FEEDBACK AND ASSESSMENT POLICY

Date of last review	18 March 2025
Review cycle	Annual
Policy due for review and approval by Local Governing Body	March 2026

Mission Statement

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the re-engagement of the young person with education.

EQUALITIES STATEMENT:

All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all of its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

Aims

Assessment procedures of the Saffron Valley Collegiate (SVC) are designed to facilitate the core aim of supporting and developing the necessary skills to ensure appropriate progression by:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, students, and parents/carers in the process.
- Ensuring planning for students focuses on individual targets.
- Ensuring support strategies are effective and appropriate.
- Setting realistic and relevant targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Ensuring coherent cross agency planning.

Methods for Tracking Student Progress: Assessing the 'whole child'

Saffron Valley Collegiate is dedicated to improving outcomes for young people who have not been able to maintain places within mainstream education, for multiple reasons. Many of our students are highly vulnerable and have all have a number of complex needs. As such, we recognise that we need to assess the 'whole child', looking at their academic data and barriers to learning, exploring strategies to build their resilience.

It is particularly important that we are assessing and supporting the students to achieve skills for learning, so that students are able to make a successful transition from our specialist settings. Student progress should form a regular part of staff meeting discussion, using data to ensure that interventions are timely. Interventions might include strategic use of the Behaviour for Learning keyworker, referrals to Taskforces or the gathering of targeted work for the Saffron Valley Academic mentor. Teacher feedback to Senior Leaders should also form part of a picture of student need, which may result in referrals for assessment of learning needs (SALT, dyslexia, dyscalculia etc.). Moved to termly to ensure progress is accurate and not inflated

We assess academic and learning skill progress through termly academic tracking and termly academic reports including the Personal Development Matrix. Additionally, we utilise a range of

strategies to enable us to better understand the behaviours of the students and to adapt and differentiate our responses as a result of this enhanced understanding of needs, for example Case Discussion (analysing significant life events, genograms and strategies adapted from Cognitive Behavioural Therapy).

Rationale

All feedback should be built around teachers assessing and communicating to students two key areas:
1. Where the students are now.
2. What they need to do to move towards the next sub-level of progress/progress with their behaviour.

This policy is also mindful of the expectations, within the National Teacher Standards, that all teachers should:
1. Promote good progress and outcomes by students
2. Demonstrate good subject and curriculum knowledge
3. Adapt teaching to respond to the needs of all students
4. Make accurate and productive use of assessment

Three types of feedback are necessary to support and accelerate student progress. It is vital that teachers use all of these methods, so that our students, who often have multiple learning needs, are clear about how to improve their work. These are:

1. **Immediate:** This is the 'on-the-spot' Assessment for learning feedback that takes place during a lesson. During the lesson, the teacher should be assessing each students understanding. This could mean adapting their questioning to gain a greater understanding of misconceptions, which can then be addressed. Teachers can gather feedback in a number of ways, such as looking at workbooks, quick responses on mini whiteboards, questioning, highlighting and annotation and on the spot marking (Action Marking).

2. **Summary:** At the end of lessons, the teacher evaluates how their planning for the subsequent lesson may need to be adapted because of the feedback from the lesson. Although student self-assessment can be useful at the end of a topic, teachers would need to provide a frame (such as a short-written test or a task that would demonstrate secure knowledge) from which the student could make their judgement. PLCs need to be updated regularly and subsequent teaching adapted to address gaps.

3. **Review:** This is marking which takes place away from the classroom. It involves written comments and annotations to which students need to read and respond. Teachers should prioritise time to analyse the students' responses, to understand why mistakes were made or what specific gaps in understanding are preventing the students from reaching the next sub-level of progress. Comments should be specific and actionable, rather than simply generic. Comments should also be sparing enough to be meaningful.

Effective assessment should follow the principles outlined by the Education Endowment Fund (2021)

1. It needs to be underpinned by teaching which prepares students for effective feedback through clear instructions, clear learning intentions and the use of formative assessment strategies. Students need to feel that they know what the success criteria is.

2. It should be appropriately timed (teacher regularly considering whether immediate feedback is appropriate and most effective for the student and task).

3. Teacher should plan how they will support the student to receive the feedback, hear it in a meaningful way and use it to move forward.

4. Written feedback should be time efficient. It can be a mixture of on-the-spot marking and marking after the lesson, as is most appropriate for the specific task. Teachers should also consider the learning needs of students – will they need time to read the marking, with support (e.g. students with SLCN, ADHD, very low confidence)? To be effective, marking should be focussed on tasks, subject and self- regulation. Teachers should avoid vague statements, with no specifics, such as 'Well done'.

