

Assessment and Feedback Policy

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

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1.0	First Version	Ciaran Walsh	September 2024
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	Amended	Sarah Chalmers- Thorpe	November 2024

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"Feedback That Drives Learning, Engagement and Progress"

1. Aims and Purpose

The purpose of this policy is to establish a clear, consistent, and coherent approach to assessment, recording, and reporting at Copper Fields School. It ensures that all pupils' progress is tracked, celebrated, and shared in a way that is meaningful, manageable, and motivating. The policy outlines expectations for staff, pupils, and stakeholders, ensuring everyone understands how progress is measured, supported, and communicated.

The key aims are to:

1. **Measure Progress Effectively:** Track pupil progress holistically, capturing cognitive, sensory, social, and emotional development.
2. **Support Personalised Learning:** Tailor assessment to each pupil's pathway (Explorers, Discoverers, Adventurers) with personalised goals that drive progress.
3. **Promote Independence and Reflection:** Enable pupils to reflect on their learning, develop independence, and engage in setting their next steps.
4. **Ensure Statutory Compliance:** Meet all statutory obligations for assessment, including the Engagement Model, Pre-Key Stage Standards, and the Developmental Journal (EYFS).
5. **Foster Accountability and Transparency:** Ensure that assessment is transparent and shared with pupils, parents, teachers, and stakeholders, including Local Authorities.
6. **Reduce Teacher Workload:** Ensure that assessment is purposeful, manageable, and meaningful. Evidence is collected using Evidence for Learning (EFL) and efficient feedback practices that avoid unnecessary marking.
7. **Celebrate Pupil Achievement:** Recognise and celebrate pupil progress, no matter how small. Progress is highlighted for all pupils, especially those working below age-related expectations.

This policy provides a clear system for assessment, recording, and reporting that supports pupils, staff, and stakeholders. It ensures that every pupil's progress is tracked meaningfully, shared transparently, and celebrated widely.

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2. Introduction

At Copper Fields School, every pupil’s learning journey is unique, and our approach to assessment reflects this. Our processes for assessing, recording, and reporting progress are designed to be purposeful, manageable, and impactful, ensuring every pupil is supported to achieve their full potential.

Our curriculum is delivered through three distinct and differentiated learning pathways:

- Explorers: For sensory and engagement-focused learners.
- Discoverers: For pupils following a semi-formal curriculum.
- Adventurers: For pupils accessing a formal curriculum in line with the National Curriculum.

These pathways offer personalised learning experiences that address pupils' strengths, needs, and individual starting points. Assessment plays a critical role in tracking progress, identifying barriers, and guiding next steps. Our approach to assessment ensures that, teaching is responsive where assessment outcomes inform daily teaching and learning decisions. Progress is celebrated, small steps and milestones are recognised, supporting confidence and motivation. Furthermore, barriers to learning are reduced. Early identification of gaps in learning ensures timely intervention and support. Full details of the pathways, including curriculum content and assessment methods, are outlined in ***Appendix A: Pathways and Assessment Methods***.

Our assessment approach is informed by statutory guidance and best practice from:

- The Department for Education (DfE) — Including Pre-Key Stage Standards and the Engagement Model.
- The Education Endowment Foundation (EEF) — Research on assessment, marking, and feedback.
- The Rochford Review — Recommendations for assessing pupils working below the level of the National Curriculum.

This policy outlines the methods used to assess, record, and report progress at Copper Fields School. It aims to ensure that every pupil is provided with the right support and that all stakeholders; pupils, parents, staff, and external agencies, have a clear understanding of progress. By embedding a clear and consistent approach, we ensure that assessment drives high-quality teaching, identifies next steps, and allows every pupil to achieve their potential.

3. Links to the Curriculum Policy

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Copper Fields School is committed to offering pupils access to the National Curriculum wherever it is appropriate and in line with their needs. While independent schools are not required to follow the full National Curriculum, we believe that offering this content, adapted and differentiated as needed, ensures our pupils receive a high-quality education that prepares them for life beyond school. Our commitment to inclusion means that learning pathways are flexible and responsive, at times this means removing/ adapting some targets of the National Curriculum. Key challenges we face when ensuring that pupils are placed in the most appropriate class or pathway include:

1. **Missed Learning:** Some pupils have missed significant amounts of formal education, requiring a bespoke curriculum that fills key gaps in learning.
2. **Grouping by Need:** Pupils are often grouped according to need rather than age. This means pupils may follow a personalised curriculum plan that draws on elements from multiple year groups.
3. Sometimes our young people start to “flat line” on the national curriculum, 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.

