



**Hazel Cottage**  
School

Part of  
**OptionsAutism**

# Assessment and Feedback Policy

|                      |                  |
|----------------------|------------------|
| <b>Policy Number</b> | <b>2.0</b>       |
| <b>Review Date</b>   | <b>July 2026</b> |



## Introduction

Assessment, recording and reporting of young people's progress are essential to ensure that they all make the best possible progress through studying an appropriate curriculum pathway. Assessment, recording and reporting is central to informed curriculum planning for each young person and to ensuring that teaching and learning approaches build on young people's strengths and abilities and strive to reduce any barriers to learning that they experience.

At Hazel Cottage the purpose of all assessment is primarily to:

- *Inform Planning (where are we now, next steps)*
- *Present levels of attainment and over time*
- *Demonstrate achievement and progress across all learner pathways*

There is a complex relationship between the curriculum, planning, assessment, recording and reporting. Assessment is integral to each pupil's systematic learning, and pupils are as fully involved in the whole process of assessment, recording and reporting where possible.

### We have different methods of showing achievement and progress:

1. Summative Assessment – **SOLAR**/Termly Reports/End of Year Report
2. AET Autism Progression Framework- autism progress tracking tool (Evidence for Learning **EFL**)
3. Core and Foundation Subject tracking documents (**SOLAR**)
4. Early Years, Foundation Stage – Learning Journey's and Development Matters (**EFL**) (**SOLAR**)
5. Evidence of Achievement- Moments of Growth (**Sleuth**)
6. Annual Reviews and Reports
7. IEPs/EHCP Outcomes -**EFL**
8. Curriculum pathway planning- **Budding, Growing, Blossoming**
9. Informal curriculum data – **SALT, OT**
10. Intervention data – **SALT, core subject data, AFL data**

This policy accepts that Hazel Cottage must actively seek to meet all statutory obligations with regard to assessment, recording and reporting. In addition, a variety of additional tools are used to ensure that the needs of individual young people are appropriately understood and planned for.

Available technologies are used for assessment, monitoring, recording and reporting. This ensures that procedures are efficient, robust, flexible and powerful and allow data to be more easily accessed, stored, utilised, compared and transferred.

Various curriculum documents should be read in conjunction with this policy, as assessment, recording and reporting is integral to many facets of school life.

As a school, we have a diverse number of young people and as outlined in our Curriculum Policy, we have created Pathways, which outline different curriculums that our young people follow dependent on their

needs. Below we have outlined how we assess the different curriculums and the resources we use to complete this, as well as the process we undertake to ensure teachers are tracking pupil's progress as well as striving to ensure they are challenged at the correct rate for their individual learning journeys.

### **Assessing the National Curriculum**

If our young people are following the Voyagers (Formal) Adventurers (Equals-Formal) or Discoverers (Semi-Formal) pathway, they have some elements of the National Curriculum within their journey. We are tracking young people's progress using the National Curriculum Framework in England. This will cover all subjects, and uses the 'Budding, Growing, Blossoming' terminology to demonstrate 'depth and breadth' of knowledge and understanding.

For each class and young person, we ensure their curriculum is achievable; at times this means removing/ adapting some targets of the National Curriculum. Doing this means all young people are able to access a curriculum that meets their needs.

The prior attainment, abilities and needs of our young people sometimes require us to bring together groups from different years and to find a best fit for their curriculum from across the pathways.

The Evidence for Learning Framework offers learners, parents, carers, school staff, Local Authorities and Governors a clear picture of the skills, knowledge and understanding that are essential for progress and development, which can be tailored to the individual needs via EHCP outcomes.

At present, many of our learners do not make the required progress to move at the average rate, this means our steps of progress are smaller for the National Curriculum than the national average. To conquer this, we have ensured we have assessed every young person's individual needs in order to outline what their progress should look like throughout the year; we use a multidisciplinary team to support and evidence this and review it as they develop.

Sometimes our young people start to "flat line" on their curriculum pathway, even with specialist input; this is reviewed and we analyse the young person's progress as a multidisciplinary team to decide the next steps for the young people.

