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1.0 INTRODUCTION

At Syon Manor College we believe that the key aim of assessment is to support young people's achievement.

Through our assessment and reporting practice, we aim to:

- Enable students to understand the learning intentions and objects, each unit and topic themes to develop their understanding in relation to their Preparation for adulthood targets.
- Allow teachers to determine what a child/young person/young person can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding
- Help set targets and involve students in their own learning
- Give parents a clear idea of what their child/young person can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give students effective feedback so they know what they have done well and what they need to improve
- Enable all students to make good progress

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 PRINCIPLES

The principles that underpin assessments and learning at Syon Manor are:

- All students need to understand the learning intention in each of their lessons and what they need to achieve it.
- Learning takes place in an autism friendly environment, conducive to learning.
- Teachers are using mastery of learning and adaptive teaching strategies in every lesson
- Presentation of learning objectives are adapted accordingly to suit individual learning styles and medium of communication i.e. through Augmentative & Alternative Communication means and in line with Ask Accept Develop teaching practice.
- Success Criteria are shared, or formulated, at the start of each session and students' work is assessed against the criteria.
- Every student knows what the expectations are, and feedback is provided regularly.
- Strategies are used to ensure that students have a secure understanding of key ideas and concepts before moving onto the next phase of learning

3.0 CURRICULUM

At Syon Manor College, learners will be baselined and assessed using the assessment from IXL for Maths and English or from any other subjects against progression frameworks based upon the qualification/award they are working towards achieving in each subject.

Syon Manor College curriculum is tailored to individual needs, supported by a team of specialist clinical professionals, including speech and language therapists, occupational therapists, clinical psychologists, drama therapists, and cognitive behavioural therapists. This therapeutic approach is integrated into both our curriculum and vocational training, guiding young adults towards suitable, sustainable employment.

Our curriculum is designed to be flexible and adaptive, meeting the unique needs of each student. It is broad and balanced, ensuring every learner can discover their passion. Courses range from Entry Level Functional Skills to A Levels, with plans to expand offerings in the upcoming academic year.

The curriculum's structure is clear and logical, allowing for progression through subjects. It is made engaging and meaningful through the collaboration of all staff, including the therapy team and our career and employment lead. This approach helps students uncover new interests and pursue their dream jobs.

Students not accessing learning above Entry Level 1.

Students not accessing formal accreditation - will be assessed against assessment criteria of the ASDAN framework for Personal Social Development and Personal Progress targets. Alongside this, learners will be completing life skills challenges and continue to develop their independent living skills in our designed room at each of the campuses.

4.0 TRACKING STUDENT PROGRESS

Teachers record ongoing assessments of students' knowledge and understanding of curriculum objectives on a unique tracking spreadsheet. Staff will be utilising Evidence for Learning (EFL) in the 2024-2025 academic year to further enhance the student progress and at pupils progress meetings.

All student work and progress must be evidenced and recorded using the Evidence for Learning Platform. This platform is essential for tracking student progress and ensuring that learning outcomes are met. Teachers are required to consistently collect and upload evidence in line with the school's assessment and reporting schedule.

If a teacher is unable to log in to the platform or is having trouble with the process of collecting or uploading evidence, they must promptly consult the Head of Curriculum. The Head of Curriculum is fully trained in the use of the Evidence for Learning Platform and is responsible for providing any necessary support or training to staff members to ensure compliance with this policy.

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Students are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all students will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.'
Commission on Assessment Without Levels – Autumn 2015

6.0 RECORDING EVIDENCE OF LEARNING

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Policy Owner	Head of College	**Last Review Date**	November 2024	
Date First Issued	September 2022	**Next Review Date**	November 2025	

part of the
Outcomes First Group

Currently Evidence of learnings are recorded on the tracking progress spreadsheet in every subject followed by portfolios of students work in the following ways.

- Photo/Video evidence
- Audio recording
- Internal verification
- External moderation
- Book Sampling
- Evidence through lesson observation and learning walk feedback.
- Note that describes success against the outcome
- Test paper

1 piece of evidence can cover multiple outcomes i.e. Test paper or Video recording of class discussion.

7.0 TYPES OF ASSESSMENT & THEIR PROCEDURES

There are two main types of assessment used at Syon Manor College:

Formative Assessment

This is used by our teachers to evaluate students' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a student has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons. Teachers assess students' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve students' understanding.

- Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate student understanding and identify gaps or misconceptions

- Use of whiteboards, flip charts and number fans to get instant feedback of understanding

- Mini-plenaries to determine understanding at regular intervals

- Short re-cap quizzes or recall of facts

- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions)

- Observational assessment
- Scanning/taking a picture of work for student attainment and progress

- Recording (Video/audio) of work for student attainment and progress

- Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria

- 1:1 or group discussions with students

- Next step marking and feedback

8.0 REPORTING

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents/carers and the wider community, serving to support and extend student progress.

