



Melrose Education
SCHOOL



Assessment and Feedback Policy

Reviewed by:	Alex Buck, Assistant Principal
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Intent

- Assessment Framework - to establish clear guidelines on the school's approach to assessment.
- Marking and feedback – to establish a coherent approach to assessment
- To provide a system that is clear to learners, staff, and other stakeholders.

At TLC we recognise that progress is both academic and holistic and as such, progress towards both EHCP and academic targets is carefully tracked to provide a personalised picture of the progress a learner is making.

Both academic and EHCP progress measures are important and recognised as providing a sound foundation for preparing learners for their life journey, enabling them to reach their potential to be confident, independent, thoughtful and ambitious young adults.

At TLC we use the 'principles for assessment for learning' to ensure that assessment and feedback drives learning forward and is a positive experience for our learners.

Recognising Achievement

To capture the wide range of achievement across Key Stages, progress is measured via:

- Annual review of EHCP targets
- Teacher assessment, both formative and summative
- Written and spoken assessments
- Tracking of core subjects via our BSKS programme
- Qualification assessment criteria
- Formal public examinations where appropriate
- Tracking of academic attainment on our MIS system
- Live marking in lessons
- Verbal feedback
- Written feedback
- Learner feedback via feedback stickers

Formative Assessment

Formative assessment is ongoing throughout the day in lessons and recorded in accordance with the marking and feedback policy. Teachers will mark in books in green pen. We use live marking during lessons where teachers will mark work alongside learners in real time to address any misconceptions so learners can respond straight away. This also allows teachers to provide immediate positive feedback on work. Verbal feedback during discussions and question and answer sessions forms a strong basis of how we feedback to learners. Formative assessment is logged via our Medium-Term planning in the form of 'can do statements' each learner is graded as : **Emerging/Developing/Securing/Mastered** . Steps are taken if learners are not securing or mastering in these statements. Learners are given the opportunity to self-assess and feedback their progress and voice through our feedback stickers that are directly linked to the lesson learning objective.

Summative Assessment

Summative assessment will take place three times a year within assessment weeks. Assessment week is an opportunity to focus on the small step learning that individual learners are making. We recognise that many of our learners do not respond well to formal testing and can find the assessment process troubling and TLC will take every step to support the learner through this process. Assessment week does not replace lessons or the good practice that already happens with formative assessment, marking and feedback. It is a chance to step back and complete detailed observation of learner achievement. Summative assessments are tracked on our M.I.S.

Monitoring and Quality Assurance of Assessment and Progress

Senior Leaders will constantly monitor the progress of learners. Senior Leaders will monitor the quality of progress over time through the monitoring of planning, including lesson plans, Medium Term Plans, Schemes of Work, learning walks, formal lesson observations and book scrutiny. Senior Leaders will also talk to learners directly about their progress. Our data lead analyses summative data and compiles reports on progress. Any learner who is identified as not making progress is highlighted for intervention.

Principals of Assessment for Learning

Assessment for learning should be part of effective planning of teaching and learning. A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned. Assessment for learning should focus on how learners learn.

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'. Assessment for learning should be recognised as central to classroom practice

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for learning should be regarded as a key professional skill for teachers. Teachers require the professional knowledge and skills to plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development. Assessment for learning should be sensitive and constructive because any assessment has an emotional impact. Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should take account of the importance of learner motivation. Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed for effective learning to take place.

Learners need to understand what it is they are trying to achieve and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should; pinpoint the learner strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed and provide opportunities for learners to improve upon their work. Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing independent learners could seek out and gain new skills, new knowledge and new understandings. They can engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should recognise the full range of achievements of all learners. Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised. We believe that effective assessment provides information to improve teaching and learning. We give our learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each learner. We inform parents about their child's progress through the Annual EHCP review and detailed annual reports. We strive to ensure that teachers, learners and parents are all working together to raise attainment and achievement for all learners.