CANN BRIDGE SCHOOL

Planning, Assessment, Marking, Reporting & Recording Policy

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Last reviewed on:	21st March 2025	
Next review due by:	July 2027	

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Executive Summary:
This policy ensures a structured, inclusive, and effective approach to planning, assessment, marking, and recording at Cann Bridge School. It establishes clear guidelines to maximise student achievement while maintaining consistency and reducing teacher workload.

Planning

- Curriculum is divided into four key teams: Communication & Literacy, Understanding of the World, Health & Wellbeing, and Creativity & The Arts.
- Structured planning includes Long-Term (annual curriculum framework), Medium-Term (termly/half-term sequencing), and Short-Term (daily lesson plans) to ensure personalised learning.
- Standardised timetables, risk assessments, and resource allocation support effective teaching and learning.

Assessment

- Formative Assessment: Ongoing in-class evaluations using verbal feedback, peer/self-assessment, and structured marking.
- Summative Assessment: Termly assessments using B Squared frameworks, Pupil Progress Reviews, and EHCP evaluations.
- National Assessments: Includes EYFS Profile, Phonics Screening, and accredited vocational qualifications where applicable.

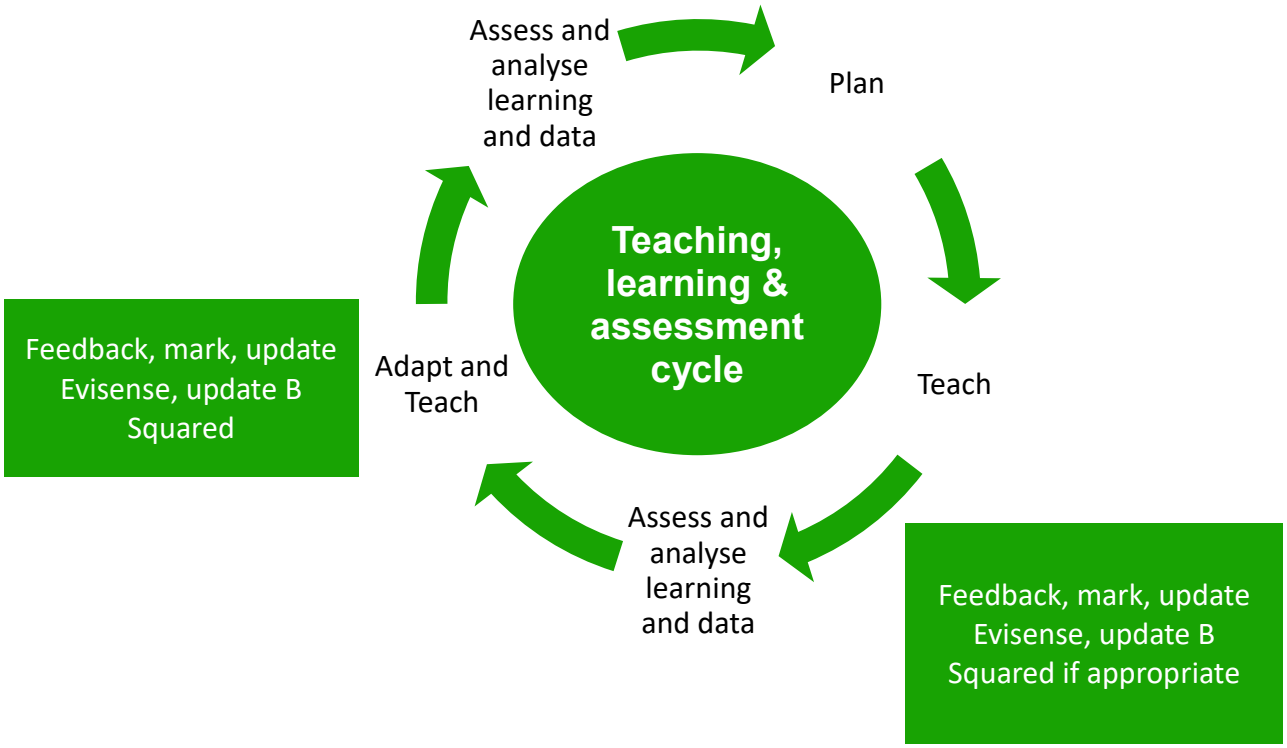
Marking & Feedback

- Meaningful feedback ensures clear communication of progress.
- Marking follows structured levels of support (Independent, Verbal Prompt, Physical Prompt).
- Hard marking provides detailed analysis, while soft marking acknowledges efforts.

Recording & Reporting

- The Evisense platform captures learner progress through multimedia documentation.
- Regular pupil progress reviews and EHCP updates inform curriculum adjustments and interventions.
- Parents receive comprehensive updates through meetings, reports, and accreditation progress tracking.
- A data-driven approach ensures ongoing evaluation and improvement in teaching and learning outcomes.

By implementing this policy, Cann Bridge School maintains a rigorous and supportive framework that enhances teaching, learning, and student success.


Assess and analyse learning and data
Plan
Teaching, learning & assessment cycle
Teach
Assess and analyse learning and data
Adapt and Teach
Feedback, mark, update Evisense, update B Squared
Feedback, mark, update Evisense, update B Squared if appropriate

1. Aims

This policy aims to:

- Provide rigour and clear guidelines on our approach to planning, assessment, marking, recording, and reporting practice throughout the school to ensure we deliver the highest possible outcomes for our learners
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of planning, assessment, marking, recording, and reporting

At Cann Bridge School, our approach to planning, assessment, marking, recording, and reporting is founded on clarity, purposefulness, and inclusivity. We place great importance on distinguishing the different types of these processes and their specific purposes, ensuring that each serves its intended function in the educational journey and subsequent achievements of our learners.

To maintain the clarity of our planning, assessment, marking, recording, and reporting, we avoid any confusion by trying to use these processes for multiple purposes. Each element of our approach has a clear and well-defined objective, which allows us to focus on achieving targeted outcomes without diluting the effectiveness of these practices.

As we develop our principles, we actively consider any potential impact on our teachers' workload. We strive to strike a balance that ensures our planning, assessment, marking, recording, and reporting aims are achieved without burdening our teachers with unnecessary tasks. We recognise that by adopting efficient and streamlined approaches, we can ensure that our teachers can dedicate their time and energy to the most impactful aspects of their profession – teaching and supporting our learners' growth.

Informed by best practices in planning, assessment, marking, recording, through our educational research and reporting from similar schools, we continuously seek to refine and improve our approach. Learning from the experiences of others and staying abreast of evidence-based strategies helps us create a more effective and learner-centred environment.

Crucial to our ethos is the belief that consistency in planning, assessment, marking, recording, and reporting, we create an inclusive and equitable system that caters to the diverse needs and abilities of our all learners. Our processes are designed to inform each learner's individual progress and growth, fostering an environment where all learners can thrive and achieve well from their starting points.

4. Planning approaches

4.1 Subject coordination

Our curriculum is divided into 4 curriculum teams:

Communication, Language and Literacy	Understanding of the World	Health & Wellbeing	Creativity & The Arts
English	Maths	PSHE including RSHE	Art & Design Design & Technology
Phonics/Total Communication Reading Writing	Science Computing Humanities – Geography & History	Physical Education Religious Education	Music Outdoor Learning (Non-statutory subject)

Each curriculum team at Cann Bridge School is led by a dedicated Curriculum Team Leader, ensuring effective coordination and collaboration among all subjects under their curriculum area. All Curriculum Team Leaders have other areas of responsibility which is detailed on our website. All teachers link to a subject at Cann Bridge (except Early Career Teachers ECTs). As Subject Links, they play a pivotal role in the development and management of their respective subject areas supporting Curriculum Team Leads. The Curriculum Leader and Senior Leaders work closely with Subject Links to foster a distributed approach to curriculum development, ensuring that all subjects receive adequate representation and oversight.

Subject Links serve as the primary point of contact for support and guidance in delivering their subject area. Their expertise supports our teachers to deliver and develop their subject knowledge (meet CPD needs), teaching and learning practices in creating engaging learning experiences for our learners. Subject Links support the development, publication and distribution of policies within their subject areas including the whole school long-term plan and resourcing. Curriculum Team Leads have responsibility for overseeing risk assessments for their subject areas, curriculum resourcing and reporting to governors.

To promote transparency and accessibility, details of the curriculum and subject links are readily available in the Staff Handbook. This ensures that all staff members have easy access to vital information about curriculum responsibilities, subject leads, and the overall structure adopted by the school.

4.2 Planning

At Cann Bridge, we understand that every learner's journey is unique and requires a tailored approach to education. We firmly believe that the use of effective planning is regarded as a means to an end, i.e. to inform effective teaching and learning and not as an end itself. Planning expectations at Cann Bridge ensure teachers are supporting pupils' progress and achievement through their use of suitable approaches to teaching and learning and is therefore, a vital element to unlocking pupil's full potential and empowering them to thrive academically and personally.

