

**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’.

## **Assessment and Feedback Policy**

# Assessment and Feedback Policy

<b>Policy Number</b>	<b><i>1.0</i></b>
<b>Review Date</b>	<b><i>September 2025</i></b>
<b>Owner</b>	<b>Ciaran Walsh</b>

## **Document History**

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
1.0	First Version	Ciaran Walsh	September 2024
2.0	Amended wording	Chris Clements	October 2024
	Amended	Sarah Chalmers-Thorpe	November 2024
3.0	Amended	Sarah Chalmers-Thorpe	November 2025

**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'.

## **Assessment and Feedback Policy**

"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 approach (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.

**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’.

## **Assessment and Feedback Policy**

### **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 a **semi-formal model**, designed to be inclusive, developmental, and responsive to the individual needs of each learner. Pupils access this curriculum through one of three **pathway approaches**, depending on their stage of learning, developmental profile, and readiness for subject-specific study:

**Explore Pathway Approach:** for sensory and engagement-focused learners who access learning through experiential, interaction-based, and multi-sensory opportunities.

- **Discover Pathway Approach:** for pupils developing early conceptual understanding through play-based, practical, and thematic experiences that bridge towards subject knowledge.
- **Adventure Pathway Approach:** for pupils who are ready to apply and extend learning through a more formalised, subject-specific approach, while maintaining a practical and hands-on ethos.

Full details of each pathway approach, including curriculum content and assessment methods, are outlined in **Appendix A: Pathways and Assessment Methods**.

• .

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.

**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’.

## **Assessment and Feedback Policy**

- 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**

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 adapting outcomes 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**

**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’.

## **Assessment and Feedback Policy**

At Copper Fields School, our approach to assessment, recording, and reporting ensures that every pupil's progress is visible, celebrated, and supported. By using Branch- Based Developmental Concept 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 pathway approaches (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:

- **Branch-Based Developmental Concept Trackers:**  
Used to track progress across the five curriculum petals from birth (Branch 1) to Key Stage 4 and accreditation (Branch 16). Each petal contains its own set of concept trackers. *My Core* is further broken down into the core subjects – Literacy, Maths, and Science – which are tracked individually to ensure subject-specific progression alongside holistic development.
- **Evidence for Learning (EfL):**  
A secure digital platform used to record evidence of progress, including photos, videos, and observation notes linked directly to Branch Trackers, Personalised Learning Goals (PLGs), and statutory or qualification frameworks where appropriate.
- **Engagement Model:**  
Used to track sensory engagement and participation in learning through the five indicators of Exploration, Realisation, Anticipation, Persistence, and Initiation. While statutory for pupils not engaged in subject-specific study, the Engagement Model is applied across all pathway approaches as part of formative assessment, supporting understanding of *how* pupils learn as well as *what* they learn.

**This combined approach ensures that every learner’s progress is captured holistically, reflecting achievement, engagement, regulation, and application of skills. Engagement evidence and Branch Tracker progress are reviewed through moderation and quality-assurance processes and inform professional judgements in both academic and holistic reviews.**

When uploading evidence to EfL, staff must:

- **Tag** the relevant frameworks (e.g., Branch Tracker, PLG, Engagement Indicators).

**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’.

## **Assessment and Feedback Policy**

- **Apply RAG ratings** (Emerging / Developing / Secure) to indicate current attainment.
- **Include WWW (What Went Well)** and **NS (Next Steps)** feedback where appropriate.
- **Link** to qualification or our vocation strands when applicable (Copper Crew, Copper Carers, AQA Unit, Entry Level, GCSE).

This ensures every piece of evidence contributes to a coherent picture of the pupil’s learning journey, allowing progress to be monitored both within and across subjects and curriculum petals.

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.

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

**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’.

## **Assessment and Feedback Policy**

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

### **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 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.

**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’.

## **Assessment and Feedback Policy**

- 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 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.