To overcome these challenges, we ensure pupils can access elements from more than one year’s plan if it better suits their needs. Grouping decisions are based on individual need rather than chronological age. Placements are reviewed regularly to ensure pupils remain in the most appropriate group. *See Appendix A: Pathways and Assessment Methods* for further information on pathway groupings.

4. Assessment, recording and Reporting

At Copper Fields School, our approach to assessment, recording, and reporting ensures that every pupil’s progress is visible, celebrated, and supported. By using Developmental Trackers, the Engagement Model, and Evidence for Learning (EFL), we create an inclusive, transparent, and multi-dimensional process that drives pupil progress and personal development.

Our assessment approach is tailored to meet the diverse needs of pupils across our three learning pathways (Explorers, Discoverers, Adventurers) and is designed to track both academic and holistic progress. By combining qualitative and quantitative data, we ensure that learning is personalised, accessible, and ambitious for every child.

To support this process, Copper Fields School utilises key assessment tools:

- **Developmental Trackers:** Used to track progress for pupils on the Discoverers and Adventurers pathways.

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- **Evidence for Learning (EFL):** A digital platform to record evidence of progress, including photos, videos, and observation notes.
- **Engagement Model:** Used for pupils on the Explorers Pathway to track sensory engagement and participation in learning through the five key areas of Exploration, Realisation, Anticipation, Persistence, and Initiation.

A full list of tools used at Copper Fields School is outlined in *Appendix B: Assessment Tools and Evidence Collection*.

When pupils join Copper Fields School, a baseline assessment is conducted within the first 6-8 weeks. The process includes reading comprehension, spelling, and occupational therapy assessments. For a comprehensive view of the baseline process, refer to *Appendix C: Baseline Assessments and Tools*.

Our progress tracking process uses the RAG (Red, Amber, Green) system. Each stage of progress is clearly defined and linked to evidence captured in EFL. For details on how RAG is applied, see *Appendix D: Progress Tracking and RAG System*.

At Copper Fields School, pupils experience ongoing formative, summative, and diagnostic assessments. This comprehensive approach enables a holistic understanding of each child's strengths, areas for development, and next learning steps. Assessments are informed by statutory guidance, EEF principles, and internal school frameworks. *See Appendix B: Assessment Tools and Evidence Collection*.

To ensure consistency and clarity in our assessment practices, we have established a set of key assessment principles applicable across all pathways.

Area	Practice	Outcome
Tracking	RAG System (Emerging, Developing, Secure)	Small-step progress tracking for personalised learning.
Multi-Disciplinary Approach	Collaboration with teachers, therapists, and parents	Holistic review of progress, supporting timely interventions.
Tools	Evidence for Learning (EFL) & Developmental Trackers	Tracks progress digitally and collects evidence of learning.

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Area	Practice	Outcome
Responsive Support	Early intervention if pupils "flat-line" in progress	Ensures pupils are not left behind; early interventions introduced.
Inclusion	Curriculum adapts to meet the needs of pupils	Personalised, accessible, and ambitious learning journeys.

Tracking is aligned with each pupil’s pathway and reflects progress toward EHCP outcomes, Personalised Learning Goals, and National Curriculum objectives where applicable. The use of the Emerging, Developing, Secure (EDS) system enables clear, accessible reporting for all stakeholders.

5. Assessment for Personalised Learning Goals (PLGs)

At Copper Fields School, progress toward Personalised Learning Goals (PLGs) is tracked and recorded using the Evidence for Learning (EFL) platform. PLGs are developed from Education, Health, and Care Plan (EHCP) outcomes, ensuring that each pupil’s unique strengths, needs, and aspirations are at the heart of their learning journey.

How PLGs are Assessed:

- **Ongoing and Dynamic:** Assessment for PLGs is continuous and responsive, with adjustments made as pupils progress or encounter new challenges.
- **Tracking and Evidence Collection:** Staff record progress on EFL using the RAG system (Red, Amber, Green), capturing annotated evidence such as photos, videos, and written observations.
- **Review and Use of PLG Progress Data:** PLG progress is reviewed termly to inform next steps and shape future learning intentions. Progress is also shared as part of the Annual EHCP Review, ensuring parents, carers, and multi-agency teams have a clear view of each pupil's development.