Our planning approaches are carefully designed to be adaptive, individualised, and responsive. We understand that a one-size-fits-all approach does not necessarily suit the dynamic nature of our learners' requirements. Instead, we embrace a personalised planning process that considers each learner's specific needs, learning styles, and goals, whilst incorporating these into our planned curriculum.

4.2.1 Long-Term Programme

Often referred to as LTP, is a whole school tool used by teachers to inform their classroom planning effectively. It serves as a comprehensive roadmap, outlining the topics, skills and knowledge to be taught throughout the entire school year to ensure pupil learning builds upon previous subject specific delivery and practice. Our LTP has been designed considering subject coverage addresses the National Curriculum objectives focusing upon the key skills, concepts and knowledge pupils will be encouraged to acquire through their course of study, tailored to our specialist setting. This systematic approach ensures that the curriculum is adequately covered, leaving no essential elements overlooked and ensure that skills and knowledge can be built upon during our learners' journey at Cann Bridge.

4.2.2 Medium-Term Plans

Long Term Plans provide the foundation for teachers and subject leads to develop their medium-term plans (MTP), which zoom in on a term or half-term's detailed teaching and learning strategies depicting the sequence of learning to develop identified skills and knowledge. By using LTPs as a basis for their MTP, teachers can delve deeper into subject matter, incorporate age-appropriate engaging activities, which secure equity and access to the diverse needs of their learners. Once adopted, teachers can tailor the MTPs incorporating their learners Personalised Learning Goals or next steps identified from the assessment frameworks used. The MTP identify the learning intention key vocabulary, personalised learning outcomes or where relevant PLGs, assessment strategies. MTPs also assist lesson observations, depicting planned learning sequences.

4.2.3 Short-Term Planning aka Lesson Plan

The DfE does not set out any expectations on the content or amount of lesson plans which teachers produce. At Cann Bridge we know some teachers like to plan individual lessons or daily planning, whereas others like to enhance their MTP as they go along, enhancing this depending on the outcomes of the previous lesson. The expectation of any planning format used is there is a written outline of what pupils will learn in a lesson and how the teacher intends to teach it, identifying how they will measure pupils understanding of the content at the end of the lesson.

To ensure the delivery of high-quality teaching, learning and assessment teachers will be required to devise a lesson plan during formal observations or if any teacher is in receipt of a support plan.

4.2.4 General Lesson Plan

For lessons or activities that are delivered regularly i.e., snack time, circle/tutor time, nurture breakfast, a general lesson plan must be used and to be clear of the learning intent over the term.

The Long-Term Plan framework is available on the shared drive with the agreed and co-produced MTP and suggested STP formats that teachers and key stages may choose to adopt. Both have guidance on how these can be used to incorporate detail to support teaching and learning. The STP can be adopted for both non-subject specific learning and subject specific learning, recognising that planning for these teaching and learning activities will look different, as will the assessments being carried out.

Planning should be available in the classroom and shared with the class team so that they know what is expected in the adaptive planned learning sequences being pursued by pupils and what they are to assess, including the key vocab for learning.

4.2.5 Timetables

Each class has a visible, accessible and standardised timetable for pupils and staff which have subject specific headings rather than content driven. These should be kept updated termly and displayed on the classroom door (subject specific timetable) and the standardised format is available on Communicate In-Print. Personalised timetables must be accessible within the classroom. Each learner has a personalised weekly timetable which is shared with home, and created in a format which is accessible to the learner e.g., photos, using the agreed whole school symbols, objects of reference, large text (if required). These should be saved onto the shared drive each term.

Timetables make it clear what teaching and learning is taking place. There should be a consistency in class timetable overviews to ensure a broad and balanced curriculum within key stages, and subject areas should be evident on timetables.

Minimum expectation:

Those following a subject-specific path KS1 to KS3

- 4 English Lessons
- 4 Maths Lessons
- 1 PSHE Lesson
- 1 PE Lesson
- Daily Reading & Phonics
- Daily Circle Time
- Daily Nurture Breakfast
- Daily Class Story
- 1 Geography or History
- 1 Art & Design or Design & Technology
- 2 Music
- 1 Science
- 1 Computing
- 1 RE
- 1 SoSAFE!

KS4 and KS5

- 3 English
- 3 Maths
- 1 PSHE
- 1 PE
- 1 Digital Skills
- 1 Science
- 1 Careers
- 1 The Arts (Art & Design or Music)
- 1 Cooking & Nutrition (Design Technology)
- 1 RE
- Daily Reading & Phonics
- Daily Tutor Time
- Daily Nurture Breakfast
- Daily Class Story

Those following the engagement path for non-subject specific learning should have a completely personalised timetable, adapting subject-specific content to be assessed using the Engagement Model.

4.2.6 Teaching and Learning Resources

Each key stage, class and subject is allocated a budget to ensure that we have the appropriate teaching and learning resources in place securing equity and access to deliver our personalised broad and balanced curriculum. However, subject leads also have access to school-wide resources which are indicated and referred to within their Subject Long-Term or Medium-Term Planning. These resources are kept centrally and managed by the Subject Lead. See the **Finance Policy** for more details.

4.2.7 Risk Assessments

All teachers at Cann Bridge School are required to familiarise themselves with the school's comprehensive Risk Assessment process and protocols, which includes curriculum-specific risk assessment guidelines. When planning activities that involve increased levels of risk, such as using a knife, handling electrical appliances, or accessing an outside space, a thorough risk assessment must be conducted. The safety and well-being of our learners are of utmost importance, and risk assessments play a crucial role in identifying potential hazards and implementing necessary control measures. By proactively assessing the risks associated with specific activities, we ensure a safe learning environment for our learners and minimise the likelihood of accidents or injuries. Teachers are encouraged to collaborate with colleagues and follow established guidelines to conduct thorough risk assessments for any activities that may pose increased risks. This collaborative approach fosters a culture of safety and shared responsibility within the school community. Most risk assessments remain static in content e.g. using a pair of scissors, however, some pupils using a pair of scissors may need additional control measures. Subject leads identify, produce and cascade risk assessments needed for their subject area e.g. Design Technology for all cookery.

See **Risk Assessment Policy**.

4.2.8 Education Visits

See **Education Visits Policy** for information on how to plan off-site educational trips and visits.

5. Presentation of work

Exercise books and files should only be used for those learners as appropriate and should be used alongside recording pupils' work and progress on Evisense.

Where exercise books and files are used, staff should adhere to the following policy in relation to presentation of work in books, written feedback, and annotation.

Subject	Recording Format
Personalised Learning Goals	Evisense
English	Yellow Book, File or Evisense
Phonics	Green Book, File or Evisense
Math	Blue Book, File or Evisense
PSHE	Purple Book, File or Evisense
Reading	Reading Record
Art	Portfolio and Evisense

Evidence may consist of physical work, photos, and observation slips.

5.1 Presentation of Work Aims and Principles

We aspire to maintain consistency in our approach across all key stages, and classes, by establishing a common framework for the use and presentation of exercise books and the effective delivery of feedback to ensure a cohesive and standardised experience for all learners.

We have a have the following expectations of presentation of learners' work:

- We aim to convey to learners that their work holds significant value, which we will celebrate, therefore, fostering a sense of pride and appreciation. By doing so, we aim to inspire them to reciprocate this sentiment by valuing their own efforts, taking pride in their achievements and that of others.
- We communicate explicit standards of presentation, spelling, punctuation, and grammar to our learners. By sharing these expectations, we provide them with a solid foundation upon which to build their skills.
- Employing a combination of modelling, probing and scaffolding questions, we endeavour to assist learners in evaluating their accomplishments to develop their resilience and 'having a go'. This process encourages them to recognise areas of achievement and pinpoint opportunities for further enhancement.
- A vital aspect of our collective work is to secure an agreed means of tracking of individual progress. Through well-presented work, we enable teachers to accurately assess each learner's journey and development over time.

5.2 Presentation of work in books

- There is no expectation for learners to present their work in exercise books; this is at the discretion of the teacher if they consider that it is important to support the progress of that learner.
- All books should be labelled with a typed sticker including the full name of the child, the class, and the subject. Templates are available on Communicate In-Print.
- At the beginning of each piece of work there should be a date and learning intent, the member of staff assessing outcomes must include their initials.
- In Maths books where grids are used, learners should be taught to attempt to write one digit in each square and shown how to set out calculations in columns and rows.
- In other written subjects, if the learner has a personal target that is related to Spelling, Punctuation and /or Grammar (SPaG), then it is appropriate to mark these books to support progress.
- When supporting learners as an amanuensis or scribe, this should be done clearly and neatly and in the same medium that the child has used in the book (e.g., pencil/pen). This should be annotated by the member of staff with a clear indication of how much of the content was that of the learner.
- If worksheets are to be included in the book, then they should be dated and trimmed so that they fit.

6. Assessment approaches

At Cann Bridge we see assessment as an integral and essential part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment:

- day-to-day in-school formative assessment
- in-school summative assessment
- nationally standardised summative assessment as governed by the DfE

Baseline assessment: When evaluating the achievement of our learners we consider how well pupils make progress relative to their starting points (baseline). A thorough and detailed baseline assessment will be carried out for each individual learner when they are new to the school; assessment information will be gathered to establish what the learner already knows, understands, and can do and is initially informed by parents/ previous providers (where appropriate). This process is completed over the first half term and will set the starting point from which to measure all consequent progress.