5. Verbal feedback should be purposeful. Praise should be specific. Teacher should also consider the learning needs, including SLCN, and emotional needs of students when giving verbal feedback. It must also be remembered that whilst verbal feedback can be very effective as Immediate feedback, it is limited in effectiveness for longer term learning and revision.

Marking should encourage and support further effort, showing interest in the students' work and developing their sense of pride. Research suggests that poor literacy skills affect progress across the curriculum and, in addition, this significantly affects life chances. SVC believes that every teacher is a teacher of literacy and this should be reflected in marking for literacy across all subjects.

Key Principles

Saffron Valley Collegiate School Improvement Plan 2024-2025: Teaching, Learning and Assessment and Student Outcomes – Be Ready.

- All Teachers have high expectations for all students.
- All teachers use classroom summary sheets to adapt teaching and resources to meet individual learning needs.
- Students are supported to develop resilience through teachers' timely, clear feedback. Students are supported to reflect and act upon feedback, so that they are 'exam ready' and able to take next steps towards progress beyond SVC.
- Ensure students are provided and supported with activities to improve their literacy skills in all lessons.
- Ensure students are provided and supported with activities to improve their speaking, listening and communication skills, including the use of differentiated materials for students with Speech, Language and Communication needs.
- Ensure students are provided and supported with resources and activities across the curriculum which develop their numeracy skills.
- Formative and summative assessment provides students with clear and accessible feedback in order for them to make good progress.
- Ensure students cultural capital is developed through activities and learning materials which develop their values, knowledge, skills and ideas.

Continuing Professional Development (CPD) of Staff

Teachers, Teaching Assistants and Behaviour for Learning Keyworkers regularly participate in training sessions and weekly staff meetings, built around understanding and reducing barriers to learning, such as literacy, communication, mental health needs and SEND.

Training also aims to strengthen a 'growth mind-set', so that we are able to maintain our drive towards building a sense of pride in our students, so that 'every child is a learner'.

Responsibilities

The Headteacher and Deputy Headteacher are responsible for:
- Ensuring all assessment procedures are consistently applied in accordance with agreed SVC policy.
- Analysing all student assessment data to inform focused whole school planning and targets.
- Ensuring agreed assessment procedure is implemented by subject teachers.
- Ensuring standardised teaching records are accurate and up to date.
- Sharing relevant information with staff.

The SENCO is responsible for:
- Maintaining the SEN register.
- Coordinating individual support.
- Advising staff of appropriate support strategies.
- Initiating and managing statutory assessment.
- Managing statutory annual reviews.
- Reviewing student records received from mainstream schools, for students with additional needs.
- Sharing relevant information with staff.

The Head of Provision (HOP) and Assistant Head of Provision (AHOP) are responsible for:
- Ensuring student records received from mainstream schools are reviewed.
- Acquiring information on academic and personal progress from schools.
- Ensuring internal systems for capturing student information are current, relevant and quality controlled and reflective of learning needs.
- Analysing all student assessment data to inform individual and provision level interventions in conjunction with other parties, such as Subject Leads.
- Collating and forwarding student records to receiving learning providers.
- Sharing relevant information with staff.

Subject leaders are responsible for:

- Developing and sharing programmes of study with department teachers.
- Analysing departmental data throughout the year, identifying underperformance and developing strategic responses, including liaising with HoP/AHoP regarding interventions.
- Completing whole school departmental lesson observations and work scrutiny in a timely manner.
- Identifying areas for development and CPD needs for the department and for individual teachers within the department.

Subject teachers are responsible for:
- Implementing the agreed assessment procedure.
- Setting individual targets against baseline information.
- Ensuring well focused in class support for individual students.
- Maintaining accurate records of student attainment.
- Reporting student progress to parents/carers.
- Contributing to internal documentation and records.

Teaching Assistants and Behaviour for Learning Keyworkers are responsible for:
- Promoting a positive attitude to learning and achievement.
- Working with the teacher to monitor and evaluate student progress.
- Supporting with individual or group interventions to address barriers to learning as directed
- Provide objective and accurate feedback and reports as required, ensuring the availability of appropriate evidence (BfL Keyworkers).

Related Considerations

Equalities
Where necessary, staff will ensure no student is disadvantaged as a result of a physical, mental health or learning disability. Every effort will be made to reduce the impact of disability to distort results, e.g. with the correct and appropriate use of readers and scribes.

Reasonable adjustments will be made for classwork and assessments to accommodate the individual needs of students so they are able to access teaching and learning and these should be evidenced to show 'normal way of working'. Reasonable adjustments may include the use of a computer/human reader, scribe, use of laptop for extended writing, rest breaks, etc.

