

		Date	Review Date
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Legal Status

This is a statutory policy written with reference to:

- Education (Independent School Standards) (England) Regulations 2014, Part 1: Quality of Education
- Academies Act 2010
- SEND Code of Practice (2014)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE 2025)
- Teachers' Standards (Assessment)

Related Documents

- Curriculum Policy
- Special Educational Needs and Disability Policy
- Behaviour for Success Policy
- PHSE & RSE Policy
- Statement of Equality
- Teaching and Learning Guidance

Policy Applies to

- All staff (teaching and non-teaching) and volunteers working within TILT Education

Availability

This Policy is made available to staff, parents and pupils via the TILT Education website or on request, a paper copy may be obtained from the TILT Education Office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre and Headteacher.

Our Ethos

Assessment, marking and feedback at TILT Education sit at the heart of our provision and reflect our deeply relational, therapeutic and inclusive ethos. We recognise that many of our pupils arrive having experienced disrupted education, repeated academic failure and heightened anxiety around assessment. As a result, our approach is intentionally compassionate whilst remaining academically ambitious.

Assessment is used not as a mechanism for comparison, but as a tool to understand each learner's journey, remove barriers and celebrate progress in all its forms. We believe assessment should strengthen identity as a learner, nurture resilience and support pupils to re-engage with education in a meaningful and sustainable way.

Assessment Principles

Teachers at TILT Education maintain high expectations for all pupils. Assessment is used thoughtfully to set ambitious targets, inform adaptive teaching and ensure pupils are challenged appropriately regardless of starting point. This includes more able learners, those with low prior attainment, disadvantaged pupils, pupils with SEND and pupils with English as an additional language.

Assessment is never used in isolation but sits alongside strong relationships, staff knowledge of learners and ongoing dialogue with pupils and families. This ensures that assessment reflects the whole child rather than solely academic performance.

Baseline and Diagnostic Assessment

Upon entry, pupils complete reading and spelling assessments using Toe by Toe and Stonehill. These provide an accurate understanding of literacy starting points and inform early intervention planning. Where pupils present with reading or spelling ages below KS1, they receive targeted phonics support through That Reading Thing, an intervention designed specifically for older learners to preserve dignity and motivation.

English and Maths are assessed through Pass Functional Skills initial and diagnostic assessments each term. These adaptive assessments provide detailed breakdowns of strengths and gaps, enabling staff to design personalised programmes of study and targeted interventions. They also familiarise pupils with assessment formats, reducing anxiety and building confidence over time.

Supporting Assessment Anxiety

We recognise that anxiety can act as a significant barrier to demonstrating learning. For some pupils, formal assessment environments may trigger disengagement or refusal. In these instances, staff adopt a flexible and supportive approach, providing scaffolding where appropriate and transparently recording any support given.

This ensures assessment remains valid whilst prioritising emotional safety and access. Our aim is always to capture an authentic picture of learning rather than a pupil's ability to tolerate pressure.

Formative Assessment

Formative assessment is embedded continuously through questioning, observation, dialogue, mini quizzes, plenaries and feedback conversations. Low-stakes assessment is prioritised as it encourages risk taking, supports retrieval and provides regular success experiences.

These frequent informal checkpoints allow teachers to respond immediately to misconceptions and adapt teaching accordingly, ensuring learning remains personalised and responsive.

Marking and Feedback

Feedback at TILT Education is rooted in relationships and dialogue. Staff prioritise feedback that is clear, kind and actionable, enabling pupils to understand what they have achieved and what their next steps are.

We use the SWANS framework (Strengths, Weaknesses and Next Steps) to ensure feedback remains balanced and constructive. Green pen is used as a reflective learning tool enabling pupils to respond to feedback, edit work, demonstrate improvement and recognise new learning. This approach supports metacognitive development by encouraging pupils to think about their learning, identify progress and take ownership of next steps.

For many of our learners, green pen reflection reframes mistakes as part of the learning process rather than evidence of failure. It provides achievable opportunities for success, builds confidence and makes progress visible to pupils, staff and parents. The use of a contrasting colour ensures that original responses, feedback and improvements can be clearly seen, supporting moderation and evidencing learning development over time.

Staff also use consistent annotation codes to provide transparency around independence levels, support provided and resources used. This ensures accurate interpretation of progress and supports moderation across the provision.

To support consistency and high-quality practice, staff receive ongoing professional development in assessment, marking and feedback approaches, including the effective use of SWANS feedback and green pen reflection. This shared understanding strengthens consistency across the provision, enhances staff confidence and ensures pupils experience a coherent and supportive feedback culture.

Progress Monitoring

Progress is monitored through a triangulation of formative assessment, coursework evidence, half-termly teacher assessment RUBRIC grids, intervention outcomes and termly diagnostic testing. Data is analysed alongside qualitative information such as engagement, confidence and independence, reflecting our holistic understanding of progress.

The high staff-to-pupil ratio at TILT Education enables teachers to know learners exceptionally well, ensuring assessment information is meaningful and used effectively to inform planning.

Implementation

Assessment, marking and feedback are implemented consistently across the provision through shared expectations, moderation activities and ongoing professional dialogue. Teachers use diagnostic information to adapt curriculum pathways, plan interventions and ensure lessons remain appropriately challenging and accessible.

Green pen routines, SWANS feedback and consistent recording practices provide coherence whilst allowing flexibility to meet individual needs.

At TILT Education:

-  Pupil original work – usual black or blue pen/pencil
-  Staff feedback – purple pen
-  Pupil reflection and improvement – green pen

Feedback Recording Codes

- VF – Verbal feedback
 - I – Independent
 - WS – Worked with support
 - Scribed (initials) – Adult recorded work
 - Resources used recorded (e.g. number blocks, visuals, manipulatives)
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Impact

The impact of our approach is visible not only in academic progress but also in improved confidence, engagement and willingness to participate in learning. Pupils develop a more positive relationship with assessment and begin to view mistakes as part of growth rather than evidence of failure.

Teaching is responsive and targeted, barriers are identified earlier and interventions are more effective. Importantly, pupils report feeling safer to take risks and more able to recognise their own progress, supporting long-term re-engagement with education.

Roles and Responsibilities**Headteacher**

Ensures:

- statutory assessment requirements met
 - robust assessment framework
 - policy implementation
 - monitoring and evaluation
 - Training implementation
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Teaching Staff

Responsible for:

- effective assessment practice
- adaptive teaching
- providing SWANS feedback
- accurate tracking
- reasonable adjustments

- maintaining marking consistency by following this policy

Communicating with Parents/Carers

We support parents by:

- target setting meetings
- termly progress reports
- communication regarding intervention and support
- collaborative review of progress

Appendix

TILT Assessment Cycle

