and experiences over time.

At Philpots Manor School we use stage, not age, related expectations. Within each stage we use four attainment descriptors. Assessment is, therefore, best considered as being a tool to infer how successfully students have learnt and accessed the curriculum. When reporting attainment, students will be assigned one of four levels:

- Below Expected,
- Making Progress,
- Working At,
- Greater Depth.

Assessment is used to:

- Provide a baseline against which to measure attainment and progress in all areas, including personal development.
- Identify the learning needs of an individual pupil or a group of pupils.
- Inform planning, target setting and interventions.
- Develop quality teaching strategies.
- Capture additional information necessary to provide a tailored education to all learners
- Inform parents and carers of their child's experiences and achievements.
- Support the identification of barriers to learning and the development of strategies to overcome these.

Assessment must:

- Be accurate, reliable and consistent across the school using a range of evidence and strategies.
- Comply with statutory requirements.

2.1 Types of Assessment

At Philpots Manor School we use assessments for learning (AfL), assessments of learning (AoL) and assessments as learning (AaL).

All three forms of assessments serve a distinct and powerful purpose, and it's important to understand how they work together to enhance teaching, interventions, and learner achievement.

2.1.1 Assessment of Learning (AoL)

Assessment of Learning (AoL), often referred to as summative assessment, is what most of us are familiar with – the end-of-unit tests, final projects, or standardized exams. AoL is like taking a snapshot of what learners have learned over a specific period. While AfL informs our day-to-day teaching, AoL provides a comprehensive overview of learner achievement and allows for accountability at a broader level.

As teachers and senior leaders, AoL helps us evaluate the effectiveness of our instructional strategies and curriculum. It provides valuable insights into the strengths and areas that may need improvement. While it's essential for reporting and grading purposes, AoL is most impactful when combined with AfL, creating a

holistic approach to assessment.

Assessments of learning are typically administered at the end of a unit or period of time. At Philpots Manor School this will be every half-term. This type of assessment evaluates a learner's understanding by comparing their achievement against their own previous assessment, or against a nationwide benchmark.

Examples of AoL activities include:

Traditional Exams: Standardized written assessments that test a learner's knowledge and understanding of the material. This can include multiple-choice questions, short answers, essays, or a combination of these formats.

Project-Based Assignments: Tasks that require learners to apply what they have learned in a creative or practical way. This could involve research projects, presentations, or hands-on activities that demonstrate their understanding of the subject matter.

Peer Assessment: Involving learners in evaluating the work of their peers. This can be done through group projects, presentations, or other collaborative activities where learners provide constructive feedback on each other's performance.

Case Studies: Real-world scenarios or problems presented to learners, requiring them to analyze, synthesize information, and apply their knowledge to propose solutions. Case studies encourage critical thinking and the application of theoretical concepts to practical situations.

Performance-Based Assessments: Tasks that assess a learner's ability to apply their knowledge and skills in real-world situations. This could include simulations, role-playing exercises, or any activity that requires learners to demonstrate their competencies in a practical context. Performance-based assessments provide a more hands-on approach to evaluating learning outcomes.

2.1.2 Assessment for Learning (AfL)

AfL is about ongoing, formative assessments that provide real-time feedback to both teachers and learners. It's not just about grades; it's about fostering a growth mindset and creating a supportive environment where mistakes are viewed as stepping stones to success.

Through quizzes, discussions, and other formative assessments, AfL helps us make timely instructional adjustments, ensuring that no learner is left behind.

Assessments for learning (AfL) assess a learner's comprehension and understanding of a skill or lesson during the teaching and learning process. This provides us with ongoing feedback and allows us to:

- determine if the current teaching and interventions are positively impacting on the learner's understanding and progress
- adjust teaching accordingly and immediately
- evaluate learners progress

AfL is an approach to teaching and learning that creates feedback which is then used to improve learners' performance. Learners become more involved in the learning process and from this gain confidence in what they are expected to learn

and to what standard.

