



Feedback and assessment Policy

Created: November 2023

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This document relates to Article 28 (***Every child has the right to an education***) of the UN Convention on the Rights of the Child.

This organisation is committed to safeguarding and promoting the welfare of children and young people



All schools follows a skill-based curriculum based on the individual needs of each pupil

How do we measure progress against these skills?

Progress is assessed using formative assessment and the achievement continuum, inspired by ASDAN and adapted to our setting and curriculum. For instance, we have also added R – refused, NE – not yet encountered, NA- not applicable to aid and refine analysis of where students are currently not making progress on skills

The continuum consists of 10 levels. The early stage of the continuum is defined as encountering skills with support, called the encountering and embedding phase.

The advanced stages of the continuum (6-10) are defined as development, consolidation of skills, leading to the mastering and application of skills

R	Refused	
1	Encounter	Encounter and embedding phase
2	Awareness	
3	Interest	
4	Supported participation	
5	Active involvement	
6	Development	Development and consolidation phase
7	Exploration	
8	Initiation	
9	Consolidation	
10	Mastered	Mastered

When do we measure progress against skills?

Progress is assessed **daily** by all staff using formative assessment techniques and embedding the language from the achievement continuum into seesaw entries, trackers, and feedback to pupils.

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There is a **weekly** reflective approach to feedback across all of the school at all levels. Pupils undertake feedback Friday as individuals' self-assessing and reflecting on learning from the week. Staff in class groups undertake the same process reflecting on how pupils have progressed during the week and identifying as a whole class, barriers or opportunities for progression

There are 6 progress weeks across the school year, one every **half term**. During progress weeks, pupils display work throughout the half term and are encouraged to feedback and assess others from across the school.

Every term achievement data is formally recorded using the 10-point achievement continuum. Progress is tracked across all skill areas of the curriculum at an individual level and then at a whole school level.

How do we ensure that feedback matches the needs of individual pupils?

Our schools have a varied student profile. In response to this, feedback and the recording of progress is captured using digital books utilising the seesaw app.

The app has been adapted to create a digital book that pupils and staff can record progress in real time in all learning situations, on and offsite to ensure learning outside of the curriculum is captured. Skills are tracked, and photographic, written, and recorded evidence allow the tracking of very small steps of progression, in a format preferred by each learner.

Formative assessment techniques are used within class at a level that suites each learner. The digital books allow feedback to be stored and replayed throughout a pupil's learning journey.

How do we ensure that we measure skills consistently across the school?

A robust quality assurance plan is in place across the school to assess outcomes and impact. Learning walks, lesson observations and moderation sessions take place frequently to ensure consistency across the school. Staff training in relation to assessment is delivered each term in addition to moderation sessions. All staff have the achievement continuum on their lanyards to ensure they always have access to the correct terminology for consistency.

How we use assessment data

We use assessment data to:

- Monitor individual pupil outcomes
- Adapt and improve teaching and learning approaches
- Evaluate specific teaching interventions
- Monitor and evaluate targets
- Inform us of next steps for progression

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- Refine planning
- Identify further needs at an individual and whole school level

Signature: 

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Policy Review Date: September 2025

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