LEADING FUTURES

EDUCATION SERVICES

The right support, at the right time

Assessment, Marking and Feedback Policy

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This policy outlines the approach to assessment, marking and feedback at Leading Futures Alternative Provision. It ensures that assessment practices are consistent, meaningful and supportive, particularly for learners with Special Educational Needs and Disabilities (SEND).

Purpose

Our approach recognises that many learners may have previously experienced barriers within education, including anxiety around assessment and feedback. The systems outlined in this policy are designed to ensure that assessment supports learning, builds confidence and promotes progress.

Assessment, marking and feedback at Leading Futures aim to:

- identify learner starting points and individual needs
- support progress and raise achievement
- inform teaching and curriculum planning
- recognise and celebrate success
- develop learner independence and reflection
- protect learner self-esteem and wellbeing

Assessment at Leading Futures is designed to identify learners' starting points, monitor progress over time, inform teaching, support personalised learning pathways and ensure that all learners are supported to achieve their potential.

Core Principles

At Leading Futures, assessment, marking and feedback are guided by the following principles:

- Assessment information must be used to adapt teaching, interventions and curriculum planning to support learner progress from individual starting points.
- Marking must be meaningful, manageable and motivating.
- Feedback should be specific, developmental and positive.
- Learners must be given time and support to respond to feedback.
- Assessment should inform teaching and support personalised learning.
- Assessment practices must be inclusive and accessible for learners with SEND.
- All approaches should reflect the values of Leading Futures:

Aspire for Excellence
Belong to a Community
Connect to Thrive

Our Approach to Assessment

At Leading Futures, we understand that assessment can often be a source of fear and anxiety for many learners. We therefore aim to provide a supportive and nurturing environment that allows learners to demonstrate their abilities in a safe and positive way.

Our staff guide and encourage learners throughout the assessment process so that they feel confident and supported to achieve their best possible outcomes.

Assessment is used to:

- identify strengths and areas for development
- recognise progress over time
- identify learning gaps and appropriate interventions

- inform personalised support strategies
- support qualification pathways where appropriate

Assessment at Leading Futures includes a combination of:

- Baseline/Initial assessment
- Diagnostic assessment
- Holistic assessment
- Formative assessment (Assessment for Learning)
- Summative assessment

Together, these approaches ensure that each learner's progress is understood in a balanced and comprehensive way.

Baseline and Initial Assessments

Upon entry to Leading Futures, learners complete baseline assessments in English and mathematics. These assessments identify each learner's starting point and allow staff to adapt teaching to build upon existing knowledge and skills.

All learners' reading, spelling and maths skills are also assessed using the WRAT 5 standardised assessment. This provides an overview of literacy and numeracy ability and helps identify any gaps in learning.

The results of baseline assessments are used to:

- inform curriculum planning
- support personalised learning pathways
- identify possible additional needs
- guide intervention and support strategies

WRAT 5 assessments are completed on entry and repeated approximately every six months to monitor progress.

Additional Diagnostic Assessments

Where concerns arise regarding possible learning or language difficulties, further diagnostic assessments may be used to gain a clearer understanding of the learner's needs.

These may include:

- Digit Span Memory Test – to assess auditory and working memory
- Diagnostic Reading Analysis – to evaluate reading accuracy, comprehension and fluency
- British Picture Vocabulary Scale (BPVS) – to assess receptive vocabulary
- Sound Linkage – to investigate phonological awareness skills
- Phonics assessments – to identify gaps in phonics knowledge affecting reading and spelling

These assessments allow staff to develop appropriate interventions and ensure support strategies are tailored to the learner.

Holistic Assessment

At Leading Futures, we recognise that progress cannot be measured through academic outcomes alone. Many learners require support in developing confidence, emotional regulation and social skills before they can fully engage with learning.

For this reason, we use a **Holistic Evaluation Tool (HET)** which assesses development across nine key areas:

- Wellbeing and Self-Esteem
- Emotional Awareness, Understanding and Regulation
- Behaviour
- Sensory Processing and Integration
- Learning and Engagement
- Social Imagination and Flexibility
- Social Communication and Interaction
- Independence and Community Participation
- Creative Skills

The HET allows staff to develop a deeper understanding of each learner's strengths, needs and motivations. It ensures that school remains personalised and responsive.

Assessment for Learning (Formative Assessment)

Assessment for Learning (AfL) takes place continuously within lessons and is used to monitor understanding and guide teaching.

This approach ensures that learners receive regular feedback and support that helps them improve.

AfL strategies may include:

- clear success criteria which is referenced in learner work
- questioning and discussion
- live marking and verbal feedback
- self and peer assessment
- observation of learning activities
- short tasks or quizzes
- reflection activities

Information gathered through formative assessment helps tutors adjust teaching, inform planning, address misconceptions and support learner progress.

Summative Assessment

Summative assessment takes place at key points in a learner's programme to evaluate overall progress and attainment.

While formative assessment supports day-to-day learning, summative assessment provides a clearer picture of what learners have achieved over a defined period.

At Leading Futures, summative assessments are designed to be supportive and accessible, particularly for learners with SEND who may experience anxiety within traditional assessment environments.