Some effective examples of AfL activities include:

Formative Quizzes: Create short quizzes or assessments that learners can take during or after a lesson to gauge their understanding of key concepts. Use the results to identify areas that may need further clarification or reinforcement.

Peer Feedback Sessions: Organize peer review sessions where learners provide feedback on each other's work. This not only helps in assessing the quality of their work but also encourages collaboration and the development of critical evaluation skills.

Think-Pair-Share: Pose a question or present a scenario, and have learners think about it individually first. Then, they pair up with a classmate to discuss their thoughts before sharing with the larger group. This encourages individual reflection and collaborative learning.

Exit Tickets: Use exit tickets as a quick assessment tool at the end of a lesson. Ask learners to answer a few questions or solve a problem related to the day's lesson. This provides immediate feedback on their comprehension and helps in adjusting future instruction based on identified needs.

Concept Mapping: Have learners create concept maps to visually represent the relationships between different ideas or topics. This not only assesses their understanding of the material but also helps them organize and connect information in a meaningful way.

2.1.3 Assessment As Learning

Assessment as Learning (AaL) is all about empowering learners to take an active role in their own learning process. AaL encourages self-reflection, goal-setting, and metacognition, turning assessment into a journey of personal growth.

In an AaL environment, learners become partners in the assessment process. They learn to monitor their progress, set learning goals, and reflect on their strengths and areas for improvement. By engaging in regular self-assessment, learners develop a deeper understanding of their preferred learning modalities and strategies and become lifelong learners who take ownership of their education.

At Philpots our learners take part in their annual reviews of Education, Health and Care Plans and in this process take part in reviewing their progress and setting targets for the year ahead. This is an area we continue to develop and our aim is to empower learners to be more actively involved in their education and personal development.

At every opportunity, learners are encouraged to reflect upon their achievements in order to recognise where they have been successful, and know how to move forward.

Specific strategies listed below will be used by the majority of learners with or without support, based on level of independence.

Self-assessment of tasks completed against the criteria

Time in lesson for learners to read, respond to and question teachers' marking comments

learners recording their own responses underneath marking

learners setting their own targets for next time

live marking

3. Assessment Framework

3.1 In lessons all teachers and teaching assistants assess learners' knowledge, understanding and skills through:

- Asking questions and listening to learners to find out what level they are at
- Observing them in practical tasks
- Allowing time for reflection in which to talk to them about their learning and progress.
- Checking and evaluating learners' progress against the learning objectives/outcomes which were shared at the start of each lesson
- Checking learners' understanding of key words for each lesson.
- Sharing evaluation of progress and achievement with learners
- Demonstrating an example of what successful work looks like (What A Good One Looks Like - or WAGOLL) for each task they are doing.
- Use of live assessment - retrieval activities such as mini-whiteboards and no hands up questioning and teacher / teaching assistant circulation to find areas of excellence

3.2 In half-termly one-to-one sessions all teachers and teaching assistants share targets and progress updates with learners:

- Class teachers meet with learners to share Individual Support Plan targets and discuss progress towards them on at least a half-termly basis (6 times per year)
- Current and target levels for curriculum subjects are shared with learners by teachers on at least a termly basis.

3.3 In half-termly (6 times per year) line management meetings all teachers review targets and progress updates with their line manager to identify any support required or areas of focus.

4. Target setting framework

In annual multi-disciplinary team meetings (MDTs) the annual ISP targets are agreed with input from the learner, their teacher, therapists and a Senior Leader. The annual target is broken into three termly targets.

At the beginning of each academic year class teachers, subject coordinators, and subject teachers meet with a senior leader and agree stretching targets for each learner to reach by the end of the school year. These targets are set based on the assessment data from the end of the previous year for each learner.

Progress towards the targets is measured three times a year to monitor if a learner is Below Expected, Making Progress, Working At, or Greater Depth.