Data Protection
We regard the lawful and correct treatment of personal information as very important in order to secure the successful carrying out of operations and the delivery of our services, and to maintaining confidence with those whom we deal. The Saffron Valley Collegiate wishes to ensure that it treats personal information lawfully, correctly and in compliance with the 1998 Act.

TRACKING ACADEMIC PROGRESS

Robust assessment data is collated termly. This will be based on assessment results; teacher grades will be used when students are absent for assessments or when grades achieved in assessment are significantly lower than student's continuous assessment grades, for example due to exceptional circumstances during a mock exam. Progress over time is tracked using a system of fine grades that correspond to the revised GCSE 1-9 grades.

At SVC the following definitions are used:

Progress against baseline measure
> Greater than 1 level = "Exceeded"
> Greater than 2 sublevel but less than 1 level = "Good"
> Greater than 1 sublevel but less than 2 sublevels = "Some Progress"
> Greater than 0 sublevels progress but less than 1 sublevel = "Sustained Level"

TRACKING PROGRESS IN PERSONAL DEVELOPMENT

The Personal Development Matrix is completed for each student every term.

BEHAVIOUR FOR LEARNING MATRIX

Scale Guidance	Score	Attendance %	Progress	Meeting expectations & following	Working well with others	Managing feelings	Confidence	Skills for Learning	Making the most of my education
Positive Indicators	10	96 –100	Exceeeding expected progress in all subjects	Positive role model in school	Well-developed social skills	Has good self-control and always behaves well	Fully confident in new and challenging situations	Has very well-developed skills for learning	Comes to lessons fully prepared and ready to work
	9	91 – 95	Exceeding expected progress in some subjects	Consistently meets expectations			Able to deal with and learn from failure		
	8	85 – 90	Making expected progress in all	Mostly meets expectations	Gets on with almost everyone	Mostly controls self and behaves acceptably	Able to risk failure	Has developed skills for learning	Shows interest in lessons and tries hard
General concerns / indicators	7	81 – 85	Making expected progress in most subjects		Gets on well with a small group				
	6	76 – 80	Making expected progress in some subjects	Beginning to follow rules and meet expectations	Has at least one positive relationship at school	Can control self but finds it difficult; does not always behave	Able to participate in school life	Has some skills for learning	
	5	70 – 75	Making progress in all subjects	Occasional misbehaviour	Has trouble mixing with peers		Has some confidence and is willing to ask for and use		Shows some interest and occasionally tries
Significant concerns / indicators	4	65 – 69	Making progress in some subjects	Persistent misbehaviour	Loner, does not mix with peers			Has very few skills for learning	
	3	60 – 64	Making no progress	Numerous fixed term exclusions		Controls self with difficulty			Shows little interest and rarely tries
Critical concerns / indicators	2	55 – 59	Negative progress in some subjects	Escalating poor behaviour and disobeying of rules	Occasional conflict with others		Requires prompting and reassurance during learning process		
	1	below 55	Negative progress in all subjects	In danger of permanent exclusion	Daily conflict with others	Cannot control self and always behaves badly	Has little confidence and rarely contributes	Has not developed skills for learning	Comes to lessons with no equipment and unready to

Marking for literacy

The following letters and symbols should be used in order to improve literacy.

Mark	Meaning
Sp	Try this spelling again
C	Find the missing or misplaced capital letters
.	Put in the missing full stops
//	Mark in where paragraphs should be
√	Correct answer/well-written section – apt and clear
X	Wrong answer
X→	Error gone through
EBI	Even Better If
WWW	What went well
⬭	Around words / punctuation to indicate errors- you may wish to add a
G	Grammatical error
SS ∿∿∿	Sentence Structure (Wavy line to indicate incorrect part of sentence)

When grading work, teachers will not use numbers or letters that could be confused with National Curriculum levels or GCSE grades, unless they are specifically reporting in accordance with these methods of assessment.

Teachers should mark in green pen and students should respond to the marking in purple pen.

Teachers should take care to ensure they model good literacy skills in their marking, and that their handwriting is legible.

Supporting Remote Learning

Teachers should ensure they are setting and assessing work that is delivered through online lessons, following the same principles as when teaching on site.

Support staff should work online, alongside teachers, to ensure students receive additional support as needed.

If teaching remotely, teachers and support staff need to remain 'live' in G-suite classrooms while students are completing work, in order to check students understanding of work and support with this.

The school supports students on how to self-regulate during remote education, including:
- understanding their strengths and weaknesses to improve their learning
- how to learn from home