

# ASSESSMENT POLICY

## **A route to a positive future :**

Committed to providing a quality education to pupils with complex needs, including autism and sensory impairment in West Berkshire and Greater Reading



**Brookfields**  
Specialist SEN School

Reviewed : Autumn 2017  
Due for Review : Autumn 2018  
Policy Holder : C Bernie

## **Brookfields School Equalities Statement**

**All pupils at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each pupil is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community. Through the work we do across the school on developing Values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, pupils develop independence, confidence and integrity which prepares them for their future lives.**

### **Policy Statement**

At Brookfields School assessment is an integral part of the teaching and learning process. It should not drive the curriculum but enables :

- All aspects of pupil progress and need to be carefully monitored over time.
- Future planning to be supported and informed by appropriate assessment.
- Work to be suitably differentiated
- All pupils to be included in all learning opportunities and activities
- Some pupils to be actively involved in assessment of their progress and learning
- Pupils, staff and parents to celebrate success.
- Meaningful reporting to parents and others (e.g. LA, Governors)
- Current legal requirements to be fulfilled

### **SUMMATIVE ASSESSMENT**

All pupils are assessed within 6 weeks of entry to obtain a baseline. The assessment differs depending on age and need of the pupils (see Appendix 1).

Teachers are required to provide summative assessment results 3 times a year, in English, Maths, PSD, Computer Science and Science. Currently EYFS, PIVATS and BSquared Adult Steps are the main assessments used across the school, with some standardised tests used to moderate teacher assessment (See Appendix 1).

CASPA is used to collate and analyse the data provided and the Deputy Head in charge of assessment will provide a termly report identifying gaps in achievement.

The Deputy Head in charge of assessment will produce a final report in September, after exam results, detailing the following

1. Pupil Progress across the last academic year, taking need into account, identifying gaps and action.
2. Pupil Progress for End of Key Stage – Year 2, 6, 9 and 11 taking need into account, identifying gaps and action.
3. Pupil Progress for End of Key Stage Year 2, 6, 9, and 11 not taking need into account and based on Progression Guidance. This report will detail Pupil Progress in Upper, Median and Lower Quartiles at the end of each Key Stage.

## Pupil Progress and Making a Judgement

### a) Progression Guidance

The School acknowledges Progression Guidance and that progress is judged only on start and end point. Progression Guidance states that 2 levels of progress across a Key Stage is judged as expected progress. Due to the high numbers of MLD pupils starting a Key Stage at Level 1 or 2 at Brookfields, it is difficult for these pupils to reach level 3 and 4 due to their complex needs such as ASD or a hearing or visual impairment alongside their learning difficulty. However, those achieving level 2a/3 and above at the end of Year 9 will be considered for GCSE Maths or English.

### b) Progress Taking Need into Account

Progress reports will be produced 3 times a year taking need into account. Judgements will be made based on the following:

- 75% and above of pupils making expected progress or better = Outstanding.
- 50-75% of pupils making expected progress or better = Good.
- Below 50% of pupils making expected progress or better = Requires Improvement.

Mid Year Progress reports will analyse all Key Stages as well as looking at groups – LAC, FSM, Ethnicity, Gender and degree of learning difficulty.

### c) EYFS and Key Stage 1

All pupils in the Early Years Foundation Stage and Key Stage 1 will be assessed in the 17 Areas of Learning according to age bands between 0 and 60 months. In addition pupils with PMLD will be assessed using Routes for Learning, Tactile Awareness Scale, Intensive Interaction Phases and ACA Level. At any point a pupil's EYFS level can be converted into a PIVATS score or P level using a school standardised conversion table. This provides an accurate baseline for pupils entering Key Stage 2.

Progress is judged by a formula applied to pupils according to learning need (See Appendix 2).

### d) 6<sup>th</sup> Form

According to their start point on entry to the 6<sup>th</sup> Form pupils are placed on a Cohort Pathway. The Pathway details accreditation and employment opportunities and states what constitutes good and outstanding progress (See Appendix 3).

Progress in Functional English and Maths skills is measured through a variety of accreditation possibilities.

e) Year 11 Pupils with MLD

For pupils with MLD entering Year 10 teachers must provide a predicted level or grade for accreditation in English, Maths, PSD, Computer Science and Science. Progress will be calculated at the end of Year 11 when Entry Level and Exam Results are available. Progress towards their target is measured by teachers providing the pupil with the step needed to achieve 'the very best level they can' (See Appendix 4). CASPA is not used for analysis of this cohort.

