OFG Education

Bankside School

Assessment Feedback and Reporting Policy

(Local Policy)

Bankside School

Date: November 2026

Next Review Date: November 2027

Introduction/Policy Aims

This policy runs alongside our whole school approach for teaching and learning. The policy aims to give all members of staff clear guidance with regard to the rationale, principles, strategies and expectations of assessment, feedback and reporting.

Bankside School has a diverse population with the range of abilities spanning from learners functioning at the earlier stages of development right through to those following Entry Level and other nationally accredited courses. This policy aims to provide standardisation and consistency throughout the school and the implementation of the policy is the responsibility of all teaching staff.

Rationale

Successful learning is achieved when assessment and feedback supports the learner towards achieving the learning outcome.

We aim to:

- Guide learners to see how they have been successful, clearly linking to outcome.
- Guide learners on how to improve their work.
- Ask learners to respond to feedback.

Assessment is used to:

- Identify the learner's progress and needs.
- Evaluate the successes of teaching and to motivate learners in the classroom.
- Ensure all teaching is through appropriately challenging target setting.
- Provide relevant information to inform a range of stakeholders.
- Support learners to take pride in their work.
- Provide opportunities for peer and self-assessment.
- Assessment and feedback is most effective when shared with the learner as soon as possible, feedback should be a recorded as an aide memoire.

Guidance – Effective assessment and feedback

- Learning outcomes are clear and shared with teaching assistants.
- Adults in the class should talk through the learning outcomes at the start of the lesson and refer to them to praise, prompt and re-focus learners.
- Objectives may be displayed on the board / IWB and included on personalised pupil schedules and activity sheets. It is appropriate for the outcomes also be shared verbally.
- Learner's work is assessed and feedback provided using the learning outcomes, in discussion with the learner.
- Assessment and feedback may be provided by any member of staff.
- Where there is written feedback, handwriting will be neat, legible and appropriate for the learner.
- Results of assessments are recorded on Excel spreadsheets.

Corrections

Corrections will be left to the professional judgement of the teacher who can best reflect the ability level of the learner.

- They should support the learner's learning and it should be remembered that too many can overwhelm and demoralise the learner.
- Not all spellings may be corrected, teachers may highlight key words relevant to the task or subject.
- The teacher may use coloured pens to signpost to learners to improve or correct their work. This may, for example include using pink circles around aspects the learners are encouraged to think more about or correct and green pen –indicating correct and achieved.
- All work is regarded as 'Independent' unless otherwise stated using the symbols and abbreviations identified below in the Marking Grid.

Marking Key		
Code	Explanation	Example
VP	**Verbal prompt**	Staff add information after the chosen abbreviation to set the context and indicate progress made. For example; VP – to aid pupil to understand parts to task. VF – record feedback given NS – Explain first step of task independently.
PP	**Physical Prompt**	
S	**Scribed**	
Sp	**Spelling**	
VF	**Verbal Feedback** Staff add their initials to identify who has given the feedback.	
NS	**Next steps**	

Frequency of feedback to learners

The fundamental purpose of feedback is to provide clear information to help learners to develop as self-regulated learners – learners who make independent judgements about the quality of their work and self-correct.

- Feedback can be verbal or written and serves to help the learner to know how well they are doing and what they can do next. (This can be observed in lessons)
- Written feedback using the marking key outlined above is found in learner folders (Learners can refer back to this and remind themselves of areas to improve).
- For maximum impact, learners benefit from feedback, whether that be in written form and/or through scaffolded questioning/verbal feedback occurring in their presence, 'Live Marking', so that it can be explained in the moment whilst the activity is clear in their mind.
- Assessment tasks at the beginning and end of a unit of work are required to be marked in this way to record progress. Throughout the unit of work, class activities may be marked in this detail once per week. These written comments provide all staff with a context and information to effectively continue provision in each unit area.
- Learner voice will highlight that they know how well they are doing from verbal feedback in lessons and referring back to feedback marking on key pieces of work in their folders.
- For accredited courses examination board requirements and recommendations are followed.

Assessment and feedback in practical subjects

Learning outcomes should be shared at the beginning of the lesson with the learners and support staff being informed verbally or with signs and symbols. This can be recorded with photos / videos / checklists, as appropriate. Feedback is recorded using the same principles and system as non- practical subjects.

Assessment Tracking Tool

At Bankside, we use Evidence 4 Learning as an online assessment tool and to baseline learners.
Learners are assessed against progress made in cross curricular communication and cognition.
In KS3 this assessment is focused on Maths, English and Reading. KS4 & KS5 learners are assessed against their accredited courses. Most importantly, we use Evidence 4 Learning to track and monitor individual progress against EHCP outcomes.

