

POLICY FOR TEACHING, LEARNING AND ASSESSMENT



2026

As a Rights Respecting School we believe that all children have the right to an education, education should develop every child's abilities to the full (Article 28, 29)

Ratified by the Full Governing Body on: Pending

Chair of Governors Signature:

THE PINES SCHOOL

TEACHING, LEARNING AND ASSESSMENT POLICY

The aim of this policy is to outline the nature, purpose and management of teaching, learning and assessment at The Pines School. We use every opportunity to support the development of our pupils and recognise that this can take place anywhere. Our aim is to maximise the learning opportunities and outcomes for all pupils.

At The Pines School, we recognise that effective assessment is essential to support the quality of learning, teaching, achievement and progress of our pupils. All pupils at The Pines School have a diagnosis of Autism and have an Education Health Care Plan (EHCP). We appreciate that all of our learners are unique and are at very different starting points within their learning journey.

At The Pines School, we track a wide range of areas of pupil progress. For some pupils, where appropriate, we track subject specific learning within National Curriculum subjects, in line with the EYFS/NC frameworks. For English and maths, we have broken down the National Curriculum outcomes down to the earliest developmental stages to provide a framework to support all children to develop relevant communication, literacy and numeracy skills. Alongside these academic frameworks we have also developed a range of frameworks which track progress across a wide range of key areas that are vital for pupils' development and independence. Frameworks help map out pupil progress from pre EYFS to Post-16 outcomes and are mapped to EHCP outcomes (Employability, Community Inclusion, Independence and Health and Wellbeing). We believe assessment of pupils' achievements and progress should be able to capture progress over time and targets should be individualised and meaningful to the needs of each child.

At The Pines School, we use Evidence for Learning as our platform for monitoring pupil's achievement. This cloud-based software has been personalised by us and allows all professionals who work with pupils to capture learning achievements and assign these to learning outcomes within these broad frameworks within the App.

Learning evidence is captured within the Evidence for Learning App or where appropriate, within subject specific workbooks. The quantity of evidence that a class capture will vary, but the majority of classes will make several daily records within the app or capture a piece of evidence within workbooks after each lesson. The range of evidence that can be used can come in many forms, and will typically include:

- Annotated photographs or videos showing evidence of learning and achievement.
- Witness statements or annotations of work from an adult working with the pupil on how the pupil achieved the outcome.
- Observations from visiting professionals e.g. SALT, OT etc.
- Marked work within subject workbooks.

Marking and Feedback

Teachers ensure that lessons are planned to provide a high level of challenge and differentiation and teachers use annotations from marking and feedback to inform next steps in learning. The principal purposes of feedback are to give positive reinforcement, build self-esteem, give constructive criticism and enable staff to model appropriate responses. At The Pines School, marking and feedback should:

- Be immediate if possible
- Have clear expectations of pupils and set realistic goals, recognising the different aptitudes and abilities of individuals, and their learning styles.
- Actively involve pupils in the marking process, whenever it is possible or appropriate.
- Be seen by pupils as useful and respond where appropriate.
- Relate to the assessment outcome and inform future planning.

Feedback will always be constructive and sensitive and will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the pupil's engagement in the task.

Any achievements made by the pupil/s are celebrated daily, often at the time. Teaching staff use a range of instant feedback techniques to celebrate progress seen. Where pupils learning outcomes is recorded on paper or in books, marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take.

Staff at The Pines School use an agreed system of annotation of pupils' work as follows, this annotation will be either recorded within workbooks or within the Evidence for Learning App when evidence is logged:

H	Work completed with some help
H+	A great deal of assistance
I	Work produced independently
VP	Verbal prompt
PP	Physical prompt
GP	Gestural prompt
HH	Hand held
^	Word missing
•	Incorrect work
_____	Space for correct answer to be

Annotation is used routinely as appropriate for individual pupils, and is of particular value for recording, assessment and to give some indication of the level of independence involved in its production. It is also helpful when working in a collaborative teaching situation to inform other members of staff who have not been directly involved with the particular piece of work, members of staff will initial the annotation they have written (or record their initials within the Evidence for Learning App).

When marking pupils' work within workbooks, a contrasting colour will be used to avoid confusion. General marking should include a positive statement about the work and if relevant an area for development.

When a piece of work is recorded within workbooks an assessment sheet will be included and completed by the adult working with the pupil. When evidence is recorded within the Evidence for Learning App, the same information and annotations will be recorded within the App and will be linked to the piece of evidence.

