

CONTENTS

Contents

CONTENTS.....	1
1.0 INTRODUCTION	3
2.0 PRINCIPLES	3
3.0 CURRICULUM.....	4
Students not accessing learning above Entry Level 1.....	4
4.0 TRACKING STUDENT PROGRESS	4
Mastery Learning	4
5.0 RECORDING EVIDENCE OF LEARNING.....	5
6.0 TYPES OF ASSESSMENT & THEIR PROCEDURES	5
Formative Assessment.....	5
Summative Assessment.....	5
Day-to-Day Formative Assessments	5
7.0 REPORTING	6
Reporting to Parents	6
Reporting to Directors	6
Reporting to Students.....	6
Reporting to the Local Authority	6
8.0 MANAGEMENT & EVALUATION OF ASSESSMENT	6
9.0 ASSESSMENT AND EXAMINATION PROCEDURES AT SYON MANOR COLLEGE	7
Role of the Head of Education & Curriculum	7
10.0 MODERATION & STANDARDISATION.....	7
11.0 IMPLEMENTATION	8
12.0 BOOKWORK & MARKING	8
Presentation.....	8
Feedback	8
Advice for teachers: presentation	9
Advice for teachers: feedback	9
Coloured pen marking	9
13.0 PLANNING DOCUMENTS.....	9
Long-Term Planning Document.....	9
Combined Short- and Medium-Term Planning Document	9



Use of the Most Recent Approved Planning Documents	10
Deadlines for Completion and Submission	10
Maintaining and Sharing Planning	10
14.0 EXPECTATIONS FOR TEACHING RESOURCES AND LESSON DELIVERY	10
A. Lesson Planning	10
B. Expectations for digital presentations (PowerPoints or similar)	11
C. Lesson structure:	11
D. Teaching practice expectations.....	11
E. Inclusion, Adaptation, and Access Arrangements	11
F. Constructive Feedback	12
G. Assessment and Evidence for Learning.....	12
H. Learning Environment.....	12
I. Monitoring and Review.....	12

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

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 objectives for each unit and topic, and to develop their understanding in relation to their Preparation for Adulthood targets.
- Allow teachers to determine what a young person can and cannot yet do, and to plan future support to address gaps in knowledge and understanding.
- Help set targets and involve students in their own learning
- Give parents/carers a clear understanding of what their 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 use mastery learning and adaptive teaching strategies in every lesson.
- The presentation of learning objectives is adapted to suit individual learning needs and methods of communication, including Augmentative and Alternative Communication, and is 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

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

3.0 CURRICULUM

At Syon Manor College, learners are baselined and assessed using IXL assessments for Maths and English, or relevant subject-specific progression frameworks aligned with the qualification or award they are working towards.

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 the assessment criteria of the ASDAN framework for Personal Social Development and Personal Progress targets. Alongside this, learners will complete Life Skills Challenges and continue to develop their independent living skills in the designated room at each campus.

4.0 TRACKING STUDENT PROGRESS

Teachers record ongoing assessments of students' knowledge and understanding of curriculum objectives using Evidence for Learning (EFL) and relevant qualification tracking documents. These records support the monitoring of student progress and Student Progress Meetings throughout the 2026–2027 academic year.

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 has difficulty collecting or uploading evidence, they must promptly consult the Head of Education & Curriculum. The Head of Education & Curriculum is responsible for arranging the necessary support or training 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

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

5.0 RECORDING EVIDENCE OF LEARNING

Evidence of learning is recorded on Evidence for Learning (EFL) and, where required, in subject tracking documents and 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

One piece of evidence can cover multiple outcomes, for example a test paper or a video recording of a class discussion.

6.0 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 or taking a picture of work for student attainment and progress
- Recording (video/audio) of work for student attainment and progress

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

- 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

7.0 REPORTING

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents/carers and the wider community, supporting and extending student progress.

Reporting to Parents

At least two student progress events take place each academic year. These meetings focus on the curriculum, including what students can do and what they need to do to improve. Parents/carers receive curriculum objectives and targets so they can support their young person's learning at home.

A mentor is allocated to every student and provides parents/carers with an update on the student's progress at least once each week. All conversations are recorded in mentor logs.