For further details on tracking PLGs, see *Appendix D: Progress Tracking and RAG System*.

6. Feedback and Marking

Marking and feedback are integral to the teaching and learning process at Copper Fields School. Feedback is timely, specific, and actionable, empowering pupils to reflect on their learning and

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work toward achievable next steps. Feedback is provided in a variety of ways, depending on the pupil's needs and pathway. When used effectively, they empower pupils to become better learners by:

- Providing a clear understanding of their achievements.
- Identifying specific areas for development.
- Suggesting actionable strategies for improvement.

A consistent approach across the school ensures that marking and feedback are meaningful, manageable, and accessible to all pupils. Feedback is designed to reinforce ownership of the learning journey, encouraging pupils to engage with and respond to guidance wherever possible.

Across all pathways, the following principles apply:

- **Verbal Feedback First:** Feedback is primarily verbal, delivered during or immediately after a task, to provide pupils with timely and actionable guidance.
- **EFL Documentation:** Evidence of progress, including photos, videos, and observations, is recorded on EFL with clear RAG ratings and brief comments.
- **Consistent Structure:** Feedback always includes:
 - **What Went Well (WWW):** Highlighting successes and achievements.
 - **Next Steps (NS):** Providing actionable guidance for improvement or extension.
- **Reflection Opportunities:** Pupils are encouraged to reflect on their progress through tools such as traffic lights, self-assessment, or amending work using a purple pen to demonstrate reflection and growth.
- **Pathway-Specific Adaptations:** Feedback varies according to the needs of each pathway, ensuring it is developmentally appropriate and aligned with curriculum goals.

In line with DfE guidance on reducing workload, feedback practices are designed to be manageable and efficient, ensuring that written feedback is at the teacher's discretion and used only when it adds value to the pupil's learning or serves as evidence for EFL assessments. Teachers use their professional judgment to determine when written feedback is necessary and when verbal feedback will suffice. Written feedback should only be recorded on tangible work, when necessary, either for supporting understanding or documenting progress.

Feedback is provided as close to the task as possible, enabling immediate application and reinforcement of learning. The process is informed by research from the Education Endowment Foundation (EEF), DfE guidance, and cognitive science on learning and retention to ensure it is

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effective in promoting pupil progress. This approach balances workload with the need for detailed and responsive feedback that drives pupil learning and progress across all pathways.

Feedback follows three distinct stages:

- **Immediate Feedback:** Given during the task to provide instant guidance and corrections.
- **Responsive Feedback:** Given shortly after the task to address gaps or misconceptions.
- **Summary Feedback:** Given at the start of the next lesson to review key points or highlight learning gaps.

For a detailed description of these stages and practical examples, see *Appendix E: Progress Tracking and Reporting Practices*.

Pupils are also encouraged to reflect on their own progress and learning. The RAG Progress System is a key feature of feedback at Copper Fields School. It is used to track pupil progress, give teachers an at-a-glance view of performance, and offer clear next steps. Pupils use this system to rate their own confidence or understanding and reflect on their progress as part of self-assessment. For a break down of progress level, what this look like and actions to take see *Appendix D: Progress Tracking and RAG System*.

7. Reporting to Parents and Stakeholders

At Copper Fields School, we maintain clear, timely, and accessible communication with parents, carers, and key stakeholders. Our approach ensures that everyone involved in a pupil’s education has a shared understanding of their progress and development.

We have a three-tiered approach to reporting: daily updates, termly reports, and annual reviews. See *Appendix E: Progress Tracking and Reporting Practices* for a breakdown of our approach to reporting, including key timelines and stakeholder engagement.

This structured approach ensures parents and stakeholders remain actively informed of each pupil’s holistic development and next steps.