Reporting to Parents

At least two pupils progress events per academic year: these meetings focus on the curriculum – what students can do and what they need to do to improve (targets). We give parents/carers a copy of curriculum objectives and targets so that they can support their child/young person's learning at home.

We have mentors allocated to every student that report to parents at least once every week on students' progress. All conversations are recorded in mentor logs.

The Annual Review-This meeting will focus on progress made towards outcomes as stated in the students Education, Health & Care plans. This is monitored using the student's Individual Education Plans (IEPs). Proposed IEPs are also introduced at these meetings. A member of the Local Authority is invited to attend these meetings in addition to the parents, class teacher and therapists (If required). The meeting is usually chaired by the Head of College or a member of SLT

Reporting to Directors

The Head of College Reports directly to directors.

Reporting to Students

Through our formative assessment strategies students get instant feedback daily through verbal recall and marked work.
Our next step marking informs students of what they have done well and what they need to do to improve.
Students are actively encouraged to respond to teacher's comments, questions and commands in their marking.

Reporting to the Local Authority

A draft copy of the Annual Review document is sent to the Local Authority before the Annual Review Meeting, with the final draft being sent once the meeting has taking place.

9.0 MANAGEMENT & EVALUATION OF ASSESSMENT

A member of the SLT has been assigned the role of Head of Curriculum and Education and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class and during work placement. The team also carries out book scrutiny with subject teachers to evaluate the effectiveness of next step marking and target setting.

From the start of the academic year 2024- 2025 and in line with a EFL integration - the SLT will hold Pupils Progress Meetings with teachers to analyse the attainment and progress made by students. The main aim of these meetings is to identify students who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments as annotated in books.

10.0 ASSESSMENT AND EXAMINATION PROCEDURES AT SYON MANOR COLLEGE

At Syon Manor College, students are assessed through a variety of methods, depending on the course they are undertaking. Some courses are assessed through formal examinations sat at the end of the course, while others are evaluated through internal assessments carried out throughout the academic year. Additionally, certain courses are assessed based on students' portfolios, where evidence of their learning and progress is compiled over time. In some cases, assessment is a combination of both externally marked examinations and internally assessed coursework.

The responsibility for ensuring the correct administration of examinations is shared between different roles within the college. In accordance with JCQ requirements, the Exams Office, following recommendations from subject teachers, is responsible for ensuring that students receive the correct exam papers. However, during the examination itself, it is the student's responsibility to check that they have been given the correct paper for their qualification. This applies to examinations such as Functional Skills Level 1 and Level 2, GCSE, IGCSE, AS-Levels, A-Levels, and BTEC qualifications at Level 2 and Level 3.

For students sitting Entry Level Functional Skills and Entry Level Certificates, the invigilator must verify that the correct exam paper has been provided, ensuring it aligns with the qualification level and the specific component being assessed. This ensures that all assessments are conducted fairly and in line with the appropriate regulations, maintaining the integrity of the examination process at Syon Manor College.

Role of the Curriculum Lead

- To keep up to date with the latest assessment notifications through ongoing CPD
- Contributing to Action Plans and the SAR and QIP - through work with the SLT
- Leading college development in assessment, recording and reporting
- Planning assessment arrangements - alongside all subject leads
- Ordering/purchasing non-statutory tests and other assessment materials/resources
- Analysis of data to inform Student Progress Meetings
- Analysis of data to produce end of year whole college progress report that will inform subject action plans in line with PFA goals.

11.0   MODERATION & STANDARDISATION

Moderation is important to ensure a consistent approach to assessment across the college. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Syon Manor College the following takes place:

- At the beginning of each academic year, training is provided to teachers in every subject requiring moderation
- For qualifications such as BTEC or NCFE moderation takes place after every completed unit
    - For subjects such as EL FS in English and Maths moderation takes place after every exam

12.0   IMPLEMENTATION

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Teachers are expected to use PPA time to ensure assessment on the tracking spreadsheet are kept current.

This Policy was written by the SLT but was reviewed and adapted by all teachers as part of a staff meeting to ensure effective buy-in and to help build strong links to teaching and learning.

A copy of this Policy is available on our college website and all parents/carers were invited to share their views when it was first developed. During our annual options evening, we feedback to parents and carers on our current practice.

All students are made aware of the curriculum objectives they are expected to achieve by the end of the year following their individual courses – these are also labelled on their individual timetables which are sent to parents/carers also. Students are involved in self-assessing their learning every lesson and they are actively involved in the target setting process.

This Policy is updated (at least) annually based on moderation and recent developments.

