



North Hill House School



Marking Assessment and Feedback

September 2025

North Hill House School: Local Procedure re Marking, Assessment and Feedback

Local Procedure Title	Marking, Assessment and Feedback
Site	North Hill House (NHH)
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Local Procedure Author(s)	Lisa Conley, Deputy Headteacher
Local Procedure Ratification	Headteacher – Michael Pearce

1. Learner context

All students attending North Hill House School have a diagnosis of Autistic Spectrum Disorder. Our aim is to provide a high-quality broad and balanced curriculum, which considers the individual, personalised needs of each student.

We take every opportunity to recognise achievement across a range of successes. These include, but are not limited to personal, social, therapeutic and academic successes. We aim to celebrate our students' achievements in a variety of formal and informal ways, including comments from staff, marking and feedback, positive phone calls home to parents, school/ class reward systems (DOJO), demonstrating our core OTTERS values and progress review meetings.

2. Academic assessment at North Hill House

The following is an overview of the three forms of assessment and examples of how they are employed at North Hill House:

Formative Assessment - (Assessment for Learning – AfL) is fundamental to high quality teaching and learning.

For students: to gain knowledge, confidence and resilience in their learning.

For teachers: AfL allows us to identify what a child has learned, whether they fully understand it, and an opportunity to re-teach material before moving onto the next stage

Effective assessment for learning involves:

- Teachers setting a short, clear learning objective
- Using in lesson assessment methods such as hinge questions to ensure knowledge is secure before moving on
- Effective questioning

Summative Assessment - (Assessment of Learning – AoL) is a significant contributor to our understanding of what students have actually learned. There are two types of summative assessment.

In-school summative assessment:

- For students: an opportunity to understand how well they have understood and retained information on a topic. It is also an opportunity to practise the assessments they may need to do in the future to achieve national qualifications.
- For teachers: an opportunity to evaluate student attainment.
- For parents: to provide a snapshot of the academic progress their child is making
- For school leaders: To assist in monitoring the progress and attainment of individuals, classes, year groups and other identified groups within the school. To use this analysis to redeploy resources as required to close attainment and progress gaps.

- Summative Assessment for years 2 – 13 will be provided using a current academic year of working, with a +, =, - to identify where that student is relative to age related expectations
- Assessment format – leaders of learning decide what assessment takes place in their subjects, and how this is recorded
- Accelerated Reader is used to assess students' reading attainment three times throughout the year.

Nationally standardised summative assessment:

- For students: comparisons against performance of students nationally.
- For teachers: comparisons against performance nationally and clarification of nationally expected standards.
- For parents: comparisons as to how the school and their child is performing nationally.
- For the government: to hold North Hill House School to account.
- For OFSTED: A reference point in relation to school's performance and effectiveness.

3. Principals of assessment

Following the removal of National Curriculum levels we considered various models of educational assessment to find an approach for measuring progress that would work for our students, that would be easily understood by parents and that would be robust. At North Hill House, we use the National Curriculum assessment objectives to form our own outcomes which form the basis of our assessment framework

Teachers should take into account the following statements when constructing their curriculum overviews and when differentiating, planning and sequencing:

1. The curriculum is broken down into assessment objectives, which come from the National Curriculum (DfE, 2015). Curriculum overviews are created for each academic subject based on these. The outcomes are recorded on curriculum overviews and medium term plans (MTP) which cover a full academic half term, and are uploaded to curriculum folders on the first day of each half term.
2. The quality of performance expected for the achievement of each objective is decided through the development of learning outcomes by the subject leader of learning
4. Evidence of students' work for objectives is collected by a range of methods determined by the class teacher; evidence can include work in exercise books/folders, audio, video, photograph or statements made through teacher observations. Student exercise books should show the learning journey of the student throughout the topic. The Evidence for Learning app (EFL) will play an important role in this next academic year (2024-2025). Two pieces of work are assessed every half term as per the marking policy.
5. Teacher assessments of student progress are uploaded to a tracking spreadsheet at three data drop points throughout the year
6. The evidence is used to write a descriptive report to parents as well as deciding an overall grading judgement demonstrating progress from individual baseline data.
7. The core offer at North Hill House includes independence therefore we are able to report on personal development of a young person on a termly basis along with educational progress.