## **Target Setting**

### 1. Annual Targets

P Level and NC level targets are set annually in English, Maths, PSD, Computer Science and Science for all pupils, with the exception of Key Stage 4 pupils with MLD and 6<sup>th</sup> Form pupils who have an end of Key Stage target level or grade attached to accreditation.

Targets are set by CASPA ignoring need. For 88% of starting levels, CASPA's expected level is the same as, or higher than, the upper quartile in Progression Guidance. 10% match the median quartile and 2% the lower quartile.

Teachers must also set 2/3 IEP targets annually.

### 2. End of Key Stage

- a) End of Key Stage targets will be set for Year 2, 6, 9 and 11 using the Progression Guidance materials.
- b) End of Key Stage targets will be set for Year 2, 6, 9 and 11 taking need into account.

## **Moderation**

Targets set by CASPA can be moderated by teachers if deemed to be too high or low. Teachers must provide a reason and record this in the pupil's record.

## **Pupil Progress Meetings for Teachers**

All teachers are required to attend 2 Pupil Progress meetings a year with a member of SLT to monitor progress towards targets, identify gaps and discuss actions needed to accelerate progress.

## **FORMATIVE ASSESSMENT / ASSESSMENT FOR LEARNING**

Ongoing assessment by teachers is vital in order to inform planning of lessons.

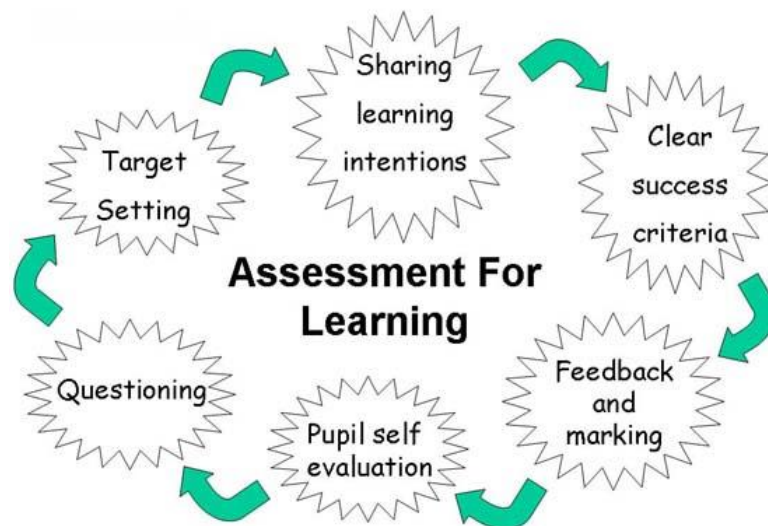
PIVATS or EYFS is used by teachers to monitor progress throughout the year. Teachers are required to record evidence on the shared drive of pupil progress and must produce the evidence to the Heads of English, Maths, PSD, Computer Science and Science in order for a pupil to progress to the next level.

Pupils taking accredited courses in Key Stage 4 and 6<sup>th</sup> Form are teacher assessed throughout the year.

## Principles of Assessment for learning

### Effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- Helping pupils know and recognise the criteria for success
- Providing feedback and marking that helps pupils to identify how to improve (See Appendix 5).
- Pupils learning self-assessment techniques to discover areas they need to improve
- The use of effective questioning to assess progress
- Both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets for improvement
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.
- Effective feedback from teaching assistants for those pupils unable to access the above.



## Recording Progress

Teachers are required to record progress at least 3 times a year on the various assessment tools used – PIVATS, EYFS, Routes for Learning, SILSAF, Adult Steps, Intensive Interaction, PECS, Affective Communication Skills Checklist etc. All recording must be stored on the shared drive.

## **Moderation**

Teachers are required to produce packs of evidence for Levels P1 – NCL3 in English and Maths 3 times a year to be moderated across the Key Stages. Other special schools and mainstream schools are invited to these meetings ensuring work is externally moderated.

## **REPORTING AND RECORDING**

### **Reporting to Parents**

There will be 3 progress meetings a year for parents. At the first 2 meetings parents will receive a report detailing their child's start point at the beginning of the year, their end of year target and their progress towards this target.

An End of Year report will be provided in July for all pupils detailing progress in all curriculum areas.

An Annual Review report will also be provided for each pupil.

Parents are encouraged to contact the school at any time in between, if needed, to discuss their child's progress.

