

New Horizon Academy: Assessment, Marking & Feedback Policy

Policy Statement

At New Horizon Academy we educate with purpose: to provide our pupils with the tools they need to become independent, achieve economic well-being, contribute to society, and always strive to do their best.

We provide a vibrant environment for the education of children with moderate and severe learning needs who are in the care of New Horizons Care Limited. We will be responsive enough in our teaching approach to consistently meet our pupils needs and prepare them for the ever-changing world.

Assessment and Feedback Policy Rationale

At New Horizon Academy we ensure that all pupils can make excellent progress. This is a fundamental commitment to all learners. To facilitate this, teachers provide pupils with personalised, regular and timely feedback which helps them understand how to progress.

Aims of the Policy

- To develop in pupils a growth mind-set to learning, in which they develop as confident and successful learners, through receiving purposeful teacher feedback.
- To encourage and enable pupils to play a central role in improving their own performance.
- To empower teachers to effectively monitor, evaluate and reflect on pupil progress and attainment and use this information to effectively plan lessons through differentiation, making accurate professional projections and organising intervention programmes.
- To enable school leaders to monitor, assess and reflect on the progress made towards realising key school priorities.

Whole School Practice

As a school we understand that pupils make the best progress when they understand the assessment criteria, know the steps to realise this and in turn how they will be assessed. Feedback to pupils helps them to understand this process. Importantly, across subjects, there are modifications in practice, but common across each subject area are the following:

Assessment Strategy	Details
Initial & Diagnostic Assessment	<p>Initial and Diagnostic assessment is used in English and Mathematics to accurately determine pupils starting points. Each pupil completes an initial and diagnostic assessment when they are admitted to the school.</p> <p>Initial assessments provide teachers with the level towards which pupils are working.</p> <p>Diagnostic assessments provide teachers with pupils areas of strength and improvement and an indication of how close they are to achieving the level towards which they are working.</p>
Baseline Assessment	<p>At the beginning of each academic year, all pupils complete a baseline assessment to determine progress made since the previous year and to establish a starting point at the beginning of the year. It provides an update about the level towards which pupils are working; their areas of strength and improvement.</p>
In-class assessment and feedback:	<p>Verbal feedback to the class or groups in response to pupils' work e.g., mini-white boards, exercise books, tests, group presentations etc.</p> <p>Verbal feedback to individual pupils,</p> <p>Adaptation of teaching in response to assessing rates of progress (support and challenge for pupils).</p> <p>Peer and self-assessment against pre-released criteria.</p>

	<p>Use of Teaching Support Staff to support learning and provide feedback.</p> <p>Pupil reflection through Dedicated Improvement and Reflection Time (DIRT).</p> <p>Adaptation of planning in response to assessing rates of progress</p>
Formative Assessment	<p>Pupils receive detailed feedback which identifies strengths and the next steps for sustained progress - What went well; Even better if; I need to (WWW/EBI/INT)</p> <p>Takes place every three weeks in the form of: end of topic tests; half-term set tasks; evaluation of completed challenges</p>
Summative Assessment	<p>Pupils receive feedback which indicates the level at which they are working.</p> <p>Examinations</p> <p>Completion of workbooks</p>

Frequency

- The key purpose of feedback and marking is to promote learning.
- Feedback and marking must provide information on pupils' progress.
- Feedback on 'next steps' must lead to some kind of action by the pupils if it is to lead to learning.
- The criteria for assessment are shared with all (Pupils, teaching assistants, teachers).
- The frequency and types of marking will be consistent within teams and in line with school policy.