The National Curriculum itself is designed for progress. Each year the expectations are more challenging, knowledge is broadened and concepts and skills are revisited and consolidated. Therefore,

following the National Curriculum and meeting its objectives is 'making progress' along with progress towards EHCP outcomes and targets linked to the holistic curriculum incorporating personal development.

4. Bespoke assessment at North Hill House School

During the admissions process we obtain any previous data available and use this to inform our decisions on admissions. This may include attendance data, academic records and reports and also behaviour reports.

At the North Hill House School we have a year-round admissions process which means that students may visit, and ultimately be admitted, at any point in the academic year. Our main focus at the start of a placement is the wellbeing of the student, alongside careful planning of their integration into the North Hill school environment; developing relationships and trust with other students and staff teams; re-engaging Students with learning and understanding the strengths and challenges specific to the individual student. This information will support the SENCo to identify the proposed journey through North Hill, work within a multi-disciplinary team to develop a clear and robust transition plan.

Throughout the student's first six weeks at North Hill House, staff will work in a multi-disciplinary way to make baseline assessments of academic and therapeutic attainment. This information will be used to inform personalised learning and therapeutic journeys

We use our baseline tests, teacher observation and professional judgement to assign an appropriate class group. Where there is a differing academic need within a class group, it is the subject teacher's responsibility to differentiate the learning appropriately. Differentiation may vary from subject to due to the 'spiky' profiles that are common with Students with ASD. Sometimes this means that Students within the same class are working on and being assessed against different objectives. This requires considerable planning from our teachers and careful deployment of Teaching Assistants but we view this as the most effective way to support both the social aspect of our student's social development and providing the right level of challenge academically.

5. Recording and measuring progress

The key objectives for recording and measuring progress at North Hill are;

- To use formative and summative assessment to inform the planning and sequencing of lessons, teaching to engage and provide for the learning needs of all Students.
- To give constructive feedback linked to data and identify next steps for students in a range of ways that enables them to progress
- To use a systematic approach for informing parents of their child's progress and giving advice in how to support learning at home.
- To systematically and effectively monitor and evaluate students' progress on an individual and school basis and use results to plan for improvement.

Assessment grades

Summative Assessment for years 2 – 11 will be provided using a numeric system 'working at year grade' with a +, =, - to identify progress within that grade. Over the course of an academic year we hope that Students make two sub steps of progress, however some students are able to make more progress within certain subjects due to their spikey profile.

Summative assessment is used at the end of each year to create a baseline for the following year, to inform teachers of starting points. Additionally, where appropriate Year 6 SATs data is submitted and used for National Testing and analysis.

Year 6 SATs

The National Curriculum tests at the end of Key Stage 2 (KS2) (often referred to as SATs) are administered in Mathematics, English - reading and English – grammar, punctuation and spelling.

Scaled scores are used to report the results of these tests. A student's scaled score is based on their raw score. The raw score is the total number of marks a student scores in a test, based on the number of questions they answered correctly.

Scaled scores:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score
- A student awarded a scaled score of 100 or more has met the expected standard in each test.
- A student awarded a scaled score of 99 or less has not met the expected standard in the test.

Writing is teacher assessed and is assessed differently and not reported using the same scale. As a result, there are no scaled score equivalents to the Teacher Assessments of Writing and the descriptors used are 'working towards the expected standard' or 'working at greater depth within the expected standard'.

6. Marking and feedback

All students work is to be marked up to date to ensure any misconceptions are identified and corrected. Students are supported to address any gaps in their knowledge whilst embedding key concepts. Marking is used at North Hill to ensure teachers routinely and effectively check students understanding, supporting them to embed key concepts into students long term memory and use knowledge fluently securing learning has taken place and students are not just memorising disconnected facts. Marking should form a conversation between the student and teacher, ensuring students know their baseline and targets so they can work towards clearly defined end points.

