



## **Assessment Policy**

**Review date December 2025**

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals and families. The policy incorporates the vision for assessment when using a bespoke curriculum and the specialised approaches required for teaching the pupils at Robert Ogden School. The adapted curriculum at Robert Ogden meets the variety of needs of our pupils, and recognises developmental and age related aspects to learning. We have adapted and created assessment systems which accurately and meaningfully allow us to support the progress of our pupils. The policy document starts with describing the context and vision. This underpins the fundamental need for an adapted assessment method. It then describes the different forms of assessment that we use at different developmental milestones and for different subjects.

### Context

Robert Ogden is a special school for autistic pupils aged from 5 to 19. Our school is split into our sensory classes across the full age range, primary, secondary and post 16 classes. We support pupils with Autism, some which also have multiple and complex needs.

### Assessment and target setting

Assessment is continuous at Robert Ogden and can be reported informally through home/school diaries, phone calls home or through liaising with our Personalised Support Team (PST).

We report formally through termly reports, half termly Individual learning plans (ILP's), parent days and EHCP's.

New pupils are baselined within their first half term at school using information from previous schools as well as our bespoke assessment tool.

Every half term Individual Learning Plans (ILP's) are sent home to enable parents and carers to share the learning aims for that half term. Each curriculum area will have a minimum of one target each half term. At the end of the half term these are assessed by teachers to show the progress that individual pupils have made.

Formative assessment is used in each and every lesson. Teachers will adapt their teaching to meet pupil's needs, this may include re-teaching, trying alternative approaches or offering more opportunities for practice. This will lead to information and/or skills been embedded and increased confidence in the future.

## **Learning to Learn, Ready to Learn and Applied Learning**

Data is formally collected three times a year, in December, April and July, and is used to aid any interventions or support required by teachers. The subjects, are made up of 15 standards. Standard 1 is where our Learning to Learn pupils would be working to standard 15 which would be accessed by our Applied Learning pupils. Pupils are assessed on their ability to work within certain skills and also the volume of content they are confident working with.

Three times a year the standard a pupil is working within, along with their competency of their subject knowledge and their ability to use the skills outlined for that standard, is reported.

## **Foundation Learning pathway**

The aims of this pathway is to provide a detailed understanding of a pupil's strengths and areas for development focusing on 4 core areas and linking closely with the outcomes in the EHCP:

- Cognition
- Communication
- Personal, Social and Emotional Development
- Physical and Sensory

Pupils can move back to the standards if appropriate.

Data is collected three times a year at the same times as the other pathways.

All aspects of the curriculum allow both lateral and linear progression as within each standard are 7 sub levels showing how the skill has been developed and embedded. We realise that some of our pupils will not necessarily learn new material each term but develop and embed those skills to become more confident learners.

### Progress

Progress can be measured both in terms of skills developing over time and also in gaining more knowledge. Each type of progress is valued equally.

### Below expected progress

If pupils are yet to make progress in either direction, then this is described as 'below expected progress.' This is colour coded red.

### Expected progress

If pupils make one step of progress with skills based or content based, this is described as expected progress for that data collection. This is colour coded yellow.

### Above expected progress

Any progress made by a pupil of two steps for one data collection can be described as above expected progress. This is colour coded green.

#### Outstanding progress

Any progress made by a pupil of more than two steps for one data collection can be described as outstanding progress. This is colour coded blue.

Following each data collection each class teacher meets with their department head and data lead and discussions take place around those pupils not making progress and what interventions should be used. If required the therapy team also attend these meetings and their interventions included.

#### Moderation

Pupil work is moderated internally three times a year through teachers' meetings and is run by department leads for that curriculum area. This enables teachers to be confident that their judgements are accurate. A file of moderated work is available for teachers to refer to if they are unsure of a piece of work.

## Feedback and Marking Procedure

The Robert Ogden School uses a range of assessment and marking procedures suitable for the level of need of individual students.

In many cases 'work' and progress is measured by the quality of practical tasks completed and the engagement with these and levels of independence in their completion.

In this case assessment both by adults and the pupils themselves will be via observation sheets, photographic and video evidence. It is essential that this assessment is well annotated using clear and standardised procedures. Teaching Assistants (TAs) are key to this process as they work closely with groups and individuals to support learning and achievement.