6.1 Day to day in-school formative assessment

Effective in-school formative assessment is an integral part of any lesson, we identify that any member of the teaching team holds responsibility for contributing to formative assessment during structured teaching and learning sessions which is subsequently used to inform next steps and teacher planning. Our formative assessment framework enables:

- **Teachers** understand their professional responsibilities to identify how learners are performing on a continuing basis within planned learning sequences, using this information to provide appropriate

support or extension, evaluate their own teaching development needs and plan future lessons (next steps in learning)

- **Learners** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve (when developmentally ready)
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- **Subject leads** to make effective use of accurate quantitative data leading to an informed evaluation of the effectiveness of their curriculum and subject
- **Senior Leaders** are provided quantitative data (school progress data) securing a robust means to quality assure our provision including the quality of teaching and quality of learning, triangulating the evidence between this and pupil progress

Cann Bridge has developed a comprehensive in-house formative assessment approach, tailoring assessment strategies to the unique needs of its learners. This approach integrates a variety of techniques to assess knowledge, skills, and understanding, while also identifying gaps and misconceptions which are fully integrated into the pace of the lesson. The school emphasises active learner involvement and leverages a range of assessment methods to ensure a holistic understanding of each learner's progress.

Plenaries are used by teachers to review the lesson objectives and consolidate learning. This can be midway through, or at the end of a lesson. Pupils and teachers can reflect on the learning, ask questions, discuss next steps and celebrate good work and positive learning outcomes.

6.1.2. Marking and feedback approach

At Cann Bridge School, our approach to marking and feedback is grounded in the profound impact it has on our learners' progress and development. With a thoughtful and comprehensive design, our approach caters to the diverse abilities, challenges, and strengths of our students, ensuring that each child receives the necessary support to thrive academically and emotionally.

Our marking and feedback approach are guided by key principles that reflect best practices in the field while prioritising the wellbeing of our teachers and the progress of our learners. Marking and feedback play a crucial role in ongoing assessment, providing valuable insights into each learner's learning journey.

We prioritise the manageability of marking-related workload, allowing our teachers to focus on delivering high-quality teaching and support without undue burden. Verbal feedback is an essential part of our formative assessment framework and is given equal significance to written feedback, recognising the value of both methods in promoting learner growth. There is an expectation that all feedback will use key vocabulary associated with the learning outcome being pursued – e.g. – 'good handwriting, you remembered to …', 'good answer, you listened to the question', 'good looking, yes its over there' etc.

Our approach encourages flexibility in recording feedback, as we understand that each learner may require different levels of support. Teachers have the autonomy to choose the most effective feedback method for each individual, empowering them to tailor their approach to meet specific needs.

We firmly believe that effective feedback extends beyond detailed marking practices. Our teachers are not obliged to engage in excessive 'dialogic', 'deep', 'triple', or 'quality' marking if it does not align with their professional judgment, allowing them to focus on the most impactful feedback strategies.

At Cann Bridge, we foster a culture of trust and collaboration, valuing the expertise of our teachers. We do not use book scrutiny exercises to form judgments about their effectiveness; instead, we support them in delivering their best work in a nurturing environment and review work through the Pupil Progress Reviews and book looks to inform moderation.

Recognising the importance of teachers' planning, preparation, and assessment (PPA) time, we aim to ensure that the majority of assessment and marking that has not been addressed in the lessons delivered is completed within this allocated time. This approach enables our teachers to provide timely and constructive feedback to our learners.

All achievements made by learners is celebrated daily and often at the time, using such strategies we identify and help the learner to understand what they are learning. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where learning is on paper, marking and feedback is used to raise achievement, set targets, and help learners to improve. Marking and feedback should inform learners about what specifically they have done well and the next steps to take. Achievement is continuously logged by class staff and other professionals against the Personalised Learning Goals.

6.1.2.1 Marking and feedback principles

1. Individualised feedback to support progress, inform next steps and address specific challenges.
2. Clear and constructive feedback that highlights learners' achievements and identifies areas for development.
3. Provided in a timely manner to address misconceptions and build on their understanding quickly.
4. Recognise and celebrate learners' efforts and progress, acknowledging their dedication and hard work.
5. Allow for various forms of feedback recording, including verbal feedback, to accommodate learners' needs. Avoid excessive focus on written feedback and provide opportunities for learners to engage in dialogue about their learning.
6. Involve learners and their parents/ carers in the setting and tracking of achievable Personalised Learning Goals, providing feedback that aligns with these goals.
7. Ensure that marking and feedback methods are accessible to all learners, including those with diverse abilities. Use visual aids, symbols, or technology to enhance communication in accordance with our Total Communication Policy.
8. Encourage peer and self-assessment, fostering a collaborative learning environment where learners support and learn from each other.
9. Adopt positive and growth-oriented language in marking and feedback, emphasising areas of improvement rather than focusing solely on errors.

6.1.2.2 A framework for meaningful marking

Lessons promote new understanding; they then seek to reinforce and consolidate new learning.

Marking must be meaningful and evaluate what level of learning or understanding has taken place, to help guide and shape our marking intent we focus upon the following definitions.

Definitions
Understanding: comprehension, grasp, mastery, perception, ,appreciation, interpretation, cognisance, assimilation, absorption
Learning: the acquisition of knowledge or skills through study, experience, or being taught
Reinforce: to strengthen or support a habit or an idea
Consolidate: make more solid, combine a number of aspects towards the bigger or whole idea
Practise: perform an activity or skill repeatedly or regularly to improve proficiency
Hard marking: the process of analysing and evaluating a pupils' progress based on the evidence at hand in that single lesson – this will be a block of writing aside the pupils' work, presented in a meaningful way to the pupil, or written in such a way as to be of help to the adults working with them
Soft marking: the process by which completed piece of work or activity is recognised with a tick/ smile/ sticker and signature of the marker. Indications of Level of Support will be included (e.g., I, VP, PP etc)

Hard marking is shown in the following ways:

The learning intent is recorded at the start of every piece of written work.

Choose from one of these statements to complete the annotation:

- ___has shown understanding of ___ in this lesson / piece of work through __.
- ___has reinforced understanding of ___in this lesson by demonstrating/writing / saying / drawing ___.
- ___has consolidated learning about ___ by ___.
- ___was motivated by ___ , this was evident because ___.
- ___has shown progress from ____ to ____ in their ___.

Choose from one of these statements to support the next step (these can be added to any piece of work)

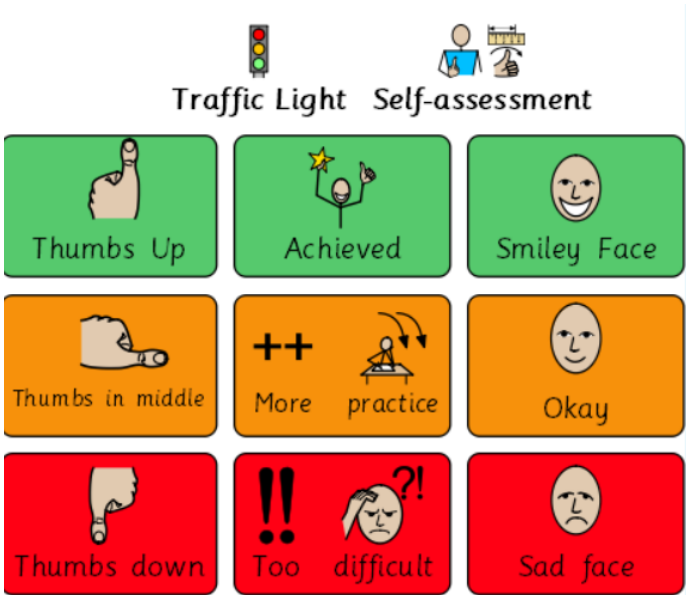
- *When written to the pupil* "Your next step is to try to ____."
- *When written to the staff* " ____ is to be encouraged to ___."

6.1.2.3 Self- and peer-assessment

Self- and peer-assessment is an essential aspect of the learning process at Cann Bridge. Where suitable, we believe in empowering our learners to take an active role in their education and development. Through regular review and plenaries, we encourage learners to reflect on their learning and that of their peers, recall what they have absorbed, and self- and peer-evaluate their progress towards the lesson's learning intent or their Personalised Learning Goal.

By fostering a culture of self- and peer-assessment, our learners gain a deeper understanding of their strengths and areas for development. This reflective practice not only reinforces their learning but also promotes a sense of ownership and accountability for their educational journey.

Our teachers and class-based staff play a pivotal role in guiding and supporting learners in the self-assessment process. They provide constructive feedback, celebrate achievements, and offer guidance to help students set realistic and attainable learning goals. An example of self- and peer-assessment strategy used include the traffic light system.