13.0   BOOKWORK & MARKING

All subject teachers must use a workbook for each student as the main device in which learning is recorded and assessed. Where a workbook is not practical due to the nature of a subject, it is expected that teachers will have an alternative that best suits the learning needs of their students. This section outlines the expectations of teachers regarding student workbooks.

Presentation
- All tasks in workbooks must have a title, date and clear learning objective identified.
- Marking should be clear and evidence support required.
- Books should be neat and worksheets trimmed and glued in (not stapled).
- Correction of spelling, punctuation and grammar (SPaG) should be evident across all subjects.

Feedback
- Formative marking should clearly indicate at least one 'next step' suggestions for a student to improve.
- Marking criteria should be clear where the lesson objective is broad (e.g. 'to improve our use of figurative language' should quantify expectations: 'five examples of figurative language techniques in your story').
- Making is left to the discretion of the teacher.
- Praise should not dominate comments on the page. Comments such as 'very good' or 'great work' should not be the focus of marking. Teachers should promote an ideology by which 'where to go next' is the most important and valuable feedback that a student can receive.

Advice for teachers: presentation

Teachers are encouraged to make the identification of the learning objective a routine component of lessons so that students are aware of what they are being assessed; the recording of this lesson objective in books is

confirmation that this is taking place in lessons. Red pen is often associated with wrongness or negativity, by using green pen we hope to promote an environment where mistakes are embraced as part of the learning process. The importance of presenting work neatly is an essential life skill. Students should be proud of their workbooks, and we want to promote this through embedding a culture of neatness and organisation.

Advice for teachers: feedback

Formative marking should relate specifically to the learning objective and marking criteria. Teachers are encouraged to not only support students with SPaG but provide feedback that explains what they need to do next to improve their grade. Ticks for correct answers and dots for incorrect answers is a generic and acceptable marking style, although some teachers may choose to mark using a style that is specific to their subject or teaching. There is evidence to suggest that ego-boosting comments like 'well done' are ineffective. To mark effectively, teachers should emphasise what needs to be done in order to grow and improve as a learner.

Coloured pen marking

To clearly distinguish marking between an Assessor and an Internal Verifiers/moderators the assessor always must use a green pen for marking and the Internal Verifier/Moderator a red pen for moderation/internal verification. If any further checks need to be conducted by a **Lead Internal Verifier/Moderator a black pen** only should be used.

14.0   PLANNING DOCUMENTS

At Syon Manor College, all teachers are required to create and follow the planning documents outlined below:

- **Long-Term Planning Documents:**
  Long-term plans must provide an overview of the curriculum for an extended period, typically for an entire academic year. These plans should map out key topics, learning objectives, and outcomes to be covered across various subjects.

- **Medium-Term Planning Documents:**
  Medium-term plans must cover a term or half-term and offer more detail than long-term plans. They should break down the key topics from the long-term plan into smaller units of work, ensuring a focused approach to learning.

- **Short-Term Planning Documents:**
  Short-term plans should include weekly or daily lesson plans that outline specific learning objectives, activities, and assessments for individual lessons.

All planning documents, including Long-Term, Medium-Term, and Short-Term plans, *must follow to the standardized format that has been agreed upon and approved by the Head of College and/or the Head of Curriculum.*

Deadlines for completion of planning documents:

Long-Term Planning Documents must be completed by the last working day of September.
For *Short-Term and Medium-Term Planning Documents*, deadlines are as follows: for the autumn term, they must be completed by the last working day of September; for the spring term, by the last working day of December; and for the summer term, by the last working day of March.

15.0 EXPECTATIONS FOR TEACHING RESOURCES AND LESSON DELIVERY

At Syon Manor College, high-quality teaching and learning experiences are central to student success. To ensure consistency and excellence, the following expectations apply to all teaching resources and lesson delivery across all sites:

- Clear and accessible learning objectives or learning intentions. Learning objectives/learning intentions must be visible to students throughout the lesson, or easily accessible at any point during the session.
- Use of Visual Supports . Given the needs of our students, visual support must be embedded in all teaching resources. Only visual symbols from www.widgitonline.com should be used
- Lesson content must clearly connect to the preparation for adulthood outcomes and employability skills relevant to each learner.
- The use of AI tools to create teaching resources is permitted, provided that all outputs comply with the College's IT and Safeguarding Policy. Resources generated using AI must be reviewed and adapted to meet the individual needs of learners.
- Lessons should follow a clear and well-structured format. Resources must be appropriately adapted and designed to promote engagement and understanding.
- Resources from Twinkl may only be used under specific circumstances and with prior approval at the Vine and Aston campuses.
- Students must receive regular, meaningful feedback in a format that is accessible to them (verbal, written, visual, or otherwise), ensuring it supports progress and personal development.