Feedback will also be given to pupils verbally or physically for example, through instant verbal feedback, positive body language, use of gestures and stickers. Pupils who are able to use the appropriate language are supported to review their own learning as part of or at the end of lessons unless this will negatively affect their emotional health and well-being.

### Marking needs to be:

- Clear
- Consistent
- Predictable
- Reliable
- Manageable
- Linked to LEARNING

### Books

- All pupils must have books to record their learning, however, these may differ across classes.
- All books must have a clear label on the front to show what is in them, for example, pupil name and subject.
- All pieces of work need to be dated, marked and checked against the learning outcomes so that pupils recognise that we value every piece of learning undertaken.
- Books should be marked with the pupils during a lesson where possible. If the piece of work is such that it requires marking outside of the lesson, then it must be marked before the next lesson.

### Teachers must identify:

- What pupils are doing well in the subject
- What pupils need to do next to improve in the subject

- Feedback should be linked to pupils' individual outcomes and there should be evidence of pupils responding to marking. Pupils should be given opportunities to improve their work.

**\*\*It is imperative that notations are used consistently and constructively. Marking is not correcting, it is guiding pupils and teaching them.\*\***

#### **Guidelines for marking**

- Teacher marking in **purple** if they are addressing the pupil.
- Teacher marking in **orange** if commenting ABOUT the pupil – context, how independent, how engaged, what resources were used, etc.
- Where pupils use peer marking or are editing their own work, this should be done in **green** and made clear within teachers marking whether it is peer marked or self-marked.
- Do not write comments to pupils who cannot read.
- Identify correct work with a tick (✓) and errors with a cross (X) (or a method the pupil understands and will accept such as underlining or highlighting).
- Stamps or stickers may be used if appropriate to and understood by the individual pupil.
- Comments should be purposeful, constructive and identify next steps for the pupil.
- Pupils must be given opportunities to correct their mistakes. Correcting / indicating what is wrong for self-correction needs to be tailored to the individual pupil, in order to ensure they are not overwhelmed by their errors.
- Linked to specific learning targets, curriculum, ILP targets and EHCP outcomes.
- Any annotations including written comments and stickers will be used in an age and developmentally appropriate fashion.
- Spelling and grammar is important in all subjects and is not just to be commented on in English. However, do not always need to correct everything - **Do not cover work with purple pen.**
- Support Staff should not mark unless the teacher is confident that they are able to be accurate; all Support Staff marking **MUST** be monitored by the class teacher.

Levels of Support will be used to provide clarity on what actually happened. Levels of Support used to annotate work:

<b>Code</b>	<b>Meaning</b>	<b>Example</b>
N	Not engaging	Not engaging
O	Observing only	Looking at / observing task or activity
SE	Sensory experience	Explored task using senses – touching resources

PG	Physical guidance	Full hand-over-hand or physical assistance
PP	Physical prompts	Brief physical contact to guide movement
GP	Gestural prompt	Pointing to task, pointing to visual aid
VP	Verbal prompt	'put your coat on'
S	Scribed	Refers to supporting adult scribing for the pupil
VA	Visual aids only	Refers to step-by-step visuals such as toileting routine or handwashing routine
IS	Independent at school	Independent at school but not yet at other settings
IG	Independent and generalised/mastered	Independent and generalised across a range of settings such as home, café, shop

**Impact of Autism:** Autistic pupils may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection.

If errors or mistakes are made and not addressed it will become increasingly difficult for pupils to recognise what is correct.

Some pupils find demands placed upon them to be very stressful and are, consequently, extremely demand avoidant. The central difficulty for these pupils is their avoidance of, and resistance to, the demands of everyday life. This can include direct and explicit instructions, praise and suggestions on how to improve work. Self-reflection is often too anxiety provoking for these pupils due to their low self-esteem and extremely poor emotional regulation. However, we do need to support these pupils sensitively to develop these skills.

There are some pupils who find it difficult to accept feedback either verbally or in a written format due to anxiety etc. In these cases we work with the pupils to develop their ability to accept feedback.

Barriers and strategies to overcome barriers discussed above will be recorded on the Pupil Passport and/or Personal Pupil Plan documents as appropriate.

### **Monitoring and Evaluation**

Principal, Deputy Principal, Assistant Heads and Subject Leaders will review samples of work from classes to effectively monitor the implementation of this procedure at least once a term.

Moderation sessions for all teachers will take place at least once a term.

***If anyone is unclear about what they should do regarding books or marking, they should speak to an Assistant Head in the first instance.***

