



Assessment and Feedback Policy

Policy Owner: Chris Clements

Review Date: October 2026

Next Review: September 2027

1. Purpose

This policy sets out how Copper Fields School assesses, records, monitors and reports pupil progress. It works alongside the 'Assessment and Feedback Policy Further Details'. It ensures assessment is:

- Meaningful and personalised
- Consistent across the school
- Focused on improving learning
- Manageable for staff
- Aligned with statutory requirements

Assessment should support progress, celebrate achievement, identify next steps and inform teaching.

2. Principles

At Copper Fields School we believe that:

- Every pupil can make progress from their individual starting point.
- Assessment should be continuous and inform teaching.
- Progress includes academic, social, emotional, communication and sensory development.
- Feedback should be timely, meaningful and proportionate.
- Evidence collection should support learning, not create unnecessary workload.
- Parents and stakeholders should have a clear understanding of pupil progress.

3. Curriculum Pathways



Pupils access learning through one or more curriculum pathways:

Explore Pathway

For pupils learning through sensory, experiential and engagement-based approaches.

Discover Pathway

For pupils developing early concepts of a formal subject-based curriculum, through practical and thematic learning.

Adventure Pathway

For pupils accessing a more formal subject-based curriculum.

Assessment methods are adapted to match each pupil's developmental stage and learning pathway. Pathways can and are likely to vary and change due to the needs of learners and where factors may impact a learner's ability or readiness to learn in specific elements, for example subjects specific where previous experiences or even trauma may influence this.

4. Assessment Framework

Assessment is based on:

- Branch-Based Developmental Concept Trackers
- Evidence for Learning (EfL)
- Personalised Learning Goals (PLGs)
- Engagement Model (used for learners working at Explorer)
- Teacher professional judgement
- Relevant standardised or external award assessments where appropriate

Assessment is used to:

- Measure progress
- Identify barriers to learning
- Inform planning and teaching
- Set next steps
- Support EHCP outcomes

5. Recording Evidence

Progress is recorded through:

Evidence for Learning (EfL)

Staff may upload:

- Photographs
- Videos
- Observation notes

Each entry should include where appropriate:

- Learning intention taken from statements within the branches framework
- Brief observation clearly explaining what was observed and its relevance to the assessment
- Assessment judgement
- Next steps – what the learner needs to do in their learning
- Relevant curriculum tags – linking clearly to curriculum tags

Evidence Folders / Books

Physical work should:

- Be dated
- Be stored chronologically
- Show progress over time
- Include learning intention taken from statements within the branches framework
- Include next steps – what the learner needs to do in their learning

All learning should:

- Be evidenced at a frequency to give a clear understanding of the progress and attainment of a learner at that time. It must be sufficient to be able to evidence the impact of learning over time.



- Record level of support where relevant using the support codes below:

Support codes:

Code	Meaning
I	Independent
V	Verbal Prompt
O	Observed
P	Prompted
M	Modelled

Support codes need to be clear in the support provided.

EfL and evidence folders should complement one another, they don't need to duplicate. Following the requirements in this policy will allow for quick and effective linking of learning across time able to show and evidence impact of learning.

6. Progress Tracking

Progress is tracked using the school's RAG system.

Rating	Definition
Emerging (Red)	Significant support required

Rating	Definition
Developing (Amber)	Progress evident but not yet secure
Secure (Green)	Learning embedded and applied consistently

Progress information informs planning, intervention and reporting.

7. Personalised Learning Goals (PLGs)

PLGs are derived from EHCP outcomes.

Staff will:

- Monitor progress regularly
- Record evidence through EfL
- Review targets termly
- Use outcomes to plan next steps

Progress towards PLGs is shared through reports and annual reviews.

8. Feedback

Feedback should improve learning and be delivered as close to the learning as possible.

Feedback Principles

- Verbal feedback is the primary approach and evidenced as 'V'.
- Feedback should be specific and actionable.
- Pupils should be encouraged to reflect on and improve their work when developmentally appropriate. Within the comments written by class staff, there should be reference to previous learning and progress made

Feedback Structure

Feedback should include:

- **NS (Next Steps):** Next steps are used to describe what the learner should work on in their learning to progress and deepen their understanding through 'Emerging, developing and secure', ongoing through learner's work.

Stages of Feedback

1. **Immediate Feedback** - provided during learning.
 2. **Responsive Feedback** - provided shortly after learning.
 3. **Summary Feedback** - used to review learning and identify future priorities.
-

9. Reporting

Parents and stakeholders are kept informed through:

Daily

- EfL updates to include photographs and observations

Termly

- Whole school Progress reports
- Review of PLGs and curriculum progress

Annually

- EHCP Annual Review
 - Summary of progress and future priorities
-

10. Roles and Responsibilities

Senior Leaders

- Monitor implementation of the policy.
- Ensure assessment systems are effective and compliant.
- Oversee, review and feedback of quality assurance completed

Subject Leaders

- Monitor curriculum assessment.

- Support consistency and moderation.

Teachers and Tutors

- Assess learning daily.
- Record evidence as appropriate and required to evidence progress.
- Plan next steps.
- Report pupil progress.

Learning Support Assistants

- Support evidence collection.
- Provide feedback under teacher direction.
- Contribute observations of progress.

SENCO

- Monitor EHCP outcomes.
 - Coordinate assessment relating to SEND provision.
-

11. Moderation and Quality Assurance

To ensure consistency:

- Internal moderation takes place termly.
 - Assessment evidence is reviewed regularly.
 - Learning walks and monitoring activities are conducted by leaders.
 - Assessment practice is reviewed and refined through professional development.
-

12. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team to ensure:

- Compliance with statutory requirements.
- Consistency of assessment practice.
- Effective use of feedback.



- Manageable workload for staff.
 - Improved outcomes for pupils.
-

Key Message

Assessment at Copper Fields School exists to improve learning, celebrate progress and inform next steps. Feedback should be timely, meaningful and proportionate, with evidence gathered efficiently to create a clear picture of each pupil's development and achievement.