

Assessment, Marking and Feedback Policy

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Title: Assessment, Marking and Feedback Policy

Applicable to: All School Staff, Parents and Pupils

Ratified by: Gill Fotheringham

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1. Introduction and aims

At Sutherland House School, assessment is designed to provide a holistic, meaningful and accurate picture of each pupil's development over time. We recognise that every pupil has a unique learning journey and therefore assessment must be personalised, aspirational and responsive to individual needs.

Assessment enables us to:

- Identify pupils' strengths and next steps for learning.
- Inform teaching, learning and curriculum planning.
- Monitor progress towards EHCP outcomes and Preparing for Adulthood outcomes.
- Recognise and celebrate achievement at all levels, including small steps of progress.
- Provide clear information to parents, carers and other stakeholders.
- Support pupils to access appropriate accreditation and qualifications where appropriate.

The detailed assessment frameworks and procedures used within school are outlined within the separate Assessment at SHS document.

2. Assessment at Sutherland House School

Assessment pathways are determined by individual pupil need and curriculum pathway. The school uses a range of assessment frameworks to ensure progress can be captured across academic, social, communication, independence and preparation for adulthood outcomes.

The principal assessment frameworks used within school are:

Framework	Primary Purpose
Engagement Steps	Assessment of engagement in learning for pupils working at pre-formal stages
Progression Steps	Assessment of curriculum knowledge, understanding and skills through small, measurable steps
Steps4Life	Assessment of independence, functional skills and preparation for adulthood outcomes
Accreditation Tracking	Monitoring progress towards formal qualifications and accredited outcomes

Pupils may move between frameworks as their learning develops. Assessment decisions are reviewed regularly to ensure each pupil is working within the most appropriate framework for their needs.

Curriculum Pathways and Assessment

Assessment is closely aligned to the school's curriculum pathways.

Curriculum Pathway	Assessment Approach
Pathway 1 Strand 1	Engagement Steps, EHCP Outcomes and Personal Development
Pathway 1 Strand 2	Progression Steps, EHCP Outcomes and Personal Development
Pathway 2	Progression Steps, Accreditation Tracking and EHCP Outcomes
Post-14 Provision	Steps4Life, Accreditation Tracking and Preparing for Adulthood Outcomes

This approach ensures assessment remains relevant to each pupil's learning journey whilst providing clear evidence of progress over time.

Using Assessment Information

Assessment information is used to:

- Inform classroom practice and curriculum planning.
- Identify barriers to learning and support targeted interventions.
- Monitor progress towards EHCP outcomes.
- Support annual reviews and transition planning.
- Monitor the effectiveness of curriculum provision.
- Evaluate the impact of teaching and learning.
- Inform reporting to parents, governors, trustees and external agencies.

Assessment information is considered alongside professional judgement, observations and wider information about the pupil to ensure a holistic understanding of progress is maintained.

Assessment Quality Assurance

Sutherland House School is committed to ensuring that assessment is accurate, consistent and reliable.

Quality assurance activities may include:

- Internal moderation.
- Cross-site moderation.
- Sampling of assessment evidence.
- Pupil Data Review meetings.
- Review of assessment judgements by line managers and senior leaders.
- External moderation of accredited qualifications where required.

These processes help ensure that assessment information is valid and can be used confidently to support decision-making, pupil progress and school improvement.

3. Roles and responsibilities

All School Staff and Teachers:

- All new staff receive training on our assessment systems and mentored by another colleague to ensure consistency of tracking
- All staff in classrooms have a working knowledge of the pupil's individual targets
- All staff are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, Evisense.
- All Teachers will have an overview and understanding of how their pupils are progressing and be able to talk confidently at the Individual Class/Pupil Data meetings
- All Teachers must justify judgements made and supply evidence to show reasoning behind decisions for moderation and tracking purposes
- All Teachers (with input from other professionals), review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations
- Monitor assessment practice within their area of responsibility.
- Support staff with assessment and moderation processes.
- Analyse assessment information to identify strengths and areas for development.
- Contribute to whole-school evaluation and improvement planning.

Senior Leadership Team (SLT)

- SLT support teachers through Individual Class/Pupil Data meetings
- SLT analyse and produce reports for external professionals (Local Authority, Governors, Trustees, DfE)
- SLT ensures Quality Assurance is effective across the school
- SLT supports and monitors the process of setting targets to ensure they are aspirational for pupils

4. Reporting to Parents

Evisense is an online platform that supports staff to capture, assess and celebrate pupils' progress. For pupils at Sutherland House School, who often have highly individual learning journeys, Evisense allows staff to record photos, videos, and written observations securely, creating a rich, multimedia learning journal for each child. This evidence is shared with parents/carers, giving them access to their own child's learning journey. It also ensures everyone is aware of each pupil's achievements and next steps. Evisense also helps with tracking progress against individual targets and EHCP outcomes.