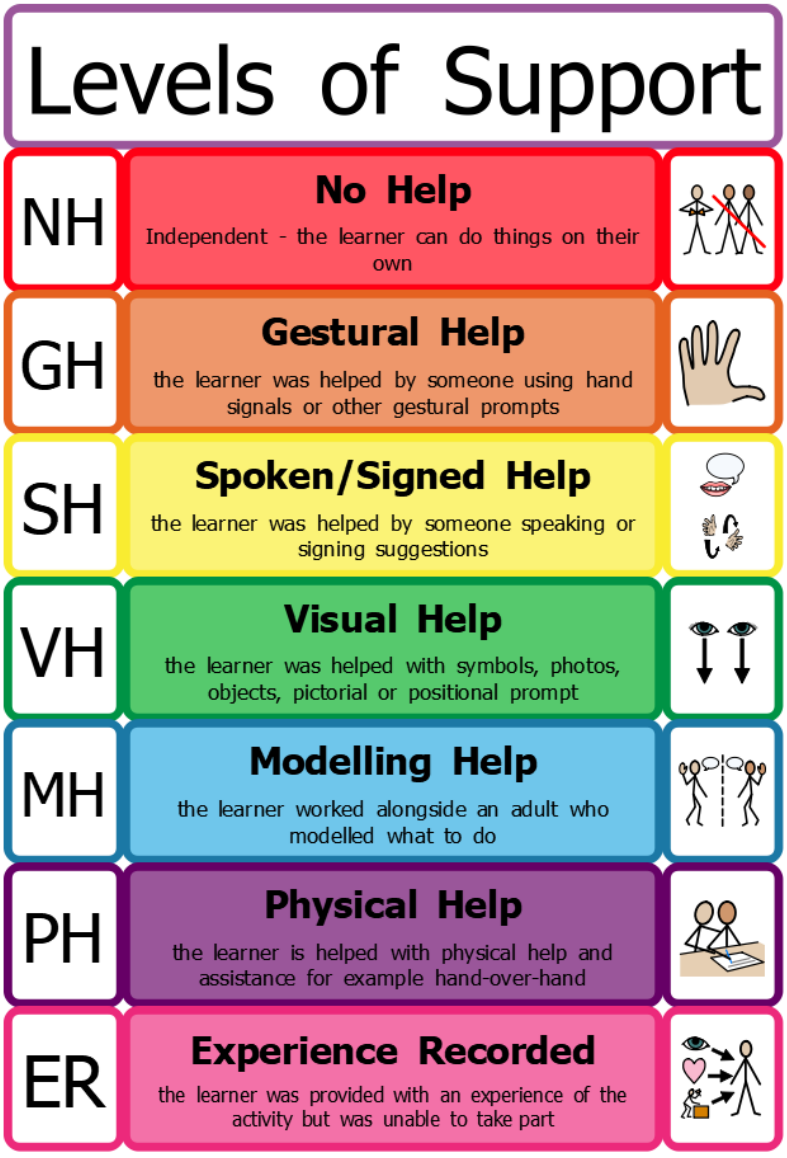
6.1.2.4 Levels of Support

Every class at Cann Bridge prominently displays the Levels of Support, serving as a guiding framework for marking, feedback, and assessment of pupils' learning. This visual aid ensures a clearer understanding of

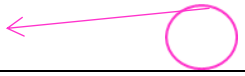
the support provided to learners and the progress they may make as they develop and acquire new skills and knowledge. Over time, work marked, assessed and feedback provided, evidence of the reduction in support may be visible, showcasing the growth and independence of our learners over time; teachers will determine criteria of success for each pupil to demonstrate their acquisition and mastery of skill, this considered approach secures pupil learning and the expectation of knowledge retention is personalised - e.g., 'X will independently count the number of plates needed for snack time (up to 10) on three consecutive occasions' etc

By incorporating such Levels of Support into our marking and feedback practices, teachers can tailor their approaches to meet the individual needs of each learner. This comprehensive approach allows us to identify areas where additional support is required and celebrate the achievements of our learners as they progress towards greater independence.

At Cann Bridge School, we recognise that learning is a dynamic and evolving process, and our Levels of Support provide a structured and supportive way to track each learner's journey. This system empowers our learners to build upon their strengths, develop new skills, and reach their full potential. Through thoughtful marking and feedback, we foster an environment that encourages growth, self-discovery, and continuous improvement for all our learners.



6.1.2.5 Guide to marking written work

Correction to be made	Code	
Spelling error	sp _____	Initial and underline word
Punctuation missing or not needed		Circle punctuation or space where it should be
Capital wrong or missing		Circle letter
Change word		Underline with wavy line
Paragraphs	//	Double forward slash
Change tense	T	Underline with wavy line and T in margin
Change person	P	Underline with wavy line and P in margin
Delete word or sentence	( )	Bracket
Insert word or sentence		Arrow pointing to insert position
Insert space	/	Single forward slash at space needed
Move word or words		Circle move words and arrow to correct place
Close space		Semi - circle linking words
Need to check the meaning of this	? _____	? in the margin and underline the section

6.1.2.6 Guidance for annotations

- Annotations should be provided for learners who can read them and that they will be useful for and should be presented in language that is appropriate for each individual learner. Annotation should also be used to enable the teacher and TA to look at previous outcome, using this as a spring board

in the next lesson. They should be use to remind the pupil what they need to do e.g. “Can you remember what was said last time?”, “I can see you need to remember to ….’ Etc.

- The class teacher or teaching assistant will make a positive comment celebrating the pupils’ personal learning targets.
- Feedback will be focussed on the subject being taught and will reflect on the personalised learning of the pupil; feedback will use key learning vocabulary at all times.
- Annotation will focus on the learning outcome e.g. on what has been learned, understood, recalled, consolidated, or reinforced.
- New learning will be clearly identified.
- Summative comments will include vocabulary such as:
  understood, reinforced, consolidated, practised, evidenced, progressed, was able to show…, showed understanding of …., recalled, applied learning to …., showed evidence of ….,
- Reference will generally be made to subject-specific terminology and objectives.
- Where steps of progress are small and slowly acquired, it is recognised that skills are rehearsed and repeated to consolidate learning and reinforce skills. Progress will subsequently be seen over a longer period of time.
- Feedback will be succinct, correctly spelt, legible, and grammatically correct and initialled.
- Within structured maths lessons, if a learner makes only a few errors, then these will be highlighted where the error has been made and the pupil asked to correct the learning at the time. If, however, many errors are made and there is a misconception, individual mistakes will not be highlighted, the learning should be annotated, and the teaching adapted and revisited.,
- Any next steps will relate to the curriculum focus, be constructive and supportive.
- Next steps will not be written with a behavioural focus.
- The next step should be able to be followed through by the pupil or staff. This may happen within the lesson, the plenary or even the very start of the next lesson in that subject.
- Most hard marking will take place on Evisense, although teachers may choose to handwrite their feedback into work folders and books and then upload a picture of their feedback.
- All comments are to be initialled or signed (including on Evisense).
- WOW moments are to be indicated with a gold star or WOW certificate (lower school). These will be WOW for the individual pupil and not in comparison to their peers.
- All assessment notes in work books must relate to the learning intent and NOT the activity, assessment undertaken must include next steps to ensure assessment outcomes are considered and incorporated into future teaching, building upon previous learning - e.g. – ‘remind X to start writing at the beginning of the line using a capital letter’ etc. There is an expectation that concise assessment notes will be written, reducing any less appropriate content. Workbooks therefore must evidence the outcomes of planned adapted learning sequences as outlined within teachers planning.
- Staff should ensure (as much as possible) pupils are involved in the assessment of their work evidenced in their books; this aspect will need to be incorporated into the assessment strategy evidenced within teacher planning, becoming an integral part of the pace of the lesson.
- We recognise that involving pupils will secure direct feedback on the learning outcome, furthering their ability to reflect and contribute on what went well/ even better if/ next steps; this assessment strategy will further enable them to organise their thoughts on what they need to do in the future encouraging self-reflective thinker and learners.
- At the beginning of any lesson involving the use of workbooks, pupils will be encouraged to go back in the book to their past and previous learning outcome – e.g. – ‘let’s see where you were in your handwriting last time and what you need to remember to do, can you remember what it is’ etc

6.1.2.7 Rosenshine Principles

At Cann Bridge School, the Rosenshine Principles are effectively utilised to support and enhance the practice of formative assessment. The Rosenshine Principles, developed by educational researcher Barak

Rosenshine, provide evidence-based strategies for effective teaching and learning. These principles are widely regarded as a guide to structuring teaching and learning and fostering learner engagement.

- **Clear Lesson Structure and Sequence:** Cann Bridge ensures that lessons are organised with a clear structure and sequence. This allows teachers to incorporate formative assessment strategies at various points during the lesson (pace). Formative assessment moments are strategically placed to gauge learner understanding, identify misconceptions, and adjust instruction accordingly.

- **Review and Retrieval Practice**: Lessons always re-cap on previous content and learning ensuring the school integrates review and retrieval practice into lessons where learners are prompted to recall previously learned information, helping them consolidate their understanding. This practice not only reinforces learning but also provides opportunities for teachers to assess students' retention and comprehension levels informally.