5. Feedback

At Philpots Manor School we take the approach that the quality and timeliness of feedback is the priority and is more important than the quantity. Feedback to pupils, which is both written and oral, is an essential part of the teaching and learning process. We support a 'what works for each learner' approach.

We trust that our teachers are able to balance the expectations for assessment, marking and feedback set out in the Teaching Standards with their professional judgment in selecting the most effective feedback strategies for their learners. The feedback approach centres around teachers asking their pupils the following 2 questions:

- What are you doing well in this subject?
- What do you need to do to improve your work in this subject?

If pupils can answer these questions accurately, using subject-specific detail, the school is confident that they are receiving effective feedback.

To make this happen, teachers build in dedicated lesson time, or entire lessons, for feedback.

In lessons all teachers and teaching assistants give feedback to learners on their progress towards acquiring knowledge, understanding and skills through:

- Giving whole class feedback to address common misconceptions, areas for development
- Using learner and teacher exemplars to re-inforce what a good one looks like
- Taking part in peer assessment and self-assessment.
- Using summative assessments (e.g. the learner's test score or exam result) are to feedback to reflect on What Went Well - WWW.
- Individual written / recorded feedback – use of feedback stickers/stamps, feedback on work in books including how to improve their learning (Even Better If - EBI).
- Individual verbal feedback - this may be best delivered through one-to-one discussion in the classroom, individual conversations with students about their work and should be recorded in books once a week.

6. Marking

The aim of marking is to:

- raise achievement and accelerate progress
- ensure understanding of learning
- meet the needs of every learner at Philpots Manor School
- support parental involvement and understanding (increased involvement, possible exemplars of learner's own work sent home)
- enable Subject Coordinators, teachers and Senior Leaders to plan effectively for the next stage of teaching and learning
- ensure learners are aware of current achievements and future targets.

All marking should be meaningful, manageable and motivating. It is essential that teachers do not provide **all** corrections as a matter of course.

Our standard for written work is known as the **Philpots 5**. All work completed must be:

1. Dated
2. Have a title at the top - this can also be the...
3. Learning Objective (LO)
4. Marked (What Went Well, Even Better If)
5. Glued In books or in folders
- 6.

6.1 Guidelines for marking

- Supportive - Staff marking in green ink - never in red, blue or black
- Positive and purposeful - WWW (what is working well) = point out a good attribute that the learner should continue to use.
- Constructive – EBI (even better if) = point out an area for development which is highlighted in the text.
- Acknowledge good work and focus - ticks within work
- Linked to success criteria
- Accessible - ensure comments made are in language that learners understand
- Appropriate - age and ability appropriate
- Reflective - learner self-marking and feedback in purple
- Collaborative - peer-marking in pen/pencil as appropriate
- Timely - verbal feedback indicated in speech bubble with VF inside it plus comment and teacher's or teaching assistant's initials

6.2 Guidelines for marking spelling, punctuation and grammar

In subjects other than English, corrections of spelling, punctuation and grammar should be kept to around three on a half-side of writing. This needs to be tailored to the individual learner, in order to ensure they are not distracted by the errors and to ensure that the focus is on the learning objective.

Where a spelling, punctuation or grammar error is made repeatedly, only the first one or two should be corrected.

Correcting spelling

- Underline the word and write the correct spelling near it.
- Focus on subject-specific words and high frequency words.

Correcting punctuation

- Correct sentence demarcation (capital letter to start/full stop to finish) by circling the errors and adding correct punctuation. E.g. a full stop within a circle where one is missing.
- Correct use of capitals within words by circling a letter and giving the correct one next to it. Correct capital letters for proper nouns where they are omitted.

Grammar

- Underline and correct errors where they consist of one or two words (e.g. we was).
- For missing words, write this symbol where the word is missing [^] (See ***Appendix 1 – Marking Symbol poster***).