We encourage parents to make comments and to upload their own evidence taken at home to celebrate achievements so that an open dialogue can be had about their child's personal achievements.

Assessment information is shared with parents and carers to support a strong partnership between home and school. Reporting focuses on the progress made by each pupil from their individual starting points and reflects both academic and personal development.

Assessment information is also used to support EHCP reviews, preparation for adulthood planning and discussions regarding future educational, employment and community-based opportunities.

Reports to parents are given verbally at parents' evenings twice a year in the Autumn and Summer Term. This is a chance for the parents to discuss their child's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new/existing targets are agreed and evaluated. A short-written report along with progress is provided for each child at the end of the summer term.

All reports are written in a clear, straightforward manner and are personal to the child.

Within the academic year parents are informed about the following:

- How their child is performing in relation to their past achievements
- Attendance
- Their child's strengths and any achievements
- Areas of development and improvement
- How parents/carers can help at home

Parents are invited to discuss their child's progress informally at any time throughout the school year and are welcome to see their child's work and discuss matters arising with the class teacher at a mutually convenient time either by phone or in person.

5. Measuring Progress

Sutherland House School uses assessment information to measure individual pupil progress from their starting points. Progress is considered in relation to EHCP outcomes, curriculum expectations, personal development and preparation for adulthood outcomes.

The school uses BSquared assessment frameworks, accreditation outcomes and historical assessment information to establish personalised progress trajectories. These measures help staff evaluate whether pupils are making expected progress and identify where additional support or challenge may be required.

Progress information contributes to whole-school self-evaluation and helps demonstrate the impact of the school's provision on pupil outcomes.

6. Marking and Feedback

Marking is often presented as a task that consumes time and productivity of staff, which is often reactive and tries to make a child 'feel better' about their work, often failing to encourage children to respond; rather than offering specific, targeted feedback to move learning forward.

The Feedforward approach is a robust, informative way of marking which offers celebration of individual excellence, next steps for both individual children and cohort groups within a class. It allows children to become proactive in generating and using ways forward to improve their performance as learners. It enables pupils to have time to address their misconceptions and so are engaged with improving their work and developing their resilience, whilst facilitating sustained improvement.

At Sutherland House School we adopt a Feedforward (FF) approach to marking.

Teachers will read through every book with a written response during a lesson (when children are working in them) and make notes in their Feedforward journal (FFJ) on the following areas:

- Key children producing excellent work and why (learners of the moment)
- Precise barriers or areas where pupils may need more support or development – Marvellous Mistakes (using a visualiser during a lesson)
- Common misconceptions/errors that need to be addressed, such as spellings, common punctuation errors, number formation or place value.
- Presentation and productivity
- Concepts to reteach or reinforce for the whole cohort – teachers will use this information to develop planning of lessons and provide timely opportunities to address misconceptions

Roles and Responsibilities:

Teachers will ensure:

- Live marking and identification of basic errors – such as spelling and grammar – is still evident in books

- Concepts are revisited in a timely manner where whole cohort misconceptions are identified
- All staff in the classroom use and add to the FFJ
- High quality planning is still evident with Feedforward elements often being additional to the learning objectives already planned to cover
- The transfer between the FFJ notes and the child's work is moving learning forward, facilitating sustained improvement

Leaders will ensure:

- Monitoring the effective use of FFJ through book scrutiny and dialogue with staff
- The transfer between the FFJ notes and the child's work is effective and having impact on teaching and learning, facilitating sustained improvement
- Reviewing of the delivery of FF in lessons through staff and pupil voice and make changes or provide CPD where appropriate

Appendix One

Marking Guidance

- Verbal feedback is the initial and most important feedback, staff mark verbal feedback has been given on the pupils work
- Pupils use a purple pen (purple polishing pen) for corrections and editing
- Pupils are given quality time to make corrections and edit their work within the lesson as a result of 'live' marking
- Marking is 'live' during lessons as far as possible. Staff mark whilst pupils are working and writing across all curriculum subjects.

Mark work using high lighters and codes

Marking Maths/written work	
	yellow highlighting indicates incorrect work, including spellings
	green highlighting indicates good or correct work
Marking codes	
VF	verbal feedback given
^	an omission