8. Key Roles and Responsibilities

At Copper Fields School, a collaborative approach is taken to ensure the effective implementation of assessment, recording, and reporting. Each role plays a vital part in driving pupil progress, maintaining high standards, and ensuring compliance with statutory requirements. The roles and responsibilities are as follows:

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- a) Headteacher/Deputy Headteacher responsibilities (click to expand)
- b) SLT (Senior Leadership Team) Responsibilities (click to expand)
 - Conduct learning walks to monitor teaching, learning, and assessment practices.
 - Lead moderation of assessment judgments across pathways (Explorers, Discoverers, Adventurers).
 - Oversee and track whole-school data on pupil progress and attainment.
 - Provide support and guidance to teachers and subject leaders on assessment best practices.
 - Ensure consistency and quality of evidence collected via EFL (Evidence for Learning).
- c) SENCO (Special Educational Needs Coordinator) Responsibilities (click to expand)
 - Oversee and track EHCP outcomes for all pupils, ensuring targets are clear, measurable, and achievable.
 - Collaborate with therapists, parents, and external agencies to support pupils' learning and well-being.
 - Ensure EHCP targets are integrated into daily teaching and learning.
 - Provide support and guidance to teachers and TAs on supporting pupils with SEND.
 - Ensure compliance with SEND Code of Practice and statutory guidance for EHCP reviews.
- d) Subject Leaders Responsibilities (click to expand)
 - Lead subject-specific assessment, ensuring accurate tracking of progress in line with curriculum objectives.
 - Monitor and evaluate teaching, learning, and assessment practices within their subject area.
 - Ensure subject-related assessment strategies are aligned with the school's overall approach to assessment.
 - Lead moderation meetings and support teachers to ensure consistency in evidence judgments.

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- Support and develop staff understanding of subject-specific assessment, including training and CPD.
- e) Class Teachers Responsibilities (click to expand)
- Carry out daily formative assessment to track progress, inform teaching, and plan next steps.
 - Use EFL (Evidence for Learning) to upload evidence, track RAG ratings, and support moderation.
 - Plan and deliver lessons that support the achievement of EHCP outcomes and curriculum goals.
 - Set and review personalised learning targets for each pupil, ensuring that they are challenging and achievable.
 - Compile and contribute to termly reports, end-of-term reviews, and EHCP annual reviews.
 - Lead termly progress review meetings to evaluate pupil progress and agree on next steps.
- f) Learning Support Assistants (LSAs) Responsibilities (click to expand)
- Support pupil learning during lessons, assisting with engagement, participation, and task completion.
 - Use EFL to support the collection of evidence (photos, videos, observation notes) for pupil progress.
 - Provide feedback to pupils during learning activities, supporting self-reflection and growth.
 - Follow teacher direction to support pupils' achievement of EHCP outcomes and curriculum goals.
 - Observe and record evidence of pupils' learning, which contributes to termly reviews and EHCP annual reviews.

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9. Moderation and Quality Assurance

At Copper Fields School, moderation and quality assurance are essential to ensure that assessment judgments are accurate, consistent, and aligned with the school's policy. Internal moderation takes place each term, with external moderation conducted in partnership with other schools where applicable. SLT conduct learning walks to monitor and support staff in ensuring that assessment practices remain robust, fair, and evidence based.

Key Activities Include:

- **Internal Moderation:** Teachers review assessment judgments collaboratively to ensure consistency.
- **External Moderation:** SENCO facilitates moderation with partner schools to benchmark and validate standards.
- **Learning Walks:** SLT observes teaching, learning, and assessment in action, providing support and feedback to staff.

Moderation ensures that all teachers are making consistent judgments about pupil progress.

See Appendix E: Progress Tracking and Reporting Practices for further detail on the moderation cycle and staff roles in quality assurance.

10. Monitoring and Evaluation

At Copper Fields School, a robust system of monitoring and evaluation ensures that assessment, recording, and reporting remain consistent, transparent, and impactful. Our approach prioritises clarity, efficiency, and workload balance for staff.

Key Practices:

- **Termly Review:** Feedback practices are reviewed termly to ensure alignment with this policy and to maintain consistency across all pathways.
- **Workload Awareness:** Marking and feedback processes are regularly reviewed to ensure they remain purposeful, manageable, and effective.
- **Ongoing Monitoring:** A half-termly cycle is in place to review key areas of assessment and reporting.

Monitoring Activities:

- **Lesson Observations:** Regular learning walks and lesson observations to ensure assessment and feedback practices align with school policy.

