

POLICY FOR TEACHING, LEARNING AND ASSESSMENT



2025

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: 13th June 2025

Chair of Governors Signature: Wendy Sartain

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 life experiences pupils.

Teaching and learning

The Pines curriculum document outlines the key aspects of teaching and learning at The Pines School. The whole school environment is designed to provide structure, calmness and clarity to each student to reduce anxiety and promote learning.

Class teachers are responsible for:

- Termly planning
- Differentiation to meet individual needs of the pupils
- Using a range of teaching and learning strategies, techniques and resources
- Record progress against lesson outcomes
- Evaluating lessons and suggesting next steps for learning
- Attending training as appropriate
- Accountable for the progress of pupils in their class
- Assisting in the planning of the curriculum
- Modelling good practice and a range of teaching and learning styles
- Keeping up to date with developments and initiatives

Planning

Teachers plan for their lessons. They ensure that there is a high level of challenge and differentiation that takes into account not only academic levels but also attention levels. Teachers use annotations from planning to inform next steps.

Assessment

At The Pines School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

Day to day assessment of pupils is used to inform planning. There are clear protocols around annotation and recording. 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.

Agreed Responses - Effective learning takes place when pupils understand what they are trying to achieve and why it is important. It is key that pupils know the outcome for the lesson as this gives a focus enabling them to review their own progress and to see if they achieve the objective. Because of the nature and diversity of pupils with ASC, it is our policy to differentiate the expectations and response given to pupil's depending on the age, aptitude and level of communication of the individual. In order to make the expectations and response to pupils' work appropriate to individuals, it may be written, verbal, symbolic or a mixture of these.

Feedback - The purpose of marking and feedback is to support learning in such a way that progress is made. 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.




Staff at The Pines School use an agreed system of annotation of pupils' work as follows:

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

This 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. For children who learn in very practical ways, where written work is not often appropriate, classroom staff use books or sheets to record comments and the amount of help given. Occasionally videoed footage of development of skills may be used in the short term to show progress, especially for early communicators.

When marking pupils' 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.

Self Assessment - 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:

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		  									
	Verbal feedback											
Next Step												

The
school

I assess pupils' academic progress in all areas of learning throughout their time in the school. This guides teachers in the setting of pupils' academic targets, as well as appropriate accreditation. School uses a range of other assessment tools to show attainment in non-national curriculum areas such as progress in personal care. Teachers report their learning and progress achieved through termly progress meetings, looked after child reviews and end of year reports.

Exams and Accreditation

Our most able pupils in year 11 will undertake GCSE's. The school uses the ASDAN (Award Scheme Development and Accreditation Network) scheme that offers accreditation for pupils' in bite size pieces. This allows the school to recognise achievements and progress on a very personal level.

Reporting to parents

Parents are informed about the achievement, progress and wider outcomes of their child through termly parent consultations, EHCP reviews and end of year reports. Achievement is also shared with the whole school community through school dojo.

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.

Monitoring

This policy will be reviewed every 2 years by senior leadership team. At every review, the policy will be shared with the governing board. All teaching staff are expected to read and follow this policy. Senior leadership will monitor the effectiveness of assessment practices across the school, through:

- Learning walks
- Lesson observations
- Analysis of pupil data
- Subject specific moderation activities
- Annual reports

This assessment policy is linked to:

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