Feedback

- When pupils complete a piece of written homework ask them to proofread it for accuracy before it is handed in.
- Pupils should get used to finding faults and fixing them.
- When homework tasks are set make sure that the success criteria are shared with pupils. In the best practice pupils contribute to the production of success criteria. Make sure they use the same success criteria when peer assessing work.
- Feedback should be a critique but must be: kind, helpful and, specific
- Feedback should let pupils know exactly what they have done well, what progress they have made, what targets/objectives they have met; exactly what they have not done well; exactly what they need to do in order to improve; what they can do to get to the next level

Marking Principles

- Teacher marking should provoke thinking as well as initiating action.
- Comment only marking is based on what the pupil has done well (WWW – what went well) and what could be even better (EBI – even better if).
- The overall aim is to close the achievement gap so keep in mind the following questions:
 - Where is the pupil now?
 - Where do they need to be?
 - How can they get there?
- When marked work is handed back, plan for ‘Dedicated Improvement and Reflection Time’ (DIRT). Pupils must spend time reading your written feedback, answering any questions you may have asked and completing set tasks. Use (INT) comments written by Pupils to initiate this stage.
- When work is next taken in for marking, check that the learning gap is closing. If the learning gap has not been closed further improvement questions and tasks may be required – or intervention. This realisation should prompt an adaptation to the teacher’s planning.

Assessing Literacy

Pupils at New Horizon Academy are supported in developing their literacy skills, through assessment and the feedback that they receive from all subjects. This cross-curricular approach ensures that all Pupils receive high quality, subject-specific literacy teaching, which helps them effectively meet the challenges of assessments and formal examinations. The following assessment codes are applied to the marking of Literacy:

Code	Explanation
SP	This highlights a word has been misspelt. Not all words spelt incorrectly need to be identified, but those which are central to a Pupil's understanding of the subject. The correct spelling will be provided.
//	This demonstrates the need to begin a new paragraph.
C	This indicates the need for a capital letter and the letter in question is circled.
^	This suggests that a letter or word is missing.
EXP	This denotes awkward written expression, which requires re-structuring in-order to have clarity.

Homework

Homework forms an important means through which a teacher can assess and feedback on a pupil's progress. It provides pupils with the opportunity to both consolidate their learning and develop independent study skills, something integral to them developing as confident, life-long learners.

Homework tasks are directly linked to learning in lessons and/or are preparation for an assessment. Open-ended tasks set are always accompanied with clear instructions. Once submitted, pupils receive feedback on their work within two weeks.

Homework is assigned by staff when appropriate. As a general guidance, each teacher should not give more than 1 piece of homework to a pupil in their subject in any 2 week period.

Monitoring and Reviewing Assessment

Pupil assessment data is centrally recorded and analysed at key points throughout the year – every half term; every term and at the end of every year. Details can be found in appendix 1 – Framework for the Evaluation of Pupil Performance. Staff ensure that progress data is entered and up-to-date before each data trawl deadline. This data is processed, and the summary statistical analysis made available for teaching staff and leaders at all levels

Pupil performance is compared to both internal data and where available - national benchmarks. Pupils who are not making expected progress are supported through appropriate subject intervention.

Reporting on Assessment

Parents/carers receive formal reports at the end of each term, and these provide information about pupil progress, behaviour and attendance. The aim of these reports is to inform the working partnership between school and home.

Roles and responsibilities:

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Teachers

Teachers at New Horizon Academy carefully and regularly track, monitor and review pupil progress and attainment data. This information is used to inform lesson planning, in which lessons are differentiated to meet the personalised needs of each learner. Through this process, if a pupil requires further support, teachers use this data to plan appropriate intervention.

During 1 to 1 tutorials, teachers and teaching support staff use pupil progress and attainment data to support pupils, celebrating their achievements whilst helping them to develop further. As part of this, pupils complete a reflection on their INTs within DIRT tutorial time and this is a planned, weekly activity.

Deputy Headteacher

The Deputy Headteacher regularly tracks, monitors and reviews pupil progress and attainment data in-order to inform the work that take places within the school. This involves leading long and mid-term planning and support for staff in short term planning.