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- Evidence for Learning (EFL) Checks: Review of levelled and marked work uploaded on EFL, ensuring quality, accuracy, and consistency.
- Termly Subject Reviews: End-of-term subject reports and assessment data are checked and verified by teachers and senior leaders (Deputy Headteacher or Subject Leads).

For a full description of the monitoring cycle and staff responsibilities, see ***Appendix E: Progress Tracking and Reporting Practices***. This approach ensures a consistent and transparent system for tracking pupil progress, supporting teacher workload, and driving continuous improvement.

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Appendix A: Pathways and Assessment Methods

Appendix B: Assessment Tools and Evidence Collection

Appendix C: Baseline Assessments and Tools

Appendix D: Progress Tracking and RAG System

Appendix E: Assessment, Reporting, and Feedback Cycle

Appendix A: Pathways and Assessment Methods

This appendix outlines the key learning pathways at Copper Fields School and the assessment methods used to track and measure progress for pupils at each stage.

Pathways and Assessment Overview

Pathway	Curriculum	Assessment Approach
Explorers	Pre-Formal Curriculum	Engagement Model, Developmental Trackers, sensory observations, and evidence captured via EFL (photo, video, observation notes).
Discoverers	Semi-Formal Curriculum	Developmental Trackers, Pre-Key Stage Standards, Equals Curriculum concepts, and evidence captured via EFL.
Adventurers	Formal Curriculum (NC)	Adapted National Curriculum objectives, Developmental Trackers, and evidence captured via EFL (Evidence for Learning).

How Evidence for Learning (EFL) is Used Across All Pathways

- Photos and Videos: Capture key learning moments.
- Observation Notes: Staff notes highlight pupil engagement, response, and progress.
- RAG System: Evidence is tagged as Red (Emerging), Amber (Developing), or Green (Secure) to show progress against key objectives.

Appendix B: Assessment Tools and Evidence Collection

This appendix outlines the key assessment tools used at Copper Fields School to collect evidence of learning, track progress, and support the review process.

Key Assessment Tools

Tool	Purpose	How It's Used
Evidence for Learning (EFL)	Central platform for evidence collection and progress tracking.	Teachers upload evidence (photos, videos, and notes) and apply RAG ratings.

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Tool	Purpose	How It’s Used
Phonics Reading Programmes	Tracks reading and spelling progress.	Pupils' phonics knowledge is assessed and progress recorded.
School-Based Assessments	Assesses reading comprehension and understanding.	Teachers track comprehension and cognitive understanding.
Psychometric Testing	Measures cognitive ability (Verbal IQ, Performance IQ).	Used to establish a baseline for cognitive ability, where required.
Reading Accuracy/Spelling Age	Measures word reading and spelling accuracy.	Results inform personalised learning targets and next steps.

Evidence Collection

- **Photos and Videos:** Captured via EFL to evidence skills, activities, and tasks.
- **Observation Notes:** Staff notes on sensory engagement, effort, and independent work.
- **Data from Assessments:** Phonics scores, comprehension tasks, and psychometric test results are used to inform learning goals and target-setting.

Appendix C: Baseline Assessments and Tools

This appendix outlines the baseline assessment process used to understand a pupil’s starting point and inform learning pathways.

Baseline Assessment Process

Stage	Assessment Activities	Tools Used
Entry (First 8 Weeks)	Reading & comprehension testing, spelling tests, psychometric assessments, speech & language, occupational therapy reviews.	EFL, Phonics Assessments, Psychometric Tests.
EYFS Baseline	Baseline of behaviours, key skills, and learning.	EYFS Developmental Journal.
Pathway Review	Placement review to confirm the most appropriate pathway (Explorers, Discoverers, Adventurers).	Initial Placement Review Meeting.

Baseline Tools

- **Developmental Trackers:** Establishes initial learning goals.
- **Occupational Therapy Assessment:** Identifies sensory and physical development needs.
- **Speech and Language Assessments:** Identifies communication needs.
- **Psychometric Testing:** Measures cognitive ability (Verbal IQ, Performance IQ, Full-Scale IQ, Reading age – Toe to Toe) where applicable.

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Appendix D: Progress Tracking and RAG System

This appendix outlines how progress is tracked using the **RAG (Red, Amber, Green) system**. It defines each RAG status, how it is used, and how it informs the next steps in learning.