**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’.

## **Assessment and Feedback Policy**

- **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:

### **a) Headteacher/Deputy Headteacher responsibilities (click to expand)**

- Lead policy, strategic planning, and curriculum design.
- Oversee the implementation of assessment, monitoring, recording, and reporting policies.

**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’.

### **Assessment and Feedback Policy**

- Ensure statutory compliance with assessment requirements, including the Engagement Model and EHCP reviews.
  - Monitor the effectiveness of moderation, quality assurance, and whole-school assessment.
  - Support the professional development of staff to maintain high standards of assessment and reporting.
- 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.

**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’.

### **Assessment and Feedback Policy**

- 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.
  - 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.

**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’.

### **Assessment and Feedback Policy**

- 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.

### **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.

**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’.

### **Assessment and Feedback Policy**

- **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.
- 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.

**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’.

## **Assessment and Feedback Policy**

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**

<b>Pathway</b>	<b>Curriculum</b>	<b>Assessment Approach</b>
<b>Explorers</b>	Pre-Formal Curriculum	Engagement Model, Developmental Trackers, sensory observations, and evidence captured via EFL (photo, video, observation notes).
<b>Discoverers</b>	Semi-Formal Curriculum	Engagement Model, Developmental Trackers, Pre-Key Stage Standards, Equals Curriculum concepts, and evidence captured via EFL.
<b>Adventurers</b>	Formal Curriculum (NC)	Engagement Model, Adapted National Curriculum objectives within our 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 review and moderation. Together, these tools ensure that assessment is developmental, holistic, and personalised to every learner.

**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’.

## Assessment and Feedback Policy

### Key Assessment Tools

Tool	Purpose	How It's Used
<b>Branch-Based Developmental Concept Trackers</b>	Track progress from <b>birth (Branch 1)</b> through to <b>Key Stage 4 and accreditation (Branch 16)</b> across all five petals of the Copper Curriculum. Provide clear developmental progression for every subject area.	Teachers record attainment and progress against Branch statements within <b>Evidence for Learning (EfL)</b> using the RAG system ( <i>Emerging, Developing, Secure</i> ). Each petal has its own Branch Tracker, and <b>My Core</b> is further divided into Literacy, Maths, and Science for subject-specific tracking.
<b>Evidence for Learning (EfL)</b>	Central platform for evidence collection and progress tracking.	Staff upload annotated evidence (photos, videos, or observation notes) linked to <b>Branch Trackers, Personalised Learning Goals (PLGs), and Engagement Indicators</b> . Each post includes <b>WWW / NS</b> comments and a <b>RAG rating</b> to indicate progress. EfL provides an ongoing digital record of each pupil's journey.
<b>Engagement Model</b>	Framework for observing how all pupils engage with learning across all pathways	Teachers tag EfL evidence with engagement indicators (exploration, realisation, anticipation, persistence, initiation). Used to support formative assessment and moderation.
<b>Phonics Reading Programmes</b>	Tracks word reading, phonics knowledge and spelling progress.	Assessment outcomes are recorded termly and used to inform next steps in Literacy Branch Trackers and PLGs.
<b>School-Based Assessments</b>	Assesses reading comprehension, application and understanding within subjects	Results inform planning and are triangulated with Branch Tracker evidence and EfL uploads.

**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’.

## Assessment and Feedback Policy

<b>Psychometric Testing</b>	Measures cognitive ability (Verbal IQ, Performance IQ).	Used to establish a baseline for cognitive ability, where required.
<b>STAR Assessment Suite (Reading, Early Literacy, and Maths)</b>	Provides standardised, adaptive assessments that measure reading comprehension, early literacy, and mathematical understanding. Used to benchmark progress and identify learning gaps.	<b>STAR Maths</b> and <b>STAR Literacy</b> are used for pupils working around <b>Branch 11 and above</b> , providing standardised data to inform personalised targets and next steps. <b>STAR Early Literacy</b> is used for pupils typically working within <b>Branches 8–10</b> , supporting early reading and phonics development. Results triangulate with Branch Tracker progress and inform individualised planning.