### **Links to Curriculum Policy**

While independent school standards do not require National Curriculum coverage, our school is committed to covering the National Curriculum (English and Maths) and its programmes of study wherever possible. This commitment must however be consistent with any Education Health Care Plan for any young person, which may well prioritise particular subjects or key areas of learning.

We face a number of challenges around the curriculum and ensuring that the young people are placed in the best class to meet their needs. These include;

1. Some of our young people may have missed significant amounts of their education and may well have missed important curriculum elements.
2. Our young people often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons, we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each young person and for the group.

## **Areas of responsibility**

**Class teachers** are responsible for:

- Assessing young people and referring to assessments completed by therapists and psychologists
- Using these assessment results to set and review appropriate learning targets for the young people in their class
- Maintaining the young people's assessment records
- Coordinating the compilation of the termly report when requested
- Providing the relevant data to inform the EHCP reviews.
- Leading Termly Progress Meetings

**Deputy Head/Subject Leaders** are responsible for:

- Monitoring and evaluating teaching, learning and assessment practices
- Attending where possible moderation meetings
- Monitoring and evaluating young people's progress and performance within the key stages
- Ensuring all young person's data is reviewed and supported.

The Headteacher / Deputy Head teacher and subject leads are responsible for Curriculum and Assessment aims to ensure that the Assessment, Monitoring, Recording and Reporting policy is comprehensive, coherent, integrated and adhered to throughout the school.

## **Purpose**

- To establish a coherent approach to assessment across Hazel Cottage.
- To provide clear guidelines on the school's approach to assessment.
- To provide a system which is clear to young people, staff and stakeholders.

## **Aims**

- To establish (baseline) young people's knowledge, skills and understanding upon intake, including strengths and areas of difficulty
- To inform teacher's planning and teaching approaches to ensure that the needs of individual young people are met
- To regularly monitor the knowledge, skills and understanding of individual young people
- To implement effective systems for recording assessment data
- To ensure the young people are being offered the correct pathway for their needs
- To appropriately report achievement and progress to young people, parents/ carers and local authority officers
- To evaluate performance against individual, cohort and whole school targets.

## **How Assessment, Recording and Reporting works at Hazel Cottage**

Throughout a young person's journey at Hazel Cottage, they will experience Formative, Summative and Diagnostic assessment. These ongoing assessments will be influenced by:

- Policy
- Individual need
- Joint working with Local Authorities and parents

## Assessment for Personalised Learning intentions and Curriculum Pathways

Quantitative assessment is collated using Evidence for Learning and SOLAR.

Assessment for personalised learning intentions should be ongoing and dynamic, and learning intentions should be monitored and tracked intensively. Evidence to support learning and judgements made on the Evidence for Learning and SOLAR platforms should be backed up with Evidence of Achievements, with a combination observations, written comments and feedback, photographic and video evidence uploaded.

The assessment platforms should be updated on a frequent basis to record accurate levels of progress. This can then be used to generate a progress judgement across the learning intention or curriculum area as a whole, and this information will be used in reports, to review progress and to develop and re-focus learning intentions.

Learning intentions and progress towards them will be considered during EHCP review meeting, and used to inform considering outcomes and aspirations for the young person.

## Marking and Feedback

Marking and Feedback are an essential part of the teaching and learning process. When used effectively marking and feedback can help young people become better learners by giving a clear picture of what they have done and what they need to develop, through the suggestion of individual strategies for improvement. It is important that there is a consistent approach across the school and the young people are given the opportunity to respond to the feedback given, where applicable.

Learners with personalised learning intentions will have consistent and frequent observation and feedback with specific focus on their EHCP outcomes. Broad and well- detailed feedback on skill development ensures appropriate target setting and flexibility in terms of moving away from a learning intention/ into a new one.

- *Annotation codes will be on Evidence for Learning hashtags #*
- *Annotation Codes can be added to evidence comments section on SOLAR.*
- *Annotation codes to be added to pupil's work in folders and books*

| Hazel Cottage Standard Annotation codes for Early Years, KS1 & KS2 |   |
|--|---|
| I  | Independent Work  |
| VP   | Verbal/Visual Prompt  |
| GP   | Gestural Prompt   |
| PP   | Physical Prompt   |
| GQ   | Guided questioning  |
| CO   | Choice of   |
| VF   | Verbal Feedback   |
| SC   | Self-Correction<br>Pupil has made their own corrections in green pen. |
| CT   | Corrected together<br>Corrected with an adult- in green pen.          |

## **Summative Files**

The summative file is a key tool in informing the content of annual review reports to parents. There should always be a clear link between attainment, achievement and progress reported, as well as dated assessments and evaluated IEPs.