RAG System for Tracking Progress

RAG Status	What It Looks Like	Actions to Support
Red (Emerging)	Pupil requires significant support.	Provide 1:1 support, re-teach concepts, scaffold activities.
Amber (Developing)	Pupil is progressing but needs further practice.	Provide practice opportunities, reinforce strategies.
Green (Secure)	Pupil has mastered the objective.	Celebrate success, extend learning, introduce new concepts.

How RAG is Used in Evidence for Learning (EFL)

- Teachers apply RAG ratings to uploaded evidence (photos, videos, written notes) on EFL.
- RAG ratings help identify progress trends for pupils and guide next steps for teaching.
- Evidence and ratings are used to inform termly reports and EHCP reviews.

Appendix E: Progress Tracking and Reporting Practices

This appendix outlines the progress tracking and reporting cycle at Copper Fields School. It ensures that parents, Local Authorities, and other stakeholders have a clear understanding of pupil progress.

How We Track Progress

Tracking Period	Purpose	How It's Tracked
Daily	Track daily progress.	EFL uploads, RAG ratings, verbal feedback.
Termly	Track and review progress for the term.	Termly review meetings, evidence uploads, RAG ratings.
Annual	Full progress review.	Annual EHCP reviews, analysis of progress over the year.

Reporting to Parents and Stakeholders

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Reporting Period	What Parents/Stakeholders Receive	How It's Shared
Daily	Photos, videos, observation notes.	EFL Family App updates.
Termly	Termly progress report, key goals met.	Termly progress reports sent to parents.
Annual	Full review of EHCP outcomes.	Annual review meetings with multi-agency input.

Key Reporting Milestones

1. **Daily Reports:** EFL family app provides parents with real-time updates.
2. **Termly Reports:** Summarises progress toward EHCP goals and outlines next steps.
3. **Annual Review:** A comprehensive review of the pupil's progress, which is shared during the statutory EHCP annual review meeting.

Three Stages of Feedback

Stage	What It Looks Like	Purpose	When It Occurs
Immediate	Real-time guidance, prompts, verbal instructions, or physical adjustments as pupils work on tasks.	To support pupils' understanding and clarify misconceptions in the moment.	During the lesson or learning activity.
Responsive	Additional guidance after the task, such as reviewing errors, highlighting areas to improve, or re-teaching concepts.	To address gaps and refine skills, encouraging self-reflection and growth.	Shortly after task completion (same day or next day).
Summary	Whole-class or individual feedback on key learning objectives, next steps, and areas for improvement. May include RAG updates.	To consolidate learning, review key concepts, and set the focus for the next lesson.	At the start of the next lesson or at the end of the week.

Role Key Responsibilities for Feedback and Marking

Headteacher/Deputy Headteacher	Ensure feedback aligns with school policy. Review effectiveness of feedback during lesson observations, learning walks, and moderation.
SLT	Conduct learning walks, lead moderation, and ensure consistent feedback practices.
SENCO	Support feedback aligned to EHCP outcomes, and ensure it is appropriate for SEND.

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Subject Leaders	Ensure assessment and feedback for their subject align with curriculum objectives.
Class Teachers	Deliver feedback using EFL, lead reflection activities, and support pupils to act on next steps.
LSAs	Support teachers with feedback, provide pupil reflections, and capture evidence via EFL.

Appendix F: Engagement Model Guide

This appendix explains the Engagement Model used for pupils on the Explorers Pathway. The model captures progress for pupils working significantly below age-related expectations.

What is the Engagement Model?

The Engagement Model tracks progress through five key areas of engagement for pupils working significantly below age-related expectations. Evidence of engagement is captured via EFL using photos, videos, and notes.

Five Areas of Engagement

Engagement Area	Description
Exploration	Pupil explores objects, activities, or stimuli through sensory exploration.
Realisation	Pupil recognises the impact of their actions or activity, showing recognition of cause and effect.
Anticipation	Pupil predicts outcomes, sequences, or next steps in familiar routines.
Persistence	Pupil sustains attention, motivation, and focus on an activity.
Initiation	Pupil spontaneously begins actions or responses without prompts.

How Engagement is Measured

- Observations: Evidence of pupil responses is recorded using photos, videos, and notes on EFL.
- EFL RAG Ratings: The RAG system is used to track levels of engagement.
- Multi-Agency Input: Engagement evidence is reviewed during EHCP meetings.