### **Reporting to Governors**

The Deputy Head in charge of assessment will report pupil progress in English, Maths, PSD, Computer Science and Science 3 times a year to governors, detailing all aspects of pupil progress as outlined in the Summative Assessment section of this policy.

### **Foundation Subjects**

Teachers are not required to produce individual targets for pupils in Foundation subjects. Planning will be based on the learning outcome in the Schemes of Work medium term planning and teachers will assess progress through lessons and units of work. There is no whole school suggested format for this but it is important that whatever system is used provides teachers with the necessary information to report on achievement in the End of Year report in all Foundation subjects.

### **Assessment Cycle**

A summary of the assessment cycle is contained in Appendix 6.

## **GLOSSARY**

PIVATS	Performance Indicators for Value Added Target Setting
CASPA	Comparison & Analysis of Special Pupil Data
EYFS	Early Years Foundation Stage
PSD	Personal & Social Development
ACA	Affective Communication Assessment
SILSAF	Secondary Independent Living Skills Assessment Framework

Signed: .....  
Policy Holder

Date: .....

Signed: .....  
Headteacher/Governor

Date: .....



**Appendix 1**

**ASSESSMENTS**

<b>Assessment</b>	<b>PMLD</b>	<b>SLD</b>	<b>MLD</b>
EYFS/KS1	Routes For Learning Tactile Awareness Intensive Interaction Phase	EYFS Affective Communication Checklist	EYFS Affective Communication Checklist
KS2	Routes For Learning Tactile Awareness Intensive Interaction Phase	Equals PACE – Eng and Maths Affective Communication Checklist	Maths-PIMS and Sandwell Test Phonics Phase Test Writing Assessment PACE
KS3	Routes For Learning Tactile Awareness Intensive Interaction Phase	Equals PACE – Eng and Maths Affective Communication checklist	Maths – PIMS and Sandwell Test PIRA Reading Test Writing Assessment PACE Brookfields Science Assessment
KS4	Routes For Learning Tactile awareness Intensive Interaction Phase	Equals PACE – Eng and Maths SILSAF	Teacher Assessment Brookfields Science Assessment SILSAF
6 <sup>th</sup> Form	Routes For Learning Tactile awareness Intensive Interaction Phase	SILSAF	Teacher Assessment

## Appendix 2

### EYFS PROGRESS FORMULA

#### Pupil Progress in Early Years and Key Stage 1

For PMLD pupils, following their Baseline assessment, the Head of Department is responsible for setting an End of Year and End of Key Stage Target, based on each child's individual need.

For all other pupils, targets are set according to Department protocol and procedure for each group of pupils using the EYFS.

- At the end of Year R SLD pupils will have achieved an Average Point score of at least 17, and will have made at least 1 age band of progress from their Baseline level. MLD pupils will have achieved an Average Point score of at least 19, and will have made at least 1 age band of progress from their Baseline level.
- At end of Year 1 SLD pupils will have achieved an Average Point score of at least 18, and will have made at least an additional 0.5 age band of progress. MLD pupils will have achieved an Average Point score of at least 21, and will have made at least an additional 1 age band of progress.
- At end of Year 2 SLD pupils will have achieved an Average Point score of at least 19, and will have made at least an additional 0.5 age band of progress. MLD pupils will have achieved an Average Point score of at least 23, and will have made at least an additional 1 age band of progress.

## Early Years Number of Age Bands Progress in Each of Areas of Development

**By the end of Reception**  
(Possibly N2,N1 and R= 3years in school)

	PSED MR	PSED SCSE	PSED MFB	CL LA	CL U	CL S	PD MH	PD HSC	L R	L W	M N	M SSM	UW PC	UW W	UW T	EAD EUM	EAD BI
<b>PMLD</b>	No "whole" age bands of progress will be seen. However, progress is expected <u>within</u> each age band																
<b>SLD</b>	+1	+1	+1	+1	+1	+1	+2	+2	+1	+1	+1	+1	+1	+1	+1	+1	+1
<b>MLD</b>	+1	+1	+1	+2	+2	+2	+2	+2	+2	+2	+2	+2	+1	+2	+2	+2	+2

### **Progress End R –End Year 1**

	PSED MR	PSED SCSE	PSED MFB	CL LA	CL U	CL S	PD MH	PD HSC	L R	L W	M N	M SSM	UW PC	UW W	UW T	EAD EUM	EAD BI
<b>PMLD</b>	No "whole" age bands of progress will be seen. However, progress is expected <u>within</u> each age band																
<b>SLD</b>	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5
<b>MLD</b>	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1

