

Assessment, Marking and Feedback Policy

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Title: Assessment, Marking and Feedback Policy

Applicable to: All School Staff, Parents and Pupils

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1. Introduction and aims

This policy outlines the whole school assessment frameworks used at Sutherland House School. As a school, we are proud to offer education and provision to a wide-range of needs including academic and social and emotional needs. Where possible, we aim to ensure all pupils leave school with an accredited qualification to support them in their transition to their next phase of education. This may include GCSEs, OCR qualifications and AQA qualifications. To support us with assessment judgements, we use BSquared to complete assessments for all pupils. BSquared supports us to track small steps of progress whilst focusing on outcomes that are meaningful to each individual child. For further information on BSquared, please follow the link below:

[Simplify Pupil Tracking with B Squared Assessment Software](#)

2. Assessment at Sutherland House School

At Sutherland House School, we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils. All pupils at Sutherland House School have an Education Health Care Plan (EHCP). We appreciate that all our learners are unique and are at very different starting points within their learning journey. They all need personalised learning targets to develop their skills at different points. That is why no one single assessment tool fits all our pupils. The assessment frameworks must be flexible to record pupils' individual strengths, and their next steps needed to progress. Learning and target setting is personalised to each pupil, making it difficult for us to compare outcomes for the whole school cohort. Target setting is based on the individual pupils EHCP long term outcomes and builds towards the 'Preparing for Adulthood' expectations.

The assessments at Sutherland House School vary depending on which Curriculum Pathway the pupil is on. Several 'frameworks' can be used to assess pupils, in addition to the EHCP tracker. We currently use the following BSquared Frameworks for assessment: Early Steps (for any EYFS pupils), Engagement Steps, Progression Steps and Steps4Life. BSquared is designed to allow a pupil to move across these frameworks, therefore allowing every child to achieve their full potential. This assessment data is easily converted from one framework to another using the Connecting Steps feature.

For pupils in KS4/5, we use an internal tracking spreadsheet to assess if a pupil is below target, on target or achieved their predicted outcomes for qualifications sat within the academic year. This is captured three times a year and forms part of discussion in half-termly pupil data reviews where class staff are held to account for pupil outcomes.

The Framework/s on which a pupil is assessed is decided on an individual basis and should support the learner in a meaningful way and show progression within school and the wider school community. We believe that the assessment of pupils' achievements and progress should be a story- how much an individual pupil has achieved in any given time, e.g. a term, a year, Key Stage and overall time at Sutherland House School.

The range of evidence that can be used to record a pupils' individual targets can come in many forms, including but not limited to:

- Videos- showing evidence of learning and achievement
- A short annotation from the adult working with the pupil on how the pupil achieved the target
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the session) or work completed by the learner
- Observations from visiting professionals e.g. speech and language team

Any achievements made by the pupil/s are celebrated daily, using a range of in the moment feedback techniques. This way we can try and help the pupil to understand what they have achieved. These are also shared with parents through Evisense.

Marking and feedback informs our pupils about what specifically they have done well and their next steps to raise achievement. Pupil achievement is continuously logged by class staff and other professionals against their individual learning targets.

Pupil Data Reviews take place six times a year. Line managers conduct these meetings with all relevant staff. In these meetings the evidence of work produced is quality assured against the objectives. Achievements and future targets are noted and any barriers to learning are identified with relevant interventions. Pupils whose progress is of a concern undergo closer scrutiny.

To also ensure our assessments are consistent and reliable quality assurance and moderation is used regularly across both school sites.

Our pupils are assessed formally against recognised accreditation:

Pupils in Key Stage 4 and 5, pathway 2 are assessed in the core subjects of English, Maths and Life skills. Teachers predict pupils' end of Year 11 outcomes during the start of the Autumn term in Year 10. These targets are continually reviewed by the teacher, Deputy Headteacher and Exams Officer. Once the relevant work (evidence) is completed, it is compiled, logged against the corresponding unit and sent off for external moderation.

In Key Stage 4 and 5, pathway 1 are working on an individually mapped curriculum route linked to Preparing for Adulthood Outcomes (PfA).

The curriculum and proposed accredited predictions are set by the teacher, based on the pupil's levels, and overseen by the Deputy Headteacher. These predictions are inputted directly into our assessment tracker and progress is assessed against a pupil's individual predictions. As the pupil's work is completed (evidence), it is recorded against the certificates of achievement and accreditation they will leave Post 16 with. The range of qualifications we offer at Key Stage 4 and 5 are as follows; AQA unit awards, OCR Life and Living Skills, GCSEs ASDAN, Duke of Edinburgh, National Citizenship Service and any other qualifications identified as meeting the outcomes for pupils. This data is analysed and reported at the end of an academic year along with the whole school data to key stakeholders, School Governors and Trustees.

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

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.

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. Points System on BSquared and Benchmarking

At Sutherland House School, we use the BSquared assessment system to track and project pupil progress. Each pupil's achievements are recorded as points, reflecting their progress across a range of skills. By analysing these points over time, we calculate a projected "flight path"—an estimated trajectory of progress based on past data, age and expected rates of

improvement. The BSquared formula enables us to set realistic, personalised targets and compare each pupil's progress to national benchmarks or expected standards. By measuring the difference between pupils' starting points and their outcomes using this system, we can demonstrate the value added by the school, showing the positive impact of our teaching and interventions on individual pupil development.