- The tool used is a learner assessment tracker.
- It links to the sequenced curriculum.
- It can provide learning ladders that show the learners' progress.
- A learning journey for learners shows the experiences and progress over time.
- Progressive assessment statements using standardisation based on guidelines from examination boards are created to record the progress of learners following accreditations across Key Stages 4 and 5 – these are recorded on the tool outputs.

Linking with Evidence 4 Learning

At Bankside School, Evidence 4 Learning is used, as a transparent system showing the range of provision available to our learners throughout the school. It allows staff to monitor, evaluate and plan the development of provision for

learners. It contains Person Centred Plans and Learning Passports written by class teams for each learner. These are directly linked to the outcomes listed in the learner's Education, Health Care Plan (EHCP) and chunked into manageable termly targets that inform all teaching and learning.

- Person Centred Plans (PCPs) are written and then reviewed by class teams termly.
- Reports are provided to parents of the outcomes of these targets on a termly basis.

Self and Peer Assessment

Where appropriate, given their age and level of cognitive ability, learners will be taught how to peer and self-assess their work. Learners can use different strategies to provide feedback to their teacher to show whether they have; understood fully, need more practice or need more teacher input. Learners are also encouraged to show whether they enjoyed a lesson.

Opportunity can also be given for learners to act as response partners and pair mark work. Learners should be trained to do this and ground rules set such as listening, confidentiality, etc. Positive comments should be made first, then suggestions of how to improve the piece but only against the learning objective or success criteria.

Celebrating Success

The assessment of work and provision of high-quality feedback will help learners develop in all curriculum areas. It will be used to celebrate success and encourage learners to work hard and always try their best. Teachers and support staff are skilled in knowing how best to reward the learners in their classes. The following awards are commonly used across school to celebrate learning:

- Success (notes, pictures, video's etc.) shared with parents regularly via Evidence 4 Learning and Class Dojo
- Verbal praise
- Visualising, showcasing and publishing work online (Facebook/Twitter / website/ Newsletters)
- Visit to the head teacher
- Termly assemblies / Class special mentions.
- Weekly in assemblies

Assessment

All learners in KS3 are to complete the baseline assessment at the start of the academic year, end of autumn Term, end of spring Term and end of summer Term as shown on the school calendar. For the learners in KS4 & 5 termly monitoring of their accredited work will ensure the maintaining of high standards.

Monitoring assessment, feedback and reporting

During progress meetings staff teams review learner progress. Where a learner is not on track to achieve their targets, a discussion is held to plan interventions to support their progress.

- Data and assessment information is shared
- A Progress and Attainment Report is written for parents
- Learner folders are scrutinised twice through the year. Staff receive clear feedback and can respond to the notes for development. Members of the senior leadership team provide coaching and support as identified.

Reporting and parent / carer involvement

Parents and carers receive information in the following ways over the course of the year;

- regular emails from class teams
- Two parent / carer meetings a year.
- PCP target report termly.
- An annual report for the EHCP review.
- An open-door policy with class staff and senior leaders to raise concerns, these can then be acted upon by the appropriately allocated member of SLT or class team, in a timely manner.

Assessment and feedback expectations - working document for teachers. The fundamental purpose of feedback is to provide clear information to help learners to develop as self-regulated learners – learners who can over time make judgements about the quality of their work and self-correct. The additional benefit is that it informs staff, comments suggest follow up activities and show progress over time.

Marking expectations

Throughout a unit of work; Corrections are left to the professional judgement of the teacher.

Through a half term / unit of work this should include;

- One piece of work marked each week (all subjects) – showing a green comment / pink comment and a next steps comment.
- Use consistent marking colours – pink to indicate / highlight corrections to be made (pink to think) and green to show where correct.
- Three learner self-assessment sheets. (As appropriate).
- Use marking symbols to abbreviate work (VP, PP, VF etc.) – see example in policy document.

Verbal feedback

- Drop ins / lesson observations monitor verbal feedback taking place. This can be recorded using VF with staff initials in marking as appropriate.
- Learner voice (where possible and appropriate) will indicate that learners know how they are doing and where to look to find out.

Accredited courses KS4 and KS5 – refer to requirements set out in this documentation as required by examining boards.

Recording

- Excel Spreadsheets – updated for termly reports.
- PCP's for documentation of EHCP progress and intervention termly review, clone and setting of targets.
- Learner progress meetings held termly to review progress and provision needs / strategies.

Reporting

- Annual review meeting – EHCP
- Individual Learning Target reviews (ILP's) communicated with parents termly.
- Parents evening
- Learner annual report – Summer term
- Home – regular email communication.