The Deputy Headteacher uses pupil data to carefully plan intervention, which seeks to close performance gaps and the impact of this work is evaluated regularly, so that it is fit for purpose. They lead in ensuring teachers share assessment descriptors with Pupils and that summative assessment sheets are present at the front of a pupil's exercise book and completed.

The Deputy Headteacher leads in the quality assurance of the school, which ensures that practice is standardised in line with policy. This involves: learning walks, book scrutinies, Pupil voice meetings and moderation, in-conjunction with the assessment of Pupil performance data.

Headteacher

The Headteacher ensure that all staff have access to target and prior attainment data, in-order to inform the planning of lessons and assessments. They work with staff to maintain consistently high standards of assessment, standardisation, monitoring and intervention. They provide a systematised data collection and analysis cycle, regularly analysing whole school data sets and working with the Deputy Headteacher

to address any performance gaps. The Headteacher reports to the Governing Body on Pupil progress and attainment as part of the self-evaluation process.

The Governing Body

The Governing Body review Pupil progress and attainment data in every full Governing Body meeting. Governors act as a critical friend, ensuring that current high standards are maintained. The Governing Body ratify this policy and review its implementation and effectiveness.

Appendix 1: Framework for the Evaluation of Pupil Performance

Assessment and Data Tracking

The progress of pupils following the subject - specific curriculum will be tracked using BSquared. For those taking Functional Skills English and Mathematics, progress will be tracked by RAG rating the extent to which the learning objectives at each level are met. Below is an overview of pupils' performance will be tracked:

Subject	Evaluation Cycle					Staff Responsible	Parental Engagement
	Type of assessment 1	Type of assessment 2	Type of assessment 3	Type of assessment 4	Type of assessment 5		
Mathematics	Initial & Diagnostic Assessment Annual baseline assessment	Weekly formative assessment during lessons	End of topic tests	End of term BSquared Assessment Internal Moderation of Entry Level work (Functional Skills)	External Moderation of Entry Level work Functional Skills Level 1 & 2 Examinations	Subject teacher; internal moderator; School's Exam Officer	End of term report focusing on progress, effort and level (towards which pupil is working); exam results

English	Initial & Diagnostic Assessment Annual baseline assessment – including: reading comprehension; writing; reading age test speaking & listening test	Weekly formative assessment during lessons	Half-term set task	End of term BSquared Assessment Internal Moderation of Entry Level work (Functional Skills)	External Moderation of Entry Level work Functional Skills Level 1 & 2 Examinations	Subject teacher; internal moderator; School's Exam Officer	End of term report focusing on progress, effort and level (towards which pupil is working); exam results
Science		Weekly formative assessments during lessons	End of topic tests	End of term BSquared Assessment		Subject teacher	End of term report focusing on progress, effort, and level (towards
Design & Technology							

History							which pupil is working)
Geography							
Religious Education							
PSHE							
Physical Education							

The progress and performance of pupils following the semi-formal curriculum will be tracked using EQUALS’s MAPP – Semi-Formal: a suite of materials developed to facilitate the planning, assessment and recording of progress in relation to personal learning intentions.

Whole School Evaluation

What is Evaluated?	When is it Evaluated?				
	During Lessons	Half-Term	End of Term	End of Year	Other time
Progress & Achievement	<p>Lesson observations</p> <p>Learning Walks</p>	Work Scrutiny	<p>Analysis of Teachers' Progress Records</p> <p>Analysis of pupils' achievement of Academic targets on their IEPs</p> <p>Signing off end of term reports</p>	<p>Analysis of Exam & External Moderation Results</p> <p>Analysis of termly achievement of academic targets on their IEPs</p> <p>Analysis of achievement of EHC plan outcomes</p>	

	Learning Walks				
Pupil Destinations	Observation of Career Guidance Sessions;	Work Scrutiny - Career Guidance. Visits to work experience/supported internships	Analysis of Individual Progression Sheets and Work Experience Skills Logs	Analysis of pupil destinations	Analysis of Retention at Destinations - 1 & 2 terms after progression