- **Provide Models and Examples:** Teachers at Cann Bridge employ the principle of providing models and examples to guide learning. These models serve as reference points for learners to understand the expectations of the task or concept. Formative assessment is incorporated by asking learners to analyse and discuss the models, allowing teachers to assess their grasp of the material.

- **Frequent Questions and Interactions:** Interactions within lessons are rich with questioning and discussions, tailoring such questions and discussions in accordance with the learning cohort. Teachers at Cann Bridge regularly pose questions that encourage reflection and critical thinking, application of knowledge, and problem-solving. These interactions not only engage learners but also serve as opportunities for formative assessment, as teachers can gauge learners' thought processes and comprehension through their responses.

- **Immediate Feedback:** Immediate feedback is a cornerstone of formative assessment at Cann Bridge. Teachers provide timely feedback to learners on their learning. This feedback focuses on strengths, areas for improvement, and guidance for next steps. The Rosenshine Principle of providing clear and specific feedback aligns with the goals of formative assessment in guiding learner progress.

- **Regular Practice and Independent Application:** Cann Bridge incorporates regular practice opportunities and encourages learners to independently apply their learning. This practice allows learners to solidify their understanding and also enables teachers to assess individual progress over time.

- **Use of Visuals:** Visual aids are often used at Cann Bridge to support learning, using the visual aids principals outlined within our Total Communication Policy. These tools help learners visualise complex concepts, aiding in their understanding. During formative assessment, teachers can observe how well learners are utilising these tools to structure their understanding.

- **Plenaries:** At Cann Bridge, plenaries are used to revisit and consolidate learning. These moments provide opportunities for learners to reflect on their understanding and for teachers to assess how effectively learners are retaining and applying their knowledge.

6.1.2.8 Observations by Evisense

Cann Bridge uses the Evisense platform to effectively utilise observation as an in-school formative assessment tool. Evisense is a digital solution which enables us to record, organise, and analyse evidence of learning and progress. We believe that the assessment of learners' achievements and progress should be a story- how much an individual learner has achieved in any given time period, e.g., a term, a year, Key Stage, and overall time at Cann Bridge. We use Evisense as our platform for monitoring pupil's achievement. This cloud-based software allows all professionals who work with learners to capture the learning achievements through observation and assign these to the individual pupil's targets as outline in their Personalised Learning Goals.

The quantity of evidence that a class has will vary, but the majority of classes could make several daily records. The minimum expectation for recording is one piece of evidence for each area of the curriculum every week. This will ensure that a range of evidence across a broad and balanced curriculum is captured for each learner. The range of evidence that can be used to record a pupils' individual targets can come in many forms, including but not limited to:

- Videos- showing evidence of learning and achievement
- A short annotation from the adult working with the learner on how they achieved the target
- Photos- showing a skill, knowledge or understanding being used (which was achieved in the lesson), or work completed by the learner
- Pupil's verbal recall of their learning and what they need to do next
- Observations from visiting professionals e.g., Physiotherapist
- SLT - they can add evidence that may be captured during learning walks

Each observation an aspect is used to link assessments. Appendix 1.

The use of Evisense affords Cann Bridge to opportunity to:

- **Capture Authentic Learning Moments:** With Evisense, capture and document authentic learning moments in various formats, such as photos, videos, audio clips, and notes. These observations go beyond traditional written assessments, providing a richer understanding of learners' abilities, skills, and behaviours in different contexts.
- **Real-Time Data Collection:** Upload observations in real time, ensuring that the captured evidence is current and relevant. This real-time data collection enables a timely teaching and learning decisions based on observations made.
- **Individualised Tracking:** Track the progress of individual learners. By documenting their development over time, teachers gain insights into each learner's strengths, areas for improvement, gaps in learning and specific learning needs. This individualised tracking therefore effectively supports personalised teaching and learning and targeted interventions.
- **Evidence-Based Reflection:** Enable teachers to reflect on their observations and learner responses. This ability to review and analyse evidence helps us gain a deeper understanding of learning patterns, enabling a more informed teaching and learning adjustments.
- **Rich Data Analysis:** Organise and categorise observations, providing a holistic view of learners' progress, helping teachers to identify any trends and patterns in their learning.
- **Collaboration and Communication:** Promote collaboration among staff, enabling them to share observations and insights about learners' progress. This collaboration enhances the collective understanding of learners' strengths and challenges, fostering a more comprehensive approach to formative assessment.

- **Parent Involvement:** Facilitates communication with parents by sharing observations and progress updates. This transparency strengthens home-school connection, as parents can actively participate in discussions about learning goals and strategies, sharing and celebrating their Childs' progress and learning.
- **Formative Assessment Feedback Loop:** Review evidence, identify areas of growth, and design targeted interventions to address specific learning needs which further inform and support Pupil Progress Reviews, EHCP Annual Reviews and Parents Evenings.
- **Longitudinal Data Collection:** Accumulate a wealth of longitudinal data on each learner's progress. This historical data provides a comprehensive view of their growth, allowing staff to make informed decisions about curriculum planning, resource allocation, and overall teaching and learning strategies.

6.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve (when developmentally ready)
- **Parents/carers** to stay informed about the achievement, progress, and wider outcomes of their child across a period

Cann Bridge has developed a comprehensive in-house summative assessment approach that aligns with its commitment to personalised learning and continuous improvement. In utilising a range of in-school summative assessment methods to evaluate learner progress, ensures we have an informed, consistent means to securing valuable insights for future learning and demonstrating long-term improvement. To ensure we always have the highest expectations of staff and the highest aspirations for our learners Senior Leaders and Governors scrutinise the assessment systems in place to guarantee these are used effectively achieved through our school self-evaluation processes.

Assessment	Method	Which Curriculum Path/Key Stage	Frequency
Personalised Learning Goals	Evisense & EHCP outcomes - Annual Review	All	Progress reviewed termly, next goals set and annually reported on at EHCP AR.
Early Steps	B Squared & Evisense	All Reception & Y1	As they are achieved and reviewed termly **Early Years summative assessment outcomes derived in Yr 2, fully informs future curriculum/ assessment pathway*
Engagement Steps	B Squared & Evisense	Engagement Path Y2-Y8	As they are achieved and reviewed termly
Progression Steps	B Squared & Evisense	Subject-Specific Path in KS1 to 3 Y2-Y8	As they are achieved and reviewed termly
Skills 4 Life	B Squared & Evisense	All KS4 & 5 Y9+	As they are achieved and reviewed termly
Phonics	Phonics Tracker	Subject-Specific Path Y2+	Half-termly

Some subject areas have specific assessments including PE for Rebound and Swimming

For the pupils within EYFS our school may be additionally moderated by the LA (if selected); this aspect of quality assurance ensures that assessment arrangements used by the school are being administered, recorded, and reported correctly in accordance with national guidance.

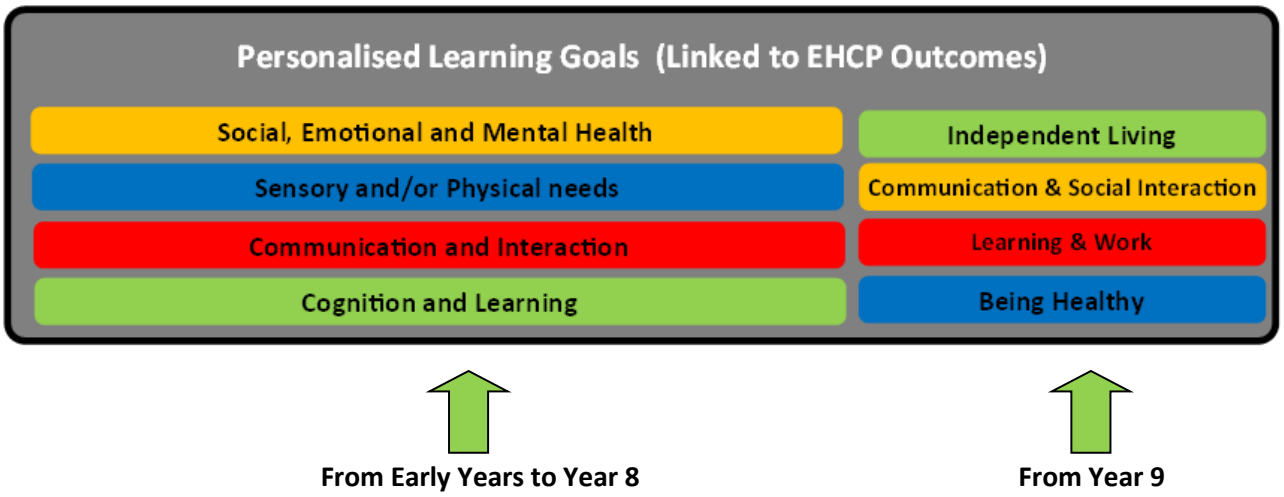
6.2.1 Pupil Progress Reviews

Pupil progress review meetings provide a dedicated platform for discussing a learner's academic, social, and emotional development, fostering collaboration, and ensuring the best possible learning experience. Pupil Progress Reviews (PPR) happen formally three times a year, focusing on three learners in each class (with the aim to discuss all learners by the end of the academic year). Line managers conduct these meetings and talk about the impact of the curriculum upon the learners in the classroom. In addition, they quality assure evidence against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required. These meetings explore all areas of the formative and summative assessment practices outlined in this policy.