The Annual Review meeting focuses on progress towards the outcomes stated in the student's Education, Health and Care Plan (EHCP). This is monitored through the student's Personal Learning Goals (PLGs), and proposed PLGs are introduced at these meetings. A member of the Local Authority is invited to attend alongside parents/carers, the mentor or teacher, and therapists where required. The meeting is usually chaired by the Principal or a member of SLT.

Reporting to Directors

The Principal reports directly to the 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 teachers' comments, questions and instructions 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 version sent once the meeting has taken place.

8.0 MANAGEMENT & EVALUATION OF ASSESSMENT

The Head of Education & Curriculum is responsible for maintaining this 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.

In line with the use of Evidence for Learning (EFL), SLT holds Student Progress Meetings with teachers to analyse students' attainment and progress. The main aim of these meetings is to identify students who are underachieving and put appropriate support in place to address gaps.

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

Intervention may include adapting whole-class planning, pre-learning, booster groups and catch-up programmes. Teachers are asked to provide their current assessment records and relevant annotated work.

9.0 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 Head of Education & Curriculum

- 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
- Analyse data to inform Student Progress Meetings.
- Analyse data to produce an end-of-year whole-college progress report that informs subject action plans in line with Preparation for Adulthood goals.

10.0 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

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

- 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

11.0 IMPLEMENTATION

All teachers are kept up to date with developments in assessment practice through staff meetings, departmental meetings, standardisation activities and relevant CPD.

Teachers are expected to use PPA time to ensure that EFL evidence and relevant assessment tracking records are kept current.

This policy was written by SLT and reviewed and adapted by teachers to support effective implementation and 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, taking account of moderation findings and recent developments.

12.0 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 should evidence the level of 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 suggestion 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').
- Marking methods are left to the professional discretion of the teacher, within the expectations set out in this policy.

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

- 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 distinguish clearly between marking and verification, the assessor must use **green pen**, the student should respond in **blue pen**, the Internal Verifier/Moderator must use red pen, and any further checks by a Lead Internal Verifier/Moderator must use **black pen**.

13.0 PLANNING DOCUMENTS

At Syon Manor College, all teachers are required to create, follow and maintain the approved planning documents outlined below. Planning must reflect the agreed course or qualification, level, assessment sequence, students' starting points and individual learning needs.

Long-Term Planning Document

The Long-Term Planning Document provides an overview of the curriculum for an extended period, normally the full academic year. It must map the key topics, learning objectives, intended outcomes and assessment sequence for the course, and show clear progression across the year.

Combined Short- and Medium-Term Planning Document

Syon Manor College uses one combined Short- and Medium-Term Planning Document. Separate short-term and medium-term planning documents are not required.

The combined document must cover the relevant term or half-term and break the Long-Term Plan into a clear teaching sequence. It should include the planned learning objectives, lesson or weekly activities, assessment opportunities, adaptations, resources and intended evidence of learning. It is a working document and must be kept current as teaching progresses.

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

Use of the Most Recent Approved Planning Documents

All staff must use the most recent planning templates and documents approved and issued by the Principal and/or the AHT – Head of Education & Curriculum. The current versions stored in the agreed college location, or most recently shared with staff, replace all earlier versions.

Outdated templates must not be reused. Staff must not remove required sections or substantially alter the approved format unless permission has been given. Where a revised template is issued, staff must use the revised version for future planning and transfer current information when directed.

Deadlines for Completion and Submission

For the 2026–2027 academic year, planning documents must be completed and submitted by the following deadlines:

- Long-Term Planning Documents: Monday 21 September 2026.
- BTEC assessment plans, where applicable: Monday 21 September 2026.
- Combined Short- and Medium-Term Planning Document for the autumn term: Friday 9 October 2026.
- Combined Short- and Medium-Term Planning Document for the spring term: Thursday 10 December 2026.
- Combined Short- and Medium-Term Planning Document for the summer term: the last working day of March 2027, unless a revised date is published in the current staff planner.

Dates published in the most recent staff planner, task calendar or written instruction from the Principal or AHT – Head of Education & Curriculum take precedence if a deadline is formally revised.

Maintaining and Sharing Planning

Planning must be reviewed and updated following baseline information, assessment outcomes, course or timetable changes, intervention decisions and identified student needs. The most recent version must be saved in the agreed location and made accessible to the relevant pastoral support workers and leaders.

14.0 EXPECTATIONS FOR TEACHING RESOURCES AND LESSON DELIVERY

At Syon Manor College, all teaching staff are expected to follow this framework to deliver consistent, high-quality learning experiences.