Name:				Date:								
Assessment Outcome:												
Success Criteria:							Achieved					
1.												
2.												
3.												
Adult Assessment	H	H+	I	VP	PP	GP	HH					
Engagement	Not engaged	1	2	3	4	5	6	7	8	9	10	Very engaged
Adult comment												Initial
Self-Assessment	Self-assessment		   Easy OK Hard									
	Verbal feedback											
Next Step												

At The Pines School, pupils are encouraged to value their own work and that of others. Where appropriate, pupils may be asked to comment on their own work and make constructive criticism. Some pupils may be taught to monitor and mark their own work or to work in pairs or small groups to do this. Pupils take part in self-assessment activities where appropriate, and these pupils will also take part in reviewing their individual targets, as well as commenting on their progress as part of the annual review process. For some pupils this activity is accessed through using symbols. Recording day to day assessment example:

Monitoring Pupil Progress

Pupil Progress conversations happen formally three times a year, line managers conduct these meetings and discuss individual pupil progress with the class teacher. They aim to quality assure evidence recorded against objectives, discuss future targets, achievements of pupils and identify if any barriers to learning are present and what if any intervention is required. Information from these meetings is evaluated, key children who are a concern are identified, closer scrutiny of these pupils is made in between meetings.

Quality Assurance of pupil achievement takes place on a termly basis with teachers and the SLT. Teachers, TLR Teachers and SLT come together to review evidence recorded across a range of frameworks to ensure that the evidence provided is sufficient to meet the relevant outcome.

Communicating with Parents

Updates on progress are given to parents twice annually during parents evening in the spring and summer terms. This is a chance for the parents to discuss their child's achievements so far and discuss their next steps. A comprehensive written report is provided each year for the EHCP annual review meeting, and this is where new / existing targets are agreed and evaluated. An end of year written report is provided to parents for each child at the end of the summer term.

Within the academic year parents are informed about the following:

- How their child is performing in relation to their past achievements.
- Attendance
- New/existing performance on academic and personal progress targets
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How parents/carers can help at home.

Accredited Qualifications in Key Stage 4

Class teachers predict what each pupils' end of Year 11 outcomes will look like during Autumn term in Year 10. These targets are continually reviewed by the Deputy Headteacher / Exams Officer alongside the class teacher/lead and a regularly reviewed across Key Stage 4. Final entries are made in Year 11.

The range of qualifications we offer at Key Stage 4 are as follows; GCSEs in English Language, Maths, Science (double award), Art, Food Preparation and Nutrition. ELCs in English, Maths, Science. Arts Award, ASDAN Personal Progress and an ICT qualification ranging from ELC to Level 1.

Responsibilities

All Staff

- All staff will have a working knowledge of the pupil's individual targets.
- All staff are expected to contribute to evidence gathering, capture progress when appropriate and record this on our online platform, Evidence for Learning.
- All new staff are given training on our assessment systems and are supported through by another colleague to ensure consistency of tracking.

Teachers

- All Teachers and will have an overview and understanding of how their pupils are progressing and be able to talk confidently at EHCP/Pupil Progress meetings of their achievements.
- All Teachers are able to review achievements made at a pupil's EHCP annual review, suggest appropriate new targets if required in line with their next steps and future aspirations.
- All teachers will plan differentiated lessons to meet individual needs of the pupils, using a range of teaching and learning strategies, techniques and resources
- All teachers will evaluate lessons and learning evidence from lessons and suggesting next steps for learning and are accountable for the progress of pupils in their class.

Senior Leadership Team (SLT).

- SLT support teachers through ongoing monitoring / discussions / Pupil Progress meetings
- SLT analyse and produce reports for external professionals (Local Authority, Governors, DfE)
- SLT ensure that Quality Assurance happens across the school
- SLT supports and monitors the process of setting targets to ensure there is a high level of challenge.

Inclusion and Equal Opportunities

The principle of inclusion is one which is firmly established in the education of pupils at The Pines School, and involves the setting of appropriate challenges, responding to pupils' diverse spiritual, moral, social and cultural and educational needs and overcoming potential barriers to success for all individuals and groups of pupils. We value all pupils' experiences and build on these, in order to fulfill their individual potential. This is adhered to irrespective of gender, ethnicity, religion, non-religion, disability, race, culture or socio-economic background or family structure including those in the care of the local authority.

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy
- Non-examination assessment policy
- Examination contingency Plan