## Evidence Collection

To ensure consistency and depth of assessment, all evidence should:

- Include **photos, videos, or observation notes** that clearly show learning in action.
- Be **tagged** to relevant **Branch Trackers, PLGs, and Engagement Indicators**.
- Contain **WWW (What Went Well)** and **NS (Next Steps)** comments where appropriate.
- Carry a **RAG rating** (Emerging / Developing / Secure) to identify the pupil’s stage within the Branch.
- Be moderated termly to ensure reliability and accuracy of judgements across the school.

This integrated approach ensures that every piece of evidence contributes meaningfully to the pupil’s developmental profile, providing a coherent record of both academic and holistic progress.

## 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
<b>Entry (First 8 Weeks)</b>	Reading & comprehension testing, spelling tests, psychometric assessments, speech & language, occupational therapy reviews.	EFL, Phonics Assessments, Psychometric Tests.
<b>EYFS Baseline</b>	Baseline of behaviours, key skills, and learning.	EYFS Developmental Journal.



**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’.

## Assessment and Feedback Policy

<b>Pathway Review</b>	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.

## 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
<b>Red (Emerging)</b>	Pupil requires significant support.	Provide 1:1 support, re-teach concepts, scaffold activities.
<b>Amber (Developing)</b>	Pupil is progressing but needs further practice.	Provide practice opportunities, reinforce strategies.
<b>Green (Secure)</b>	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
-----------------	---------	------------------

**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’.

### Assessment and Feedback Policy

<b>Daily</b>	Track daily progress.	EFL uploads, RAG ratings, verbal feedback.
<b>Termly</b>	Track and review progress for the term.	Termly review meetings, evidence uploads, RAG ratings.
<b>Annual</b>	Full progress review.	Annual EHCP reviews, analysis of progress over the year.

### Reporting to Parents and Stakeholders

<b>Reporting Period</b>	<b>What Parents/Stakeholders Receive</b>	<b>How It's Shared</b>
<b>Daily</b>	Photos, videos, observation notes.	EFL Family App updates.
<b>Termly</b>	Termly progress report, key goals met.	Termly progress reports sent to parents.
<b>Annual</b>	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

<b>Stage</b>	<b>What It Looks Like</b>	<b>Purpose</b>	<b>When It Occurs</b>
<b>Immediate</b>	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.
<b>Responsive</b>	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).
<b>Summary</b>	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.

<b>Role</b>	<b>Key Responsibilities for Feedback and Marking</b>
-------------	--

**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’.

## Assessment and Feedback Policy

<b>Headteacher/Deputy Headteacher</b>	Ensure feedback aligns with school policy. Review effectiveness of feedback during lesson observations, learning walks, and moderation.
<b>SLT</b>	Conduct learning walks, lead moderation, and ensure consistent feedback practices.
<b>SENCO</b>	Support feedback aligned to EHCP outcomes and ensure it is appropriate for SEND.
<b>Subject Leaders</b>	Ensure assessment and feedback for their subject align with curriculum objectives.
<b>Class Teachers</b>	Use Evidence for Learning (EfL) to capture learning through photos, videos, and notes, and ensure evidence is linked to <b>Branch frameworks, PLGs, RAG ratings, and Engagement Indicators</b> , in line with the Copper Curriculum assessment model.
<b>LSAs</b>	Support teachers with feedback and the capturing of evidence on EfL. Ensure observations are linked to relevant <b>Branches, PLGs and Engagement Indicators</b> , under the direction of the class teacher.

## Appendix F: Engagement Model Guide

The Engagement Model is used across all pathways at Copper Fields School to capture how pupils engage with learning and respond to their environment. It is particularly valuable for pupils working significantly below age-related expectations, but the indicators are relevant for understanding engagement for all learners. The model captures progress for pupils working significantly below age-related expectations. 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

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

How Engagement is Measured

**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’.

### **Assessment and Feedback Policy**

- 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.