### **Progress End Year 1 –End Year 2**

	PSED MR	PSED SCSE	PSED MFB	CL LA	CL U	CL S	PD MH	PD HSC	L R	L W	M N	M SSM	UW PC	UW W	UW T	EAD EUM	EAD BI
<b>PMLD</b>	No "whole" age bands of progress will be seen. However, progress is expected <u>within</u> each age band																
<b>SLD</b>	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5	+0.5
<b>MLD</b>	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1

#### KEY

- CL - Communication & Language (Listening and Attention, Understanding and Speaking).
- EAD - Expressive Arts & Design (Exploring and Using Materials and Being Imaginative).
- L - Literacy (Reading and Writing).
- M - Maths (Number and Space, Shape and Measure).
- PD - Physical Development (Moving and Handling and Health and Self Care).
- PSED - Personal, Social & Emotional Development (Self Confidence & Self Esteem, Managing Feelings and Behaviour and Relationships).
- UW - Understanding the World (People and Communities, The World and Technologies).

**EYFS Conversion chart**  
(All levels agreed by EY staff and verified by Curriculum Co-ordinators).

	Attention and Understanding	Listening and Attention	Speaking	Reading	Writing	Numbers	Shape, Space and Measures	Managing Relationships	Managing feelings and Behaviour	Self-confidence and Self-esteem
<b>Band 1</b> Birth – 11 months	P1i-P2ii	P1i-P2ii	P1i-P3i	P1ii-P2ii	P1i-P3ii	P1i-P3ii	P1i-P3ii	PSD 1	PSD 1	PSD 1
<b>Band 2</b> 8-20 months	P3i-P4	P3i-P3ii	P3i-P4	P3i-P3ii		P4	P4	PSD 2	PSD 2	PSD 2
<b>Band 3</b> 16-26 months	P4 and P5	P3ii and P4	P4 and P5	P4		P4 and P5	P4 and P5	PSD 3 and PSD 4 Int	PSD 3 and PSD 4 Int	PSD 3 and PSD 4 Int
<b>Band 4</b> 22-36 months	P6 and P7	P5 and P6	P5, P6 and P7	P5	P4	P5 and P6	P5 and P6	PSD 5 and PSD 6 Int	PSD 4 and PSD 5 Int, Ind and Att	PSD 5 and PSD 6 Int PSD 6 Att
<b>Band 5</b> 30-50 months	P7 and P8	P7 and P8	P7 and P8	P6 and P7	P4 and P5	P7	P6	PSD 7 Int	PSD 6 Int, Ind and Att	PSD 7 Int PSD 8 Ind and Att
<b>Band 6</b> 40-60 months	P8 – L1	P8	P8	P8	P6, P7 and P8	P8	P7 and P8	PSD 8 Int	PSD 7 Int, Ind and Att	PSD 8 Int
<p><b>PSD strands</b> Int = Interacting with others. Ind = Independence and organisational skills. Att = Attention</p>										

## Appendix 3

### 6th FORM PROGRESS CHART

Learners who join the 6<sup>th</sup> Form have a range of 'starting points', ranging from learners who are working at early P Stages to those who have attained Entry Stage 3.

Student progress is measured in attainment of the 'Cohort Learning Target' including Literacy and Numeracy.

In the 6<sup>th</sup> Form there are 5 specific cohorts of learners based on their prior attainment. Each cohort follows an identified 'Learning Pathway'. Each Learning Pathway has an identified aspirational outcome for students on that Pathway. As the students progress through the 6<sup>th</sup> Form, their progress and attainment are assessed and monitored using a range of standardised and non-standardised assessments including assessment tools such as Affective Communication Skills Checklist, Talkabout Social Skills, PECS Phases, SILSAF and Systematic Instruction. It is possible for a student to start year 12 following one particular Learning Pathway but as they move through the 6<sup>th</sup> Form, they might move to a higher Learning Pathway as their skills and application of those skills progress.

The table below details the organisation of learners into the Learning Pathway cohorts and what we expect that learner to have achieved if they make either good or outstanding progress.