Some key benefits of pupil progress review meetings:

- Pupil progress review meetings allow teachers and senior leaders to focus on each learner's unique strengths, challenges, and needs. This personalised approach helps tailor teaching, learning and interventions to support the learner's growth.
- Pupil progress review meetings provide a platform to set goals collaboratively.
- By discussing progress regularly, teachers and senior leaders can identify potential challenges or learning gaps early on. This enables timely interventions to address these issues before they become more significant obstacles.
- These meetings offer an opportunity to celebrate the learner's achievements and milestones. Recognising progress boosts confidence and self-esteem, encouraging continued effort and dedication.
- Pupil progress reviews are based on data, assessments, and observations. This data-driven approach ensures that decisions regarding the learner's educational plan are well-informed and evidence-based.
- Pupil progress reviews enable teachers and senior leaders to customise support strategies and identify interventions which may include outside agency referral to meet the learner's specific needs. Whether it's providing additional resources or differentiated teaching and learning.
- Both teachers and senior leaders have an opportunity to reflect on teaching and parenting strategies. This reflection can lead to improvements in teaching and learning methods, communication strategies, and overall learner support.

6.2.2 Personalised Learning Goals



Personalised Learning Goals are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review, and these are then termly broken down into smaller achievable steps by teachers.

We recognise the significance of these long-term goals, as they serve as a roadmap towards 'Preparing for Adulthood' expectations. To measure progress effectively, these goals are transformed into SMART targets, ensuring they are specific, measurable, achievable, realistic, and time bound. This systematic approach enables us to monitor each learner's advancement annually, fostering a sense of achievement and motivation. Targets are discussed and reviewed on a termly basis through our termly parent carer meetings.

From Early Years to Year 8 - Learners have at least 1 target for Math and English which sit under cognition and learning. Those on the Engagement Path do not have English and Math target, alternatively they have 1 or 2 cognition targets. Pupils have at least 1 target for wellbeing target (PSHE) which sits under either social, emotional, and mental health or Sensory and/or physical needs.

From Year 9 - Learners have at least 1 target for Math and English which sit under education and employment. Learners have at least 1 target for wellbeing target (PSHE) which sits under good health.

Each term learners Personalised Learning Goals are assessed by teachers as either: ‘Emerging’, ‘Expected’ or ‘Exceeding’.

- Emerging: the learner is developing in an area but is not yet at the expected level.
- Expected: the learner is secure in the majority of the end of year expectations.
- Exceeding: the child’s learning is beyond what is expected and is able to use and apply their knowledge and skills confidently (a new target to be set).

In some instances, especially when learners first join our school, EHCP outcomes may lack specificity in meeting their priority needs. In such cases, our teachers collaboratively reformulate targets in conjunction with all stakeholders including parents, ensuring they address the learner's unique requirements.

The Personalised Learning Goals effectively act as an EHCP implementation plan, guiding our teachers in providing individualised support and tailored interventions. Regular reviews and updates take place at each

Pupil Progress Review, during the EHCP Annual Review and Parent & Carers Evening, allowing us to remain responsive and adaptive to the evolving needs of our learners.

Quality Assurance of pupil targets and achievement takes place on a termly basis by the Key Stage Leaders. Teachers and subject leaders come together to review each other's evidence against the personalised target to ensure that the evidence provided is sufficient to meet the outcome. Senior Leaders collate EHCP and PLGs data to evaluate their success and impact.

6.2.3 EHCP Annual Report

The EHCP Annual Reviews play a vital role in assessing and documenting the progress of all our learners whom all have an Education, Health, and Care Plan (EHCP). As an integral part of this process, the annual report presented to parents and carers serves as a comprehensive summative assessment, providing an overview of the learners' advancement towards the predetermined EHCP outcomes through their Personalised Learning Goals. This report serves as a holistic snapshot of the learners' educational journey, capturing their strengths, areas of need, and any additional support requirements.

By highlighting both the learners' accomplishments and their developmental needs, the report fosters collaborative support among teachers, parents, and carers. This approach ensures that learners receive the necessary resources and assistance to achieve their maximum potential, aligning with the school's overarching vision and values which acknowledges that each learner's progress is a shared responsibility and emphasises a learner-centred approach to education.

Furthermore, the annual report seamlessly incorporates the End of Year written report. This comprehensive report provides an in-depth analysis of each learner's performance, including results from vocational qualifications or accreditations achieved throughout the year. The report encapsulates the learner's general progress over time, notable achievements, and developmental needs, offering parents and carers a comprehensive understanding of their child's academic and personal growth. Moreover, the report encompasses additional facets such as attendance records, assessment progress extracted from B Squared, and a summative evaluation of Evisense data, providing a well-rounded and holistic assessment.

The significance of this comprehensive report is underlined by its role in the EHCP Annual Review process. During these reviews, the report becomes a focal point of discussion between teachers, school staff, parents, and carers. This dynamic exchange of insights and perspectives ensures that everyone involved is well-informed about the learner's progress and is aligned in providing the best possible support. Furthermore, the annual report and its discussion are extended to the Parent Carers Evening, amplifying the collaborative approach, and fostering open communication between school and home.

6.2.4 B Squared Assessment Frameworks

The B Squared Assessment Frameworks play a pivotal role in showcasing and charting pupil progress over time, facilitating the development and expansion of previously acquired skills and knowledge. These frameworks provide teachers with structured tools to assess, document, and analyse learners' achievements, ensuring a comprehensive understanding of their growth and development. Learners are baselined within 6 weeks of starting at the school. Each assessment frameworks align to a curriculum path, the chart and overview on the next page helps to demonstrate how the different frameworks overlap and any skills that appears in multiple frameworks are linked, so marking it achieved in one framework marks it achieved in the other.

By having a range of assessment frameworks ensures learners can be placed correctly on the right curriculum path to meet their educational needs. This ensures that our curriculum remains aspirational.

The frequency of the updates is outlined in 6.2.

We identify the B Squared frameworks adopted and used consistently across the school offer and provide:

- Structured and incremental steps that encompass various skill areas and subjects. These steps are carefully sequenced to build upon foundational skills and knowledge. As learners advance through

these steps, teachers can clearly observe how they progress from basic concepts to more complex ones.

- Clear learning pathways, delineating the progression of skills within each subject or area. Teachers can easily identify the next steps a learner should take in their learning journey based on their current level of attainment, informing teaching and learning.
- A consistent and regular monitoring of learner progress. This consistent assessment approach helps educators track incremental advancements, identifying areas where learners are flourishing and where they may require additional support.
- Personalised learning facilitated by allowing teachers to tailor teaching and learning according to individual learner needs. The small breakdown of skills and objectives enables teachers to create targeted interventions and adjustments based on specific areas of strength or challenge.
- A means to compare learners' current levels of attainment against the expected milestones outlined in the frameworks, teachers can pinpoint gaps and misconceptions in their understanding. This insight guides teaching and learning decisions to address these gaps and ensure a more comprehensive grasp of concepts.
- Continuity of learning, teachers can see how new skills and knowledge are built upon prior learning, fostering a sense of progression and cohesion in learners' educational journeys.
- A facility to analyse longitudinal data over time enabling an effective means to track learners' progress across different time points and academic years, allowing for a comprehensive view of their growth.
- An informed means to observe progress over time empowers teachers to make informed decisions about curriculum planning, teaching, and learning methods, and individualised support strategies.
- A structured format for communicating progress to parents and carers. This transparency fosters a shared understanding of a learner's growth trajectory, encouraging collaborative efforts between school and home.

Early Steps - On starting at Cann Bridge in reception to Year 2, learners are assessed against the B Squared Early Steps Framework, used as a baseline. All subsequent assessment data and outcomes are used to identify pupils starting points from Year 2 onwards (Engagement or Progression Steps – see below).