- All marking and feedback will be completed in green pen so it can be easily recognised by the student.
- Directed improvement and reflection time (DIRT) will be undertaken using purple pen
- Any feedback given verbally can be annotated by the teacher using the code 'VF'

Types of feedback used at North Hill

Verbal

- This may take the form of a discussion about work and/or a comment about the quality of work in relation to the success criteria to support students' immediate progress within the lesson.
- Work is annotated with a VF and a brief note to indicate the verbal feedback that has been given, student response and identified amendments within the directed improvement and reflection time (DIRT).

Written

- Written feedback must be directly linked to the learning objective and personalised success criteria.
- Inform the next steps a student should take to make improvements.
- There should be an indication of the support the student has received.

Teachers should start the next lesson with feedback to the student and structure the lesson in such a way as to allow students to make improvements in subsequent pieces of work the Directed improvement and reflection time (DIRT) where Students will respond to additional questions or address misconceptions with purple pen or pencil where more appropriate.

Corrections

Students should be given time to respond to corrections and make improvements to their work. Students with an Autistic Spectrum Disorder may experience processing delay and therefore need more time respond.

Additional questions should be used to support in developing students understanding through connection of new knowledge with existing knowledge.

Rewards and celebrations

The whole school use of Class Dojo to track rewards will be evidenced using a blue otter stamp and the number of Dojos awarded.

Reading

To encourage the habit of regular reading, students throughout the school read for at least 15 minutes a day in our Drop Everything and Read (DEAR) time. Tutors ensure that all their tutees are reading an Accelerated Reader book, and that each student completes the specific quiz for each book they read. We have an Accelerated Reader League and results for that league are shared in Assembly every Friday. With Accelerated Reader, students are given personalized goals to help them stay on track and to encourage progress with their reading. The quizzes monitor comprehension, help extend vocabulary and develop literacy skills. The reading age of our

students is checked three times a year and those students who make less progress than expected are provided with intervention opportunities to help them improve.

7. Target Setting

Termly Learning Goals (TLGs) are set by the Tutor/Class Teacher and are reviewed by SLT: Teachers set TLGs aligned with EHCP outcomes, which are then reviewed by the Senior Leadership Team to ensure alignment with broader objectives and the student's overall progress.

Evidence for Learning (EfL) serves as the primary platform for tracking progress against each student's TLGs. TLGs are collaboratively developed by the class tutor, SENCo, SLT, and therapy team, ensuring alignment with EHCP outcomes and the highest standards of quality. Regular Quality Assurance (QA) tracking, weekly drop-in support sessions, and consultation with therapy professionals reinforce effective usage of EfL. Staff training emphasises accurate observation recording and use of EfL comment templates, promoting consistent, high-quality documentation of each student's progress.

To maintain relevance and effectiveness, TLGs are reviewed at the end of each half term, with new targets established at the end of terms 1, 3, and 5. This cyclical review ensures that objectives remain responsive to students' evolving needs, with progress guiding the setting of new targets that continue to support development aligned with the curriculum and individual needs.

Subject teachers will also set subject specific targets for students to work towards where appropriate.

8. Reporting progress to parents

We seek to create good working partnerships with our students' parents and carers and view reporting on their progress as vital to this development. All teachers make regular contact with parents or carers, either personally or through the class tutor. Building relationships is at the heart of everything we do at North Hill House. Parents/carers will receive annual reports outlining the progress their child has made over the course of the academic year, in addition to annual review meetings. Parents are also always welcomed and encouraged to the school to discuss their child's progress at any time. Written reports will outline the progress made over the year in academic subjects, attitude to learning and written comments that highlight achievements and targets for the next academic year.

EHCP Annual Reviews provide the platform for reporting of progress in terms of the Education Health Care Plan outcomes. Comprehensive annual curriculum reports, Speech and Language Therapy reports, Occupational Therapy reports and residential reports are an intrinsic part of all EHCP Annual Reviews. Individual progress data is shared with parents, local authority and other professionals prior to the EHCP targets are reviewed at the review and new targets are proposed and agreed.

