

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

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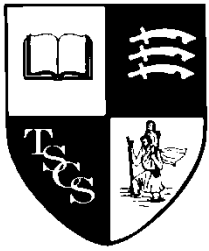
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SEN Trust Southend



First written June 2026

Assessment, Marking and Feedback Policy

This policy should be read alongside the Curriculum Policy.

Aims

Assessment, feedback and marking are integral to teaching and learning at The St Christopher School. They lie at the heart of promoting pupil progress, informing teaching and ensuring that learning is closely matched to individual needs.

Assessment is used to:

- support pupils to make progress from their individual starting points
- identify strengths and gaps in learning
- inform planning and future teaching
- recognise and celebrate achievement
- support pupils to be involved in their own learning where appropriate
- provide clear and meaningful information to parents and carers
- enable school leaders and governors to evaluate the effectiveness of provision

Principles of Assessment, Feedback and Marking

Assessment and feedback should be meaningful, purposeful and directly linked to teaching and learning. They should reflect the individual needs of pupils and use a range of approaches appropriate to the context. Feedback should be constructive, appropriate to pupils' developmental stage, and support pupils in understanding their learning and next steps. It should avoid overwhelming pupils with excessive correction and promote independence and resilience. Professional judgement is central to ensuring that assessment, feedback and marking are effective and proportionate.

Assessment Approaches

The school uses a combination of formative and summative assessment to provide a comprehensive understanding of pupil progress.

Formative assessment (assessment for learning) is ongoing and is used to identify strengths and gaps in knowledge and skills, inform next steps in learning, adapt teaching approaches and support the setting of appropriate targets. It also enables teachers to evaluate the effectiveness of their teaching and identify pupils who may require additional support.

Summative assessment (assessment of learning) is used to provide information about attainment and progress, inform parents, teachers and leaders, and contribute to whole-school evaluation and future planning.



Learning Outside the Classroom



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Assessment at The St Christopher School is supported through a range of approaches. Evidence for Learning (EfL) is the primary platform used to record and evidence learning, alongside Personal Learning Goals (PLGs), which are linked to EHCP outcomes and form a central part of assessment and planning. Assessment methods include ongoing observation and interaction, the Engagement Model, practical outcomes and pupil responses, as well as subject-specific approaches where appropriate, using strategies such as progression frameworks or skill-based tools. Assessment books are also used in key curriculum areas such as literacy, mathematics and PSHE (including RSE), where appropriate to the learner. Assessment is used to identify what pupils know and remember in order to inform planning and ensure teaching meets pupils' needs.

Statutory Assessment and Early Years

In the Early Years, assessment is ongoing and based on observation, interaction and professional judgement. Pupils are assessed using the Early Years Foundation Stage (EYFS) framework, including the Early Learning Goals and Characteristics of Effective Learning.

Statutory assessments are undertaken where appropriate and in line with national requirements. These may include:

- Reception Baseline Assessment
- Phonics Screening Check (in year 1 and potentially in Year 2)
- End of Key Stage 1 and Key Stage 2 assessments
- Multiplication Tables Check (in year 4)

Decisions about participation are made on an individual basis, ensuring that assessment is appropriate and accessible.

Assessment Across Curriculum Routes

Assessment approaches are adapted to reflect curriculum routes.

Pathway: Assessment focuses on engagement, communication and early development, using observation and the Engagement Model. Progress is captured through Evidence for Learning across areas such as early literacy, early mathematics and PSHE, along with personal learning goals.

Blended: Assessment includes a combination of engagement-based and subject-specific approaches with increasing structure over time, alongside Personal Learning Goals. This includes the use of assessment books in areas such as early literacy, early mathematics and PSHE, which reflect the development of foundational skills.

Subject Core: Assessment includes structured subject-based approaches to monitor the development of knowledge and skills across the curriculum, while remaining responsive to individual needs. Assessment is supported through subject-specific learning and the use of assessment books in key areas such as English, Maths and PSHE along with personal learning goals.