Summative assessment methods may include:

- Functional Skills assessments in English and mathematics
- end of unit or pathway assessments
- portfolio reviews and coursework evidence
- project-based learning assessments
- practical demonstrations of skills and knowledge
- tutor evaluations of progress

Where necessary, adjustments may be made to ensure assessments reflect the learner's true ability. These may include:

- additional time
- alternative formats
- visual or portfolio evidence
- practical demonstrations of learning

Assessment outcomes help to:

- measure progress from starting points
- inform future learning pathways
- support accreditation and qualifications
- provide progress information to parents, carers and referring schools
- celebrate learner achievement

Assessment information is also used to review progress towards EHCP outcomes and personalised targets.

Assessment for Non-Verbal Learners

For learners who communicate in alternative ways, assessment strategies are adapted to suit their communication and learning styles.

These strategies may include:

- visual assessments such as graphic organisers
- performance-based assessments including projects and role play
- practical demonstrations of skills
- photo and video evidence
- interactive activities and collaborative tasks
- digital portfolios and technology-based evidence
- observational assessments using checklists and rating scales
- non-verbal communication including gestures, movement and body language

These approaches allow learners to demonstrate understanding in ways that are accessible and meaningful.

Use of Assessment Information

Assessment outcomes inform each learner's individual learning pathway and support strategies. These are documented within Learner Provision Plans (LPPs), which may be shared with:

- staff
- parents or carers
- referring schools
- Local Authorities

Assessment data is used to ensure school remains responsive and personalised.

Assessment is not viewed as an end point. Information gathered through assessment is used to identify barriers to learning, inform adaptive teaching, guide intervention planning, monitor progress towards EHCP outcomes and support positive outcomes for learners academically, socially and emotionally.

Marking

Marking at Leading Futures is designed to support learning while protecting learner self-esteem.

Marking should:

- highlight strengths in learner work
- identify next steps for improvement
- support learners in reflecting on their progress
- remain manageable for staff

Literacy Marking Code

Tutors must use the agreed literacy marking code, which should be stuck on the front of learner books.

Literacy Marking Code

Sp	Spelling mistake
P	Punctuation missing/ error
©	Capital letter needed
//	New paragraph needed
?	What do you mean? Expression unclear
^	Missing word
e.g.	Give an example
WWW	What went well...
EBI	Even better if...
🔍	Reflection task - respond to your teacher's feedback

Note: To protect self-esteem, tutors should correct no more than three spelling errors per page, focusing on high-frequency or subject-specific vocabulary.

Colour Coding for Accessibility

To ensure inclusivity for colour-blind learners, the following colour system is used:

Accessible Marking Colour Coding

Colour	Colour Name	When is this coloured pen used?
	Turquoise (Pen)	Tutor Marking
	Purple (Pen)	Learner Reflection / Response
	Orange (Pen)	Peer Assessment
	Yellow (Highlighter)	Celebrating Success
	Bold Blue (Highlighter)	Identifying Key Learning Points

We avoid the use of red or green pens due to accessibility concerns.

Feedback

Effective feedback is central to learner progress. Feedback should be:

- clear
- supportive
- constructive
- linked to learning objectives or success criteria

Learners should always be given time to respond to feedback.

Types of Feedback

- **Live Feedback:** Live feedback occurs during lessons through verbal or written guidance. It allows learners to make immediate improvements and reduces misconceptions.
- **Written Feedback:** Written feedback may use WWW (What Went Well) and EBI (Even Better If) comments linked to success criteria.
- **Reflection Tasks:** Learners should be given opportunities to respond to feedback through structured reflection activities.
- **Self and Peer Assessment:** Learners are encouraged to review their own work and provide constructive feedback to peers, developing independence and reflective learning.

Consistency and Frequency

Marking and feedback should be **regular and consistent** across subjects and learners. Evidence of feedback and learner response should be visible within learner work.

Monitoring and Evaluation

Directors monitor the quality and impact of assessment, marking and feedback through:

- book scrutiny using internal monitoring tools
- immersion walks and moderation activities
- learner voice and feedback
- staff reflection and peer review

Book scrutinies will monitor:

- use of marking code
- quality and impact of feedback
- evidence of learner progress over time
- use and effectiveness of live marking

Monitoring ensures that feedback supports learner progress and remains consistent across the school.

Directors regularly review assessment information, learner progress data, EHCP outcomes, HET outcomes and accreditation pathways to evaluate the effectiveness of teaching and learning and to ensure compliance with Independent School Standards.

Assessment Schedule

- Baseline Assessments: On induction to Leading Futures
- WRAT 5 Standardised Assessments: Upon entry and repeated every six months
- Additional Diagnostic Assessments: Completed as required
- Functional Skills Assessments: On entry to a pathway and during exam windows
- HET Progress Reviews: Regularly throughout the year
- Mid-Point Review: Midway through placement
- Exit Assessment: At the end of the learner's programme

Assessment information is triangulated using academic, developmental and pastoral measures to provide a comprehensive understanding of learner progress and achievement.

Review Cycle

This policy will be reviewed annually or in response to significant changes in practice or national guidance.