The assessments in the summative file can help to ensure that all elements to the different curriculum pathways are being covered.

The summative files contain tracking sheets covering Phonics, English, Maths and other curriculum areas' progress from a pupil's baseline on entry into school. This tracks their progress from their starting point across the school year on year.

Examples of English and Math's assessments are also kept in the summative file, highlighting pupil progress in reading and spelling of key words, a phonetic assessment and a basic number assessment.

## **Early Years**

Teacher's use **Evidence for Learning** and **SOLAR** to record pupil progress in the Early Years and Foundation Stage. Achievements are highlighted through a variety of photographs and examples of work. Examples of work are matched to EYFS expectations.

## **Pupil Writing Portfolios**

Each pupil has a portfolio which contains examples of their written work / mark making. All work is dated and annotated with clear statements of achievement and next steps to progress writing.

## **Annual Reviews and Reports**

Annual reports are used for annual reviews and are filed with the pupil's information in the school office and in their Summative Files. A copy is also sent home to parents.

For pupils in the Early Years Provision the Annual Review report contains information on the pupil's progress through the Early Learning Goals curriculum the areas of which are Communication, Language and Literacy, Personal and Social Development, Knowledge and Understanding of the World, Mathematics, Physical Development and Creative Development.

Annual Review reports inform parents on pupil progress against objectives set out in their Education and Health Care Plan. They detail specific achievements in English, (Reading, writing and communication) and Math's, (Number).

## **EHCP/IEPs**

Each pupil in the school has an EHCP, and some with an IEP - which consists of termly goals and a teaching plan in order to achieve them. These targets relate to specific gaps in a pupil's learning.

Pupils with a diagnosis of ASC may also have specific language and OT / Sensory targets which are devised with the support of our speech and language therapist and our OT. In addition, pupils may have an individual sensory diet, detailing specific sensory input required throughout the day.

IEP targets are continually assessed and pupil progress towards them is recorded on Evidence for Learning. Where appropriate targets are also recorded in pupils work books and they are encouraged to assess their own progress towards their targets and identify ways forward.

## **IEP Targets:**

- Are shared with class staff and parents at the beginning of each term.
- For **some** pupils as they move through school, they are encouraged to contribute to their own target setting.
- Termly targets serve as a current record of the most important work being undertaken in a given time.
- At the end of each term targets are formally assessed and a copy is sent home to parents.
- SALT and OT targets may be more long term although progress towards them is recorded through the term.
- Targets are attached to Annual Reports at Review time.

The marking codes relating to the personalised learning intentions utilises structured coding and numeral systems to allow qualitative and quantitative data collection.

### **Evidence for Learning tracking data / SOLAR**

Both Evidence for Learning and SOLAR are tools used to assess pupil progress on a termly basis covering EHCP Outcomes and subject areas within each curriculum pathway. Pupil attainment is recorded as a percentage of a level or a strand related to Equals Curriculum expectations for those working below expected NC levels or National Curriculum expectations. Progress is tracked on a termly basis and recorded on reports.

| <b>Voyagers &amp; Adventurers Pathways</b>   | <b>Discoverers and Explorers Pathways<br/>EYFS</b>   |
|--|--|
| <p><b>Pink- Positive (What went well); evidence of the pupils' meeting their learning intention. These can be comments made about the work or underlined pieces where the young person has achieved it. Indication of Budding, Growing, Blossoming and use of annotation codes.</b></p> <p><b>Green- Growth (Even better if); what can they do to improve their work next time? Pointers to making improvements or extra challenge within their work.</b></p> <p><b>Purple- Pupil response; after you have given the pupils growth challenges or feedback, pupils should make corrections and respond to feedback using a purple pen. If a pupil is unable to write their own response, this could be scribed by an adult.</b></p> <p><b><u>Feedback stickers</u></b></p> <p>*Budding, Growing Blossoming</p> <p>*Use of annotation codes.</p> | <p><b>Pink- Positive (What went well); evidence of the pupils' meeting their learning intention. These can be underlined pieces where the young person has achieved it. Indication of Budding, Growing, Blossoming and use of annotation codes.</b></p> <p><b>Green- Growth (Even better if); what can they do to improve their work next time? Pointers to making improvements or extra challenge within their work (where appropriate)</b></p> <p><b><u>Feedback stickers</u></b></p> <p>*Budding, Growing Blossoming</p> <p>*Use of annotation codes.</p> |