Assessed level on entry to 6 <sup>th</sup> form	Learning Pathway Cohort	Cohort Learning Good/Expected	Cohort Learning Outstanding
Entry Level 3/GCSE	1	ASDAN Bronze Full Award	ASDAN Silver CoPE Sports Leadership (Level 1 or 2) D of E Bronze or Silver GCSE Project SEARCH Employment
Entry Level 1 & 2	2	ASDAN Bronze Modules (Entry Level 2 learners)  ASDAN Personal Progress (Stages 6-7)	ASDAN Bronze Full Award Project SEARCH D of E Bronze  ASDAN Personal Progress (Stages 8-10) ASDAN Bronze Modules (Entry Level 1 learners) Employment
PEM6-PEM8	3	ASDAN Personal Progress (Stages 3 – 5)	ASDAN Personal Progress (Stages 5 – 7) Country Skills Stewardship Project SEARCH (PEM8) D of E Bronze (PEM8) Employment

PEM4-PEM5	4	ASDAN Personal Progress (Stages 2 – 4)	ASDAN Personal Progress (Stages 4 – 5)
P1 (i) – PEM3b	5	ASDAN Personal Progress (Stages 1 – 3) Profound Education Curriculum	ASDAN Personal Progress (Stages 2 – 4) Profound Education Curriculum

Note: \*(Stages 1 – 10) refers to the ASDAN 'Achievement Continuum' – learners may be working at different developmental stages across different areas of the curriculum.  
The journey along a particular Learning Pathway towards the aspirational target is specific to each student and is personalised to meet their learning needs, style of learning and their long-term aspirations.

Appendix 4

KEY STAGE 4 PUPIL PROGRESS REPORT – YEAR 10

Name of Pupil:

Tutor Group:

Qualification	Predicted Grade/Level end of Year 11	Year 10 – On target? To achieve the very best grade you can you need to:
<b>BEHAVIOUR AND ATTITUDE TO LEARNING</b>		
Classroom		A = Excellent B = Good C = Causing concern
Social times		
Work related learning and work experience		
<b>Comment if given a C</b>		

Qualification grades start from:

Entry Level 1

Entry Level 2

Entry Level 3

Level 1

GCSE Grades F-C

GCSE Grades C-A

## KEY STAGE 4 PUPIL PROGRESS REPORT – YEAR 11

Name of Pupil:

Tutor Group:

Qualification	Predicted Grade/Level end of Year 11	
<b>BEHAVIOUR AND ATTITUDE TO LEARNING</b>		
Classroom		A = Excellent B = Good C = Causing concern
Social times		
Work related learning and work experience		
<b>Comment if given a C</b>		

Qualification grades start from:

Entry Level 1

Entry Level 2

Entry Level 3

Level 1

GCSE Grades F-C

GCSE Grades C-A



# FEEDBACK AND MARKING POLICY

## Introduction

*“We need to ensure that feedback causes a cognitive rather than an emotional reaction – in other words, feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning” (Embedded Formative Assessment, Dylan William 2011)*

It is upon the above premise that this marking policy has been discussed with staff, written and then embedded as far as is possible when examining the learning of pupils with special educational needs. It is also an integral part of the school's policy for Planning, Assessing, Recording and Reporting. Whilst there is not quite the same emphasis on pupils' written responses as that found in a mainstream setting, the key aim is still to communicate the teachers' responses to all that pupils do in order to progress their learning. It is not just about correcting pupils' work. Oral feedback is **as important** as written feedback at Brookfields School.

## SECONDARY SCHOOL

**Students working P1-6 (PMLD/SLD)** have target sheets which all staff have constant access to and are frequently updating through detailed annotation. This marking shows what progress the child is making and where they are in relation to achieving their target.(see appendix 5a)

### **Students working at P7 onwards:**

Pupil's formal written work is looked at and marked to inform the teacher and the pupil.

### **1. Responses to inform the pupil**

Teachers communicate their responses to pupils in several ways:

- oral responses
- written responses
- providing occasions for pupils to talk about and share their work, both with staff and other pupils
- giving pupils opportunity to demonstrate their skills and display their work.

**Oral responses:** this is the main way of communicating assessment and responses to pupils and occurs in every lesson. They are used to value, praise, instruct and advise. These responses cannot be standardised but reflect the close relationships which all staff develop with pupils. Frequent interactions between pupils and staff help pupils to know what is expected of them, to understand the task and to know how well they have done.

Pupils are encouraged to demonstrate what they know, understand and can do: pupils show their work to the head teacher, staff and other pupils.

Displaying work around the school - staff encourage all pupils to observe and talk about these displays.