A. Lesson Planning

At Syon Manor College, all teaching staff are expected to plan lessons that:

- Have clear learning intentions/objectives, explicitly linked to the assessment criteria.
- Include success criteria to guide students in understanding what quality work looks like.
- Build on prior learning with a logical sequence and clear connections.
- Embed employability skills and preparation for adulthood.
- Include adapted activities to suit individual needs and promote challenge.
- Follow learners' access arrangements and normal way of working.
- Are supported by an accurate and current combined Short- and Medium-Term Planning Document.
- All resources should be prepared in advance, and IT equipment must be checked and working.

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027

B. Expectations for digital presentations (PowerPoints or similar)

Where staff use digital presentations, they must ensure:

- Learning intentions/objectives are displayed on every slide.
- The date is shown on every slide.
- The lesson structure is revealed gradually.
- Slides are uncluttered and accessible.
- Visuals are used to support understanding.
- The purpose of learning is clearly explained and linked to employability skills and preparation for adulthood.

C. Lesson structure:

- a. Starter / Do now/ Warming up:** A short activity linked to prior learning.
- b. Introduction of New Learning:** Clear explanations, modelling, examples, purposeful questioning, and explicit links to employability.
- c. Guided Practice:** The teacher and pastoral support worker help learners to practise new skills, address misconceptions and gather evidence for learning.
- d. Independent or collaborative application:** Appropriately adapted tasks, clear challenge and alignment with the success criteria.
- e. Plenary / Review:** A structured review of progress that consolidates understanding and supports reflection on personal and academic learning goals through retrieval practice.

D. Teaching practice expectations

At Syon Manor College, all teaching staff are expected to:

- Begin lessons on time and ensure the learning environment is ready.
- Maintain high expectations for behaviour and engagement.
- Use a range of active learning strategies.
- Embed employability skills in all lessons.
- Align lesson content with assessment criteria and lesson plans
- Ensure the relevant pastoral support workers can access the most recent approved planning document ahead of the lesson.
- Use visual supports. Given the needs of our students, visual support must be embedded in all teaching resources. Only visual symbols from Widgit Online should be used.

E. Inclusion, Adaptation, and Access Arrangements

Lessons must show:

- Appropriately adapted activities.
- Accurate implementation of access arrangements.
- Strategies that reflect each learner's normal way of working.
- Inclusive approaches such as chunked instructions, modelled tasks, and visual prompts.

F. Constructive Feedback

At Syon Manor College, providing timely, constructive, and purposeful feedback is a core expectation of all teaching staff. Feedback should:

- Be clear, specific, and actionable, helping learners understand what they have done well and what their next steps are.
- Be linked directly to the learning intentions, success criteria, and assessment requirements.
- Be delivered in a way that builds confidence, motivation, and independence.
- Include opportunities for learners to respond, correct, improve, or reflect, ensuring feedback leads to real progress.
- Support learners in meeting EHCP outcomes, personal learning goals, and employability skills.
- Use a combination of verbal, written, and visual methods, depending on the learner's profile and needs.

Staff are also expected to use feedback to:

- Identify misconceptions and plan follow-up support.
- Recognise progress and celebrate effort.
- Inform future planning and differentiation.
- Encourage learners to take an active role in evaluating their own work.

Constructive feedback is regarded as a continuous, embedded part of the lesson, not only an end-point activity.

G. Assessment and Evidence for Learning

Throughout the lesson, staff will:

- Use assessment strategies such as questioning, reflections, exit tickets, or practical demonstrations.
- Collect evidence for learning that shows progress towards academic and personal goals.
- Adapt teaching in response to what the evidence reveals.
- Ensure records of learning support annual reviews, target-setting, and curriculum reports.

H. Learning Environment

Across all Syon Manor College sites, classrooms should be:

- Organised, tidy, and ready for learning.
- Equipped with resources in advance.
- Structured to promote independence and accessibility.
- Supportive of learners' sensory and emotional needs.

I. Monitoring and Review

Teaching will be reviewed through observations, learning walks and/or work scrutiny.

The policy will be reviewed annually in line with college priorities and best practice.

Document Type	Policy	Version Number	1.4
Policy Owner	AHT – Head of Education & Curriculum	Last Review Date	July 2026
Date First Issued	September 2022	Next Review Date	July 2027