## Monitoring and Evaluation

There is a termly Assessment, Recording and Reporting cycle. Within this cycle the following monitoring and evaluation occurs –

- Lesson Observations.
- Levelled and marked work uploaded on to Evidence for Learning.
- Levelled and marked work uploaded on to SOLAR.
- End of term subject reports and assessment data checked by teachers and Deputy Head teacher.
- Assessment data included in annual review checked by teachers and Deputy Head teacher.
- Moderation carried out by Headteacher / Deputy Headteacher to ensure teachers are making accurate judgements.
- Collation of moderated work and feedback given to teachers in order to support.
- Data and Assessment collation made by Subject Leads in order to action any concerns and inform future assessment and planning.

### Monitoring and Evaluation Cycle

| <u>Explorers</u>  | <u>Discoverers</u>  | <u>Adventurers</u>  | <u>Voyagers</u>   |
|---|---|---|---|
| Half Termly Planning  | Half Termly Planning  | Half Termly Planning  | Half Termly Planning  |
| Internal Verification   | Internal Verification   | Internal Verification   | Internal Verification   |
| Assessment in line with personalised learning<br>Intentions- Evidence for Learning. | Assessment in line with personalised learning<br>Intentions- Evidence for Learning. | Assessment in line with personalised learning<br>Intentions- Evidence for Learning. | Assessment in line with personalised learning<br>Intentions- Evidence for Learning. |
| Assessment evidence on SOLAR-<br>Phonics/Reading/Maths and Pre-Formal Pathway       | Assessment evidence on SOLAR-<br>Phonics/English/Maths and Semi-Formal Pathway      | Assessment evidence on SOLAR-<br>Phonics/English/Maths and Explorers Formal Pathway | Assessment in line with National Curriculum - SOLAR                                 |
| Internal Verification   | Internal Verification   | Internal Verification   | Internal Verification   |

## **National Curriculum Attainment**

At the end of the Early Years and Foundation Stage a Foundation Stage Profile will be completed for all pupils. For those pupils who do not achieve the Early Learning Goals by the end of the Foundation Stage this will be continued in Year One until the end of the Autumn Term. Those who have still not achieved the Early Learning Goals will be tracked through our Pre-formal curriculum pathway and AET framework.

At the end of Key Stages 1&2 each pupil is assessed and a decision is made as to whether he/she will complete the Standard Assessment Tests and Tasks based on Teacher Assessment.

Where appropriate, pupils in Year One will complete the Year One Phonic check at the end of the Summer Term. Pupils in Year 2, who did not meet the required threshold in Year One, will have the opportunity to retake the phonic check in Year Two.

## **Class Files**

Class files include the following items:

- Class List
- Class Timetable
- Class Risk Assessment/Individual pupil risk assessments
- Individual one-page profiles
- Individual targets from EHCP's
- Current class IEPs
- Current Medium-Term Plans
- Weekly planning grids for English and Maths

Daily lesson evaluations are completed on medium term plans by class teachers. Progress and areas of need are identified to progress learning.

## **Medium Term Plans**

All classes follow a two-year curriculum cycle highlighting themes across the learning pathways for each half term. All medium-term plans are derived from the appropriate learning pathway to ensure that work is closely tailored to meet pupils needs.

A pupil may be assessed by one or more professionals as appropriate, which may include a:

- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Educational Psychologist

## **Whole School Performance Data**

As part of the school's self-review, we produce summative data to cover:

- National Curriculum attainment across the school according to classes, years and learning pathway.
- Pre-formal and semi-formal attainment across the school according to classes, years and learning pathways.
- Percentage of personalised targets achieved or exceeded across the school according to classes, years and cohort of pupils.
- Attendance