9. Roles and responsibilities

Tutors

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All tutors are required to:

- To ensure the monitoring, updating and sharing of each students' school plan.
- Share all IEP targets with the wider staff team.
- Monitor progress towards targets to allow for reporting to all stakeholders.
- Attend the annual review of students
- Maintain regular communication with parents and coordinate where subject based teachers should be contacted.
- To ensure the tutor group have the SMSC curriculum delivered and tracked within their tutor lessons.

Subject Leaders of Learning

All subject leaders of learning are required to:

- Construct the curriculum overview for their specialist subject and share with all teachers who are teaching this across the whole school.
- Support non specialist staff across the school to ensure their Long Term Plans (LTP), medium term planning (MTP) and sequencing build on knowledge, support progress and address gaps in Students' knowledge.
- Ensure students who are not making expected progress are monitored, and work with SLT and teachers to embed timely and appropriate interventions.
- Support SLT with undertaking the quality assurance cycle throughout the year.

Subject Teachers

All teachers are required to:

- Write and save on the shared drive their curriculum overview for each group they teach at the start of each academic year making it clear what end points the curriculum is building to.
- Submit MTP on the first day of each half term ensuring it matches the curriculum overview but also ensuring it is differentiated for each student and with clear learning objectives that demonstrate clearly sequenced lessons so that new knowledge and skills build on what has been taught before and towards its defined end points.
- Plan lessons which are tailored to the specific needs of the students in each class
- Books should be marked up to date, feedback should clearly identify progress towards targets, clearly identified next steps and the use of DIRT time or additional questions to support with challenging misconceptions

Deputy Head Teacher

- Ensure staff have appropriate CPD ensuring gaps in knowledge are closed within subjects they teach.
- Ensure the curriculum at North Hill is ambitious and well-designed giving all Students the knowledge and cultural capital they need for life.
- Quality assure documents, for example; Curriculum Overview, MTP and subject statements, ensuring they support the curriculum being coherently planned and sequenced.

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- To monitor the quality of education across the school through observations, learning walks, and work scrutiny cycles to ensure the curriculum is successfully adapted and designed to develop knowledge skills and abilities of all students.
- Ensure all local procedures linked to quality of education are reviewed and updated.

Head Teacher

- To identify methods in which data will be used to inform progress across the school.
- Work alongside the deputy head to undertake termly analysis of subject data drops.
- To maintain a clear rationale for whole school data strategy using all holistic data collected, including but not limited to academic, attendance and social/ emotional to determine appropriate and expected levels of progress for each individual student against the outcomes in their EHCP and school plans.

10. Training

All staff receive training in the North Hill House Assessment systems as part of their induction. Updates on assessment issues including national changes to assessment are arranged for staff as the systems evolve. Teachers are made aware of national changes through INSET & weekly staff training/meetings and are provided with materials and/or signposted to key documentation. The need for training in specific aspects of assessment is identified through appraisals of staff, through teaching and learning observations and through school improvement planning. These are arranged separately through both internal and external training.

11. Equal Opportunities

The school's equal opportunities policy applies to assessment, recording and reporting. Where appropriate, assessment materials reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender is not tolerated, and student's progress is monitored to ensure no student is disadvantaged. Equally, a student's religious beliefs and cultural differences are always respected. All Students are entitled to the same assessment opportunities. All assessments will have similar components; progress against targets, communication, independence, attainment etc. but the form the assessment takes may vary as appropriate to the needs of the child.

12. Linked Policies

ACS31 Curriculum
 ACS32 Teaching & Learning
 ACS34 Spiritual, Moral, Social Cultural Development and Community Cohesion
 ACS26 Equality of Opportunity & English as an Additional Language
 AH&SO8 Adventure Activities and Education/Other visits

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Contents Checklist (Local Services may add additional items – this is a core list)			
Arrangements for baseline assessments	X	Procedures for formative and summative assessment	X
How are children and learners assessed?	X	Examination process or link to separate procedure	X
What are the monitoring systems in place? (evidence for learning)	X	Arrangements for monitoring students as they develop reading skills	X
Describe the interventions that take place when progress is an issue	X		