**Written responses:** form a lesser but still important role in giving some indication whether or not the teacher is pleased with the pupil's work and also where appropriate, the next step in their learning. Achievement certificates, stickers and smiley faces are used where appropriate. All of these methods convey the teacher's opinion of the work. The aim is for a consistent approach which is understood and valued by pupils and their parents; the amount of correction must not destroy the pupil's self-esteem and motivation. The teacher indicates any corrections which must be done and in this way we use marking to assess what progress is made. Where it is appropriate to do so, pupils are given a mark, for example in spelling and number tests.

For older pupils work may be marked in accordance with the requirements of the examination syllabus.

### Marking written work to inform the pupil

- **Green** pen should be used to tick a child's work.
- If a student is required to make a correction or improvement a **green star** is placed next to it. When the correction has been made, a **pink tick** through the star is used to show that it has been completed.
- For mistakes which are not a focus for correction or improvement an X may be used.
- When marking any work **every spelling is not corrected**. Where appropriate, some spelling mistakes may be selected for correction using a **green star** as above.
- Comments need to reflect on the lesson objective (depending on the child's ability).
- KS4 – coursework and exams have a separate marking scheme and these should be used in preparation for this.

### 2. Marking/annotation to inform the teacher:

Level of Support (0-5)	
<i>No understanding yet</i>	
<i>Gaining an understanding</i>	
<i>Achieved the Learning Outcome</i>	

This grid can be used after each piece of work, either as stickers, stamps or otherwise.

Staff are given the 2 descriptor grids below to aid them in completing the above grid.

Level		Descriptors
5	Completed task independently	Pupil understood task and completed it independently and without any support. Pupil may also be able to coach others. A scribe/reader can be used.
4	Completes task with low adult prompts	Pupil is able to work independently; however they may initially need adult prompting to begin the task and they may need adult prompting to keep them on task throughout the lesson. They may require support to use rulers, structure sentences or spell words; this is fine, as long as this help is not directly related to the learning outcome.
3	Completes task with adult prompting	Pupil requires more adult support. Adults guide them through the task, eg: breaks the task down, rephrases the question, supports them with smaller steps, starts off the work to support pupil to then take over. Pupil may work for short stretches independently. Pupil shows some understanding, but would not be able to complete the task without adult intervention.
2	Completes task with high adult prompts	Pupil can only work on the task with adult support. Adult fully guides them through the task. The adult has to break down the entire task, give them the choice of 2 answers, remain with the pupil at all times or the task is not completed. There is no evidence of any independent work. Some physical prompting maybe required.
1	Pupil was present for task	Pupil was present for the experience of the task, however they didn't take part.
0	Refused task	Pupil refused to take part in the task due to behaviour complications/non-compliance

<b><i>No understanding yet</i></b>	Pupil does not understand the learning outcome and more work is needed in future lessons
<b><i>Gaining an understanding</i></b>	Pupil is gaining an understanding of the learning outcome, but more work is still needed before they achieve the outcome fully
<b><i>Achieved the Learning Outcome</i></b>	Pupil has achieved the learning outcome for this work

## PRIMARY SCHOOL

### **Feedback and Marking**

It is felt that the majority of pupils within Key Stage 2 will be unable to use written marking feedback to further their learning. However all work will be marked celebrating success and enabling pupils to take pride in their achievements. This may be in the form of stickers, stars, stamps or smiley faces. For some pupils achievements will be celebrated immediately through praise and encouragement. For those pupils who are able to use marking to move their learning on a simple '**star and a wish**' marking system will be used. The **star** to represent something they have done well and the **wish** to indicate the next step in their learning.

### **Annotation**

All work needs to be annotated to indicate the level of support required for the pupil to complete the task and the level of understanding the pupil has of the task. For pupils with MLD and more able pupils with SLD the annotation codes are the same as the secondary school.

For less able primary pupils with SLD the progress sheets need to indicate the **level of support** as well as the **level of competency**. Any additional support annotation will use the codes

- IN-** independent
- VP-** verbal prompts
- GP-** gestural prompts
- PP-** physical prompts.

For pupils with PMLD the level of support to complete a task is often embedded within the targets on the progress sheets. Where additional support annotation is needed the codes above are to be used. The marking and annotation above is model designed to enable consistency across the department. Teachers are able to add more annotation if required, but no less than the model above.

### **Comments**

Comments on pupils' work should focus on the positive aspects of work and the extent to which the pupil has demonstrated their learning and achievement of the lesson objectives. They may also refer back to the child's specific IEP targets, or other target; identify what the pupil needs to do to improve their work and achieve specific targets; or what the pupil's next steps in learning should be.



# Appendix 6

## ASSESSMENT CYCLE