Accreditation and Outcomes

In Key Stage 4, assessment supports pupils in working towards a range of appropriate qualifications and accreditation pathways, reflecting their individual needs and abilities.

These may include:

- Entry Level qualifications
- GCSEs (where appropriate)
- AQA Unit Awards or ASDAN accreditation
- Other recognised programmes of study, such as Duke of Edinburgh

Assessment at this stage is used to support pupils in demonstrating their knowledge, skills and understanding, while continuing to develop independence, communication and preparation for adulthood.

Outcomes are considered alongside ongoing teacher assessment to provide a holistic picture of pupil progress.

Decisions regarding qualification and accreditation pathways are made during Year 9. These are informed by a range of assessment information, including pupils' progress, attainment, engagement and readiness for more formal learning. This ensures that each pupil is supported to access the most appropriate pathway moving into Key Stage 4.

Feedback and Marking

Feedback is central to effective teaching and learning and supports pupils in understanding their learning and next steps. At The St Christopher School, feedback is tailored to the needs of the pupil and is often delivered through interaction within the learning process.

Feedback may take a variety of forms depending on the needs of the pupil, including verbal feedback during lessons, modelling and demonstration, the use of visual prompts, symbols or alternative and augmentative communication (AAC), and written feedback where appropriate. For many pupils, particularly within Pathway and Blended curricula, feedback is immediate and embedded within teaching to support engagement, understanding and progress.

Marking is used where it adds value to learning and is proportionate to the task and the pupil. It may not always take the form of written comments and, for some pupils, is reflected through observation, interaction and ongoing assessment rather than recorded annotation. Teachers use professional judgement to determine the most appropriate approach.

Recording and Reporting

Progress is recorded through Evidence for Learning (EfL), alongside the use of assessment books and Personal Learning Goals (PLGs).

Progress is shared with parents through:

- ongoing communication via Class Dojo
- termly reports
- annual EHCp reviews

Use of Formal Recording (Books)

The use of formal recording in books (for example, English or Maths books) is determined by the needs and stage of development of the pupils and the curriculum route being followed.

There is not an expectation that all pupils will record their learning in books, particularly for those within Pathway and earlier stages of the Blended curriculum, where learning is often practical, experiential and interaction-based.

For these pupils, learning is more appropriately evidenced through observation, interaction, practical outcomes and recorded via Evidence for Learning (EfL).

As pupils develop greater independence and begin to access more formal learning, the use of books becomes more appropriate, particularly within later Blended stages and the Subject Core curriculum, where they support the recording and application of subject-specific knowledge and skills.

The method of recording is always chosen based on what is most meaningful and appropriate for the learner.

Moderation and Monitoring

Monitoring and moderation are essential to ensuring the consistency and quality of assessment, feedback and marking across the school. They also support ongoing school improvement and professional development.

Moderation practices include:

- internal moderation across classes and curriculum routes
- cross-school moderation with local and regional special schools
- opportunities for professional discussion to develop shared understanding of standards and expectations

Monitoring of assessment, feedback and marking is carried out through a range of approaches, including:

- work scrutiny and review of Evidence for Learning assessments and reports
- learning walks and observations
- discussions with staff and pupils
- review of pupils' progress and outcomes at class and whole-school level
- curriculum review meetings and professional dialogue

These processes ensure that assessment is consistent, meaningful and effectively informs teaching and learning. They also support the identification of strengths and areas for development, informing future planning and curriculum development.

Intervention

Assessment is used to identify pupils who may require additional support. Interventions may include speech and language support, occupational therapy, pastoral provision and literacy interventions.

Interventions are regularly reviewed to ensure they remain effective and aligned with pupil needs.

Roles and Responsibilities

Senior leaders ensure that assessment practices are consistent and effective. Teachers are responsible for assessing pupil progress, using this information to inform planning and adapting teaching.

All staff contribute to maintaining accurate and meaningful assessment practices.

Review

This policy will be reviewed every two years to ensure it remains aligned with current practice.