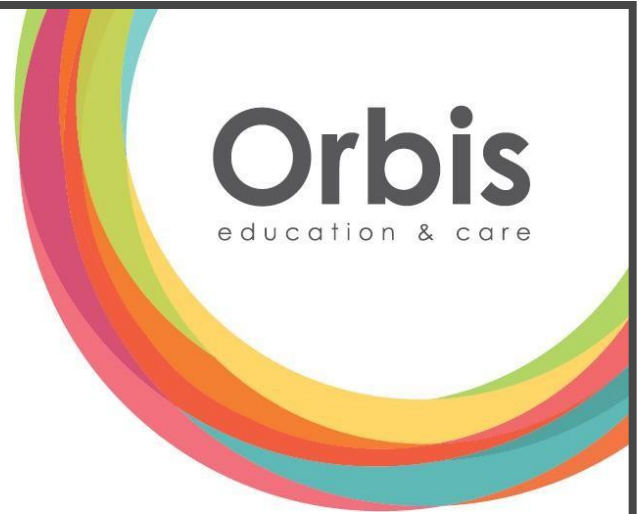




Feedback and Assessment Policy

Created: November 2023

Reviewed: September 2024

Reviewed: August 2025

Updated: January 2026

Updated: March 2026

Reviewed: August 2026

Our schools are rights respecting schools. Throughout this policy all pupils are to be regarded as 'Rights holders', and all adults are to be regarded as 'duty bearers'.

This organisation is committed to safeguarding and promoting the welfare of children and young people



1. All schools follow a skill-based curriculum based on the individual needs of each pupil.

How do we measure progress against these skills?

Progress is assessed using formative assessment and the achievement continuum, inspired by ASDAN and adapted to our setting and curriculum. For instance, we have also added R – refused, NE – not yet encountered, NA- not applicable to aid and refine analysis of where students are currently not making progress on skills.

The continuum consists of 10 levels. The early stage of the continuum is defined as encountering skills with support, called the encountering and embedding phase.

The advanced stages of the continuum (6-10) are defined as development, consolidation of skills, leading to the mastering and application of skills.

R	Refused	
1	Encounter	Encounter and embedding phase
2	Awareness	
3	Interest	
4	Supported participation	
5	Active involvement	
6	Development	Development and consolidation phase
7	Exploration	
8	Initiation	
9	Consolidation	
10	Mastered	Mastered

2. When do we measure progress against skills?

Progress is assessed **daily** by all staff using formative assessment techniques and embedding the language from the achievement continuum into seesaw entries, trackers, and feedback to pupils.

There is a **weekly** reflective approach to feedback across all of the school at all levels. Pupils undertake feedback Friday as individuals' self-assessing and reflecting on learning from the week. Staff in class groups undertake the same process reflecting on how pupils have progressed during the week and identifying as a whole class, barriers, or opportunities for progression.

This document relates to Article 28 (***Every child has the right to an education***) of the UN Convention on the Rights of the Child.

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There are 6 progress weeks across the school year, one every **half term**. During progress weeks, pupils display work throughout the half term and are encouraged to feedback and assess others from across the school.

Every term achievement data is formally recorded using the 10-point achievement continuum. Progress is tracked across all skill areas of the curriculum at an individual level and then at a whole school level.

3. Progress, Attainment and Outcomes

Progress is measured through the achievement continuum and triangulated with evidence from lessons, interventions and Learning Outside the Classroom. Attainment is recognised through the mastery and application of curriculum skills, achievement of accreditation or qualifications where appropriate, and readiness for next steps such as reintegration, further education, training, or employment.

Assessment information is used to inform curriculum adaptations, intervention planning, qualification pathways, and destination planning, ensuring that progress data leads directly to purposeful curriculum decisions and improved outcomes.

4. Roles and Responsibilities

Assessment is a shared responsibility across the school:

- All staff: contribute to daily formative assessment and evidence collection through observation, interaction, and feedback.
- Class teachers: maintain oversight of progress, update achievement continuum judgements, and use assessment information to plan next steps.
- Senior leaders: quality assure assessment practice through learning walks, data reviews, and professional dialogue.
- Qualifications lead (where applicable): supports appropriate qualification entry, evidence requirements, and progression routes.
- Parents/carers: are informed of progress through reporting processes, review meetings, and shared evidence where appropriate.

5. How do we ensure that feedback matches the needs of individual pupils?

Our schools have a varied student profile. In response to this, feedback and the recording of progress is captured using digital books utilising the seesaw app.

The app has been adapted to create a digital book that pupils and staff can record progress in real time in all learning situations, on and offsite to ensure learning outside of the curriculum is captured. Skills are tracked, and photographic, written, and recorded evidence allow the tracking of very small steps of progression, in a format preferred by each learner.

Formative assessment techniques are used within class at a level that suites each learner. The digital books allow feedback to be stored and replayed throughout a pupil's learning journey.

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6. How do we ensure that we measure skills consistently across the school?

A robust quality assurance plan is in place across the school to assess outcomes and impact. Learning walks, lesson observations and moderation sessions take place frequently to ensure consistency across the school. Staff training in relation to assessment is delivered each term in addition to moderation sessions. All staff have the achievement continuum on their lanyards to ensure they always have access to the correct terminology for consistency.

7. How we use assessment data

We use assessment data to:

- Monitor individual pupil outcomes.
- Adapt and improve teaching and learning approaches.
- Evaluate specific teaching interventions.
- Monitor and evaluate targets.
- Inform us of next steps for progression.
- Refine planning.
- Identify further needs at an individual and whole school level.

8. Reporting and Communication

Progress and attainment are shared with pupils and families through termly reviews, reports, and regular communication. Where appropriate, assessment information contributes to IDP/EHCP review processes and transition planning.

9. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability, and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Executive Head of the school. Orbis will then actively respond to the enquiry.

Signature: 

Lucy Pottinger, Director of Education

Policy Review Date: August 2027

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Expectations



Students will:

- Work hard to make good progress.
- Present work in a way that is suited to how they like to learn.
- Underline all headings and dates.
- Take note of feedback and follow up advice.
- Reflect on their work regularly.
- Write any feedback in purple ink.

- Regularly assess your work and progress
- Give you regular feedback on how to improve in a way that is suited to you.
- Give you time to reflect on your work.
- Use Seesaw to support capturing your progress.
- Give written feedback in green ink.

If applicable, staff may mark your work using the following symbols:

A	A word has been left out
SP	A spelling mistake has been made
	A new paragraph is needed
	Circle around the start of a word - This letter should be a capital letter
	Used to indicate things you have done well
	Important information to remember should be highlighted in yellow