7. Collecting and Using Data

7.1 Class books/work files

Evidence may be recorded in class books, folders, journals or similar with feedback identifying what the learner has done well in relation to the learning outcomes and what improvements are recommended to improve the outcomes. subject coordinators are responsible for ensuring that subject teachers have the expected record system in place at the start of any course. *Exam board guidance must be followed.*

7.2 Pupil Progress Trackers

All teachers record progress against targets at least three times a year using a pupil progress tracker which holds all learning outcomes for each subject. The teacher uses any evidence plus their professional judgment to record if a learner is making progress and records at least 2 pieces of evidence. Progress is tracked against the standards set out in the National Curriculum or awarding body as appropriate.

The Headteacher ensures that statutory requirements in assessment are being met in liaison with the Head of Academic Curriculum and the Head of Equine and Vocational Curriculum.

- A teacher assessment is made in all curriculum subjects for all learners at the end of the academic year.
- Where appropriate, assessment takes place according to external accreditation requirements.

8. Reporting to Parents

Reporting the progress of learners takes place both informally and formally in order to best support our learners.

8.1 Informal: Education staff and leaders may contact or respond to a request from parents /carers by email, phone, online meetings or face to face, which is most beneficial to supporting a learner.

8.2 Formal: Parents/carers receive an end of year report in the summer term of their learner's progress and achievement against the targets set at the start of the year. They also receive a progress and attainment report as part of the annual education health and care plan review.

9. Inclusion

All learners at Philpots have SEND. We will ensure that every learner receives feedback in a way that is adapted to meet their needs and is helpful to them and their families

10. Training

All staff are made aware of this policy and supported to meet the requirements within it during their induction, through their regular line management meetings and through the planned programme of continuing professional development.

11. Roles and Responsibilities

The Headteacher

The Headteacher is responsible for ensuring that all staff are aware of this policy and that it is consistently and professionally applied.

Head of Quality and Systems

The Head of Quality and Systems is responsible for ensuring that the regular quality processes are planned and implemented. They will collect data and ensure that it is analysed and available to the SLT and other staff for use in improving processes and driving up attainment.

The Deputy Head/Head of Equine and Vocational Curriculum and the Head of Academic Curriculum

The Deputy Head and the Head of Academic Curriculum will scrutinise learners' work across the curriculum on a termly basis led by the Head of Academic Curriculum to ensure that marking, assessment and testing are carried out in line with the school's policy and that they are used effectively to help teachers improve learners' learning.

When scrutinising learner progress information will be triangulated from learning walks, book scrutinies and pupil progress information as per the quality assurance processes. Internal Moderation

To assess and ensure there is a consistency in standards, progress and quality of learning. Assessed pieces of learners' work are moderated:

- Within subject areas at curriculum meetings
- Through termly book looks
- At cross-curricular moderation meetings on a termly basis
- With a focus on standards of literacy

Teachers and Instructors

Teachers and Instructors are responsible for ensuring that they are aware of the policy and follow the practice guidelines within it, and seek support or further guidance if necessary.

Teaching Assistants

Teaching Assistants are responsible for ensuring that they are aware of the policy and support the learners, Teachers and Instructors to follow the practice guidelines within it, and seek support or further guidance if necessary.

12.0 Monitoring and Review

This policy, the information included, and its implementation will be monitored by the Senior Management Team and reviewed every two years.

The next review date is September 2027

APPENDIX 1 : MARKING SYMBOLS

Marking symbols	Marking explanations
I	Work independently completed
SS FS	Some support (verbal prompts, guided questioning) Full support
SC	Scribed (dictated by the learner and written by a member of staff)
	Self assessment
	Peer assessment
WWW	What went well (specifically stated that learner should continue to do)
EBI	Even better if(specifically stated that learner should embed e.g. remembering to use capital letters or use connectives)
Sp	Spelling/grammar error
C	Capital letter error
P	Punctuation error

^	Missing word or words
 or NS	Next steps (a short term target to help them improve to meet or exceed targets)