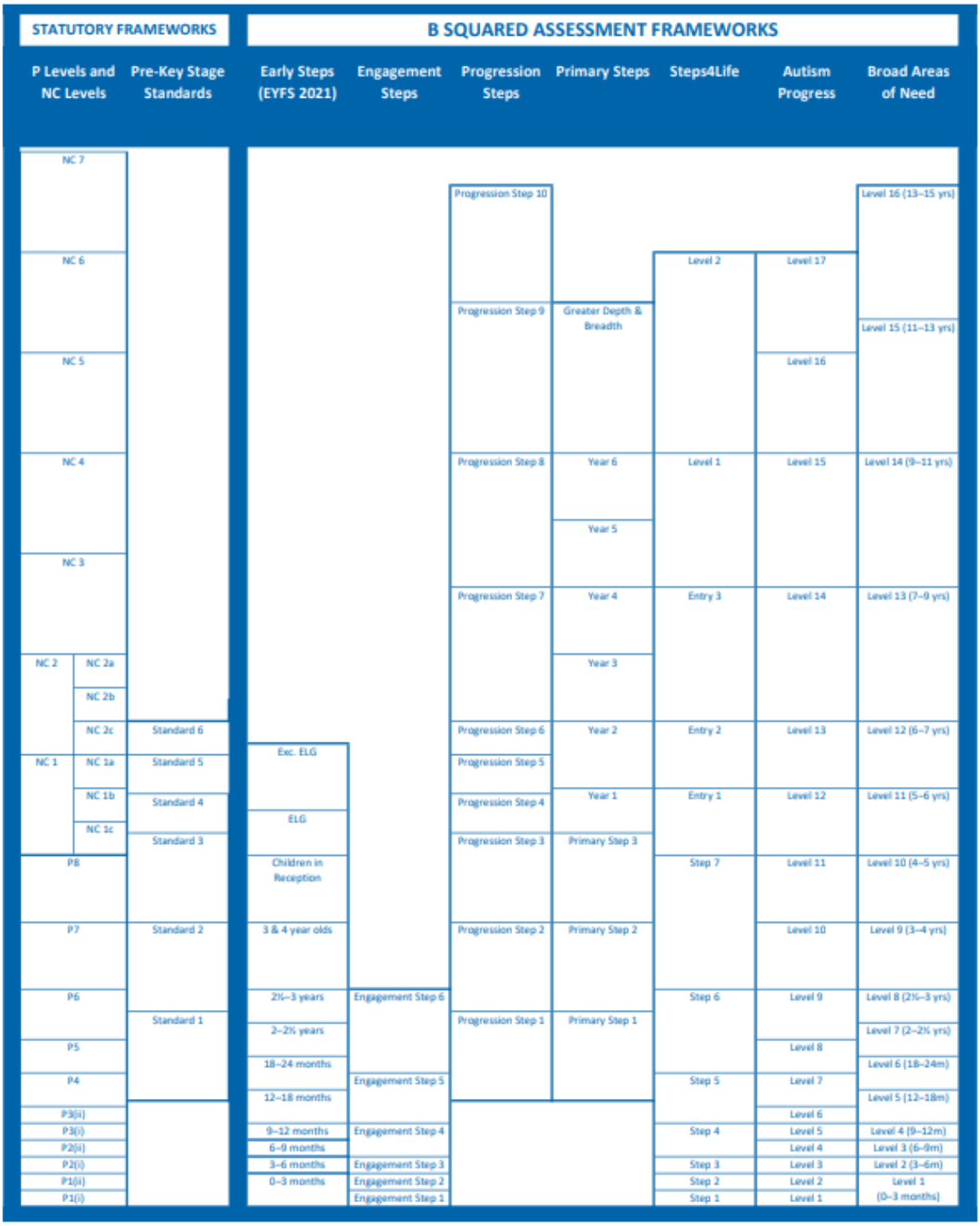
Engagement Steps – From Year 3 (Key Stage 2), learners who are working below the level of the national curriculum and not engaged in subject-specific study, will be assessed using the B Squared Engagement Steps Framework which is aligned to the Engagement Model assessment tool which assesses 5 areas of engagement: exploration, realisation, anticipation, persistence, and initiation. Should a pupil be working at Step 5/ 6, learners may be assessed as getting ready to access subject specific learning and may move over to Progression Steps in some subject areas.

Progression Steps – From Year 3 (Key Stage 2), learners who are able to access the national curriculum (below age—related expectation), will access subject-specific learning. Learners are assessed using the B Squared Progression Steps Framework in a range of national curriculum subjects.

Steps 4 Life – From Year 9 onwards, as Personalised Learning Goals and EHCP outcomes start to focus on the Preparation for Adulthood themes and outcomes, learners are assessed against the B Squared Steps 4 Life Framework, which incorporates those working at Engagement Model non-subject specific learning and subject specific learners.

If a learner does not start with the school in Reception/Year 1, pupils will be baselined using the Pre-key stage 1: pupils working below the national curriculum assessment standard (Teacher assessment framework) to inform whether a learner is a subject specific or engagement model learner.

B Squared Framework Comparison Chart



6.2.5 Phonics Tracker

Cann Bridges uses Phonics Tracker as an assessment and tracking program for phonics, high frequency words and the phonics screening check. This records whether a learner can successfully pronounce the phoneme or word, tracking progress across the primary English curriculum. The frequency of the updates is outlines in 6.2. The school meets DfE expectations in submitting outcomes within phonics screening tests when appropriate.

Interventions

Cann Bridge School is committed to fostering an inclusive learning environment; as part of this commitment, it offers a diverse array of universal and by referral interventions aimed at supporting all learners in accessing teaching and learning effectively. These interventions are designed to cater to individual learning needs, ensuring that every learner can thrive and succeed.

The impact of these interventions is systematically assessed and monitored through a robust process that involves both internal and external specialists. These specialists collaborate to evaluate the effectiveness of each intervention in terms of improving pupil progress and overall learning outcomes. This assessment takes place through regular termly reports, which encompass an analysis of the interventions' impact on learner progress.

These termly reports, generated by internal and external specialists, provide valuable insights into the progress and achievements of learner who have undergone specific interventions. These insights, derived from a combination of qualitative and quantitative data, offer a holistic perspective on the efficacy of the interventions and their alignment with the educational goals of the school.

Importantly, these detailed termly reports are then shared in the Head Teacher's Report to Governors (adhering to specifications regarding pupil confidentiality). This amalgamation serves to provide a comprehensive overview of how interventions are contributing to pupil progress.

A full list of interventions offered at Cann Bridge is available on the school website.

6.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)
- Nationally standardised summative assessments take the form of vocational qualifications at the end of Key Stage Key Stage 4, and other post-16 qualifications in KS5.

Assessment	Method	Which Curriculum Path/Key Stage	Frequency
EYFS Profile (incorporating the Early Learning Goals)	Early Steps & Evisense	Reception Year	Baseline 6 Weeks June
End of Key Stage 1 Phonics Screen Checks	Government materials	Subject-Specific Path Y1	June
End of Pre-Key Stage 1 & 2 Standards	Progression Steps & Evisense	Subject-Specific Path (Key Stage 1 & 2) Y2 & Y6	June
Accreditation Including Arts Award, ASDAN and Duke of Edinburgh Award	Portfolio Moderation	All KS4 & 5 Y9+	Ongoing in line with accreditation timetable
Please note that the majority of our learners are exempt from national standardised assessments			

* the school additionally reports on the number of pupils within KS1/ 2 who are working within the Engagement model.

6.3.1 Accreditation

The school offers a range of accreditations, such as NOCN, Duke of Edinburgh, and the Arts Award, which serve as benchmarks of learners' accomplishments across various areas. The oversight of these accreditation processes falls under the responsibility of the Assistant Headteacher, who plays a pivotal role in orchestrating the successful attainment of these awards. Annually, the Assistant Headteacher publishes a comprehensive calendar of deadlines, which identifies submission dates and moderation schedules. This well-structured calendar serves as a roadmap for teachers, pupils, and support staff, ensuring that all necessary steps are followed diligently.

Accomplishments in accreditation are reported to the school's Governors, recognising the dedication and hard work of both learners and educators. Furthermore, results are published on the school's website.

All accreditation is externally verified. This external verification process serves as a quality assurance mechanism, confirming that the standards of educational delivery at the school meet or exceed national benchmarks.

7. Collecting and using data

Cann Bridge School follows a comprehensive approach to collecting and utilising assessment data to support effective teaching and learning. Our approach ensures that assessment data is recorded, analysed, and shared in a strategic manner that optimises its impact and minimises unnecessary workload burdens on teachers.

As outlined, assessment data is recorded systematically at various key points in the academic year. This includes formative assessments, summative assessments, and ongoing progress monitoring. The data collected covers a wide spectrum of leaner performance, including academic achievements, skill development, and personal growth.

Data is collected through a combination of teacher observations, classroom assessments, and digital assessment tools. This data is then analysed to gain insights into learner strengths, areas for improvement, and the effectiveness of teaching and learning strategies.

The collected data is used for multiple purposes:

- The data guides teachers in tailoring teaching and learning to meet individual learner needs. It helps identify areas where additional support or enrichment is required.
- Data analysis informs curriculum adjustments, ensuring that it remains aligned with learning progress and learning goals.
- Teachers use data to identify learner who might benefit from targeted interventions or specialised support.

- Learners' progress towards goals and targets is assessed through data analysis, fostering a sense of ownership and achievement.
- The data informs the reporting process, ensuring that parents and carers receive accurate and detailed information about learner progress.

Data is shared among teachers, support staff, and relevant stakeholders, including parents and carers. This sharing is facilitated through regular teacher meetings, parent carer meetings, and written reports. Data is communicated in a clear, understandable manner, highlighting learners' achievements and areas needing attention.

Cann Bridge School is dedicated to preventing unnecessary workload burdens on teachers. We employ digital tools to streamline data collection and analysis processes. These tools automate tasks such as data entry, calculation, and reporting, allowing teachers to focus on interpretation and intervention planning.

8. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils, and parents/ carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Cann Bridge recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- When specifically learning and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. All AI-generated content must be properly attributed

9. Reporting to parents/carers

Cann Bridge School has established a comprehensive approach to reporting assessment data to parents and carers, ensuring transparency, clarity, and meaningful communication about learners' progress and achievements. The school employs a variety of methods to ensure that parents and carers are well-informed about their child's educational journey.

EHCP Annual Reports: Cann Bridge School provides EHCP annual report to parents and carers that encompass a wide range of information. These reports offer brief details of achievements across all subjects and activities that form part of the school curriculum. These achievements are highlighted, emphasising learners' strengths, while also addressing areas for development. The reports include comments on general progress, providing an overview of students' growth throughout the academic year.

EHCP Annual Review and Parent Carer Evenings: The school encourages open dialogue between parents, carers, and teachers. Arrangements are made for discussing the annual reports with the pupil's teacher. This ensures that parents have an opportunity to gain deeper insights into their child's progress, ask questions, and collaborate with educators to support the learning journey. In addition to the EHCP annual review, the school has three Parent Carer Evenings.

- Parents and teachers can share insights about a learner's progress from different perspectives. This holistic view helps to identify areas of development beyond academics, such as social skills, behaviour, and emotional well-being.
- These meetings facilitate open and transparent communication between teachers and parents. Parents gain a clear understanding of their child's performance, allowing them to provide additional support at home and align expectations.
- When parents are informed and engaged, they can provide valuable insights and support at home, creating a more cohesive learning environment.

- Regular meetings between teachers and parents foster strong relationships. This collaboration builds trust, leading to a supportive partnership that benefits the student's overall development.
- Both teachers and parents have an opportunity to reflect on teaching and parenting strategies. This reflection can lead to improvements in teaching and learning methods, communication strategies, and overall learner support.

Attendance Record: Attendance information is included in the annual reports. This information provides parents with a clear overview of their child's attendance, including the total number of possible attendances and the total number of unauthorised absences, expressed as a percentage.

Vocational Qualifications: Any vocational qualifications or credits towards such qualifications that learners have gained are also detailed in the annual reports. This showcases a broader range of achievements and recognitions beyond traditional academic subjects.

10. Inclusion

The principles of this assessment policy apply to all pupils.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

Most of our pupils are working below the national expected level of attainment, our assessment arrangements consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

11. Training

Cann Bridge School is committed to fostering a culture of continuous improvement in assessment practices among its teaching staff. Our approach centres around ensuring that teachers are well-informed, equipped, and empowered to develop and enhance their assessment practices on an ongoing basis.

To ensure a strong understanding of assessment and assessment practices among all teachers, the school employs a multi-faceted approach. This includes initial training for new staff members, regular staff meetings where assessment practices are discussed, and workshops that delve into specific assessment methodologies. This continuous reinforcement ensures that all teachers have a solid foundation and secure understanding within assessment principles.

Continuous Professional Development (CPD) needs are identified through Pupil Progress Review, moderation, and curriculum conversations. The responsibility for ensuring that staff have access to CPD opportunities on assessment lies with the school's leadership. They identify relevant CPD opportunities, both internal and external, that focus on assessment techniques, strategies, and best practices. These opportunities may include workshops, seminars, webinars, and online courses tailored to suit different learning preferences and needs. Staff views on the CPD received will be collected and used to quality assure the CPD provided; the quality assurance process will determine its impact and identify any necessary next steps in teacher and staff development.

Cann Bridge School maintains a dynamic approach to staying current with assessment best practices. The school actively engages with educational research, attends conferences, and collaborates with other educational institutions to gather insights into emerging trends and proven assessment methodologies.

The school has established mechanisms to share good assessment practices effectively. This includes regular sharing sessions during staff meetings where teachers can discuss their experiences, challenges, and successes in implementing assessment strategies.

Teachers also benefit from supportive feedback and mentoring from experienced colleagues or middle leaders. This feedback loop encourages ongoing growth and refinement of assessment practices, with experienced educators offering guidance, insights, and constructive critiques.

12. Roles and responsibilities

12.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils to ensure the school meets all statutory compliance measures
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

12.2 Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to, taking responsibility for any updates to it to ensure it fulfils the needs of the school, continues to meet statutory compliance
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

12.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice
- Ensuring that their class team and other professionals working with their learners are aware of their Personalised Learning Goals
- Monitoring that their team and other professionals are contributing to gathering, capturing progress when appropriate and recording this on our online platform
- Contribute to the professional development of their colleagues (including TAs) to enable them to contribute effectively to the assessment streams used in the class which may include any performance management targets focusing upon the development of and refinement within assessment practice
- Having an overview and understanding of how their learners are progressing and be able to talk confidently at the Pupil Progress Review and EHCP annual review meetings
- Collect written accounts, photographic and video evidence of learner's progress towards identified outcomes in planning and Personalised Learning Goals. Upload evidence onto the Evisense App.

12.4 Teaching Assistants

- Effectively contribute to all assessment practices using school-based assessment protocols and codes; collect written accounts, photographic and video evidence of learner's progress towards identified outcomes in planning and Personalised Learning Goals. Upload evidence onto the Evisense App.

13. Monitoring

This policy will be reviewed bi-annually by the Headteacher or Deputy Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior and Middle Leadership Team are responsible for ensuring that the policy is followed. It is the responsibility of teaching staff to bring to the immediate attention of their line manager and Headteacher any aspect of this policy which may not be understood which will impact upon effective implementation.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through:

- moderation
- curriculum conversations
- pupil progress review (PPR) meetings
- Education, Health, and Care Plan Annual Review meetings
- Whole school assessment data against school-based benchmarks

14. Links with other policies

This assessment policy is linked to:

- Pathway to Independence Curriculum policy
- Early Years Foundation Stage Policy and Procedures
- Education Visits Policy
- Staff Handbook
- Performance Management Policy
- Monitoring Policy

Appendix 1 - Assessment Aspects on Evisense

Characteristics of Effective Learning (EYFS Only)

Playing & Exploring	**PE**	**Engagement** Finding out and exploring Playing with that they know Being willing to 'have a go'
Creative & Critical thinking	**CC**	**Thinking** Having their own ideas Making links Choosing ways to do things
Active Learning	**AL**	**Motivation** Being involved & concentration keeping trying Enjoying and achieving what they do

Early Years Foundation Stage (EYFS) Areas of Learning (AoL) (EYFS Only)

Physical Development	**PD**	Gross Motor Fine Motor
Understanding the World	**UW**	Past and Present People, Cultures and Communities The Natural World
Personal Social	**PS**	Self-Regulation Managing Self
Literacy	**L**	Comprehension Word reading Writing
Maths	**M**	Number Number patterns
Expressive Art & Design	**ED**	Creating with Materials
Communication & Language	**CL**	Being Imaginative and Expressive

Levels of Support

Engagement Model	
Exploration	E
Realisation	R
Anticipation	A
Persistence	P
Initiation	I

Wider Provision	
Enrichment	Enr
Work Experience	WEx
Trips	Tri
Careers/WRL	Car
SoSAFE!	SS

Core Subjects	
Maths	Mat
Eng - Phonics	E-P
Eng - Reading	E-R
Eng - Writing	E-W
English	Eng
Science	Sci

Foundation Subjects	
PSHE/PSD	PSHE
Computing/Digital Skills	Com
Geography	Geo
History	His
R.E	RE
P.E/Sport	PE
Art and Design	Art
Music	Mus
Design & Technology	DT
Cooking and Nutrition	CaN

Levels of Support	
Gestural Help	**GH**
No Help	**NH**
Experience Recorded	**ER**
Physical Help	**PH**
Modelling Help	**MH**
Spoken / Signed Help	**SH**
Visual Help	**VH**

Targets

EHCP (Education Health Care Plan)	**EH**	*We do not use these. However, these cannot be removed currently from the system.*
IEP (Individual Educational Plan)	**IE**	

4BAN (Broad Areas of Need) (EHCP Learning areas)

Social and Emotional	**SE**
Sensory and Physical	**SP**
Communication Interaction	**CI**
Cognition and Learning	**CL**

PfA (Preparing for Adulthood) EHCP 4 Areas

Independent Living	**IL**
Communication & Social Interaction	**CI**
Learning & Work	**LW**
Being Healthy	**BH**

The Leuven Scale - Wellbeing

Codes On Evisense	Level	Wellbeing	Signals
W1	1	Extremely low	The child shows signs of discomfort such as crying or screaming. The may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
W2	2	Low	The posture, facial expression and action indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
W3	3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
W4	4	High	The child shows obvious signs of satisfaction (as listed under level5). However, these signals are not constantly present with the same intensity.
W5	5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure, they may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scales - Involvement

Codes On Evisense	Level	Wellbeing	Signals
I1	1	Extremely Low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
I2	2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around them.
I3	3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
I4	4	High	Continuous activity with intense moments. The child' activity has intense moments and at all times they seem involved. They are not easily distracted.
I5	5	Extremely High	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.