Marking and Feedback Policy

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Signature:			

POLICY AIMS

This policy compliments our whole school approach for teaching and learning. It aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Wyre Forest School. We have worked hard as a school to differentiate approaches to marking and feedback to ensure that it is relevant to the different phases within school and different learner groups (see 'Phase/Level Specific Marking & Feedback' statements outlined on page 3).

The policy reflects the importance placed by the school on providing our pupils with quality feedback to their learning. It responds directly to the notion; *"Feedback is one of the most powerful influences on learning and achievement,"* (Hattie & Timperley 2007).

If our pupils are to undertake tasks with a desire to give their best, they need to know that their work has a genuine audience, that someone will value it and that once they have begun, that it becomes part of an improvement cycle to make it the best it can be.

At Wyre Forest we believe that marking and feedback are an essential part of the teaching and learning process. They are seen as a means of monitoring progress and achievements and to inform the pupil and the teacher of future learning. This policy provides standardisation and consistency of practice throughout the school. **The implementation of the policy is the responsibility of all of the staff.**

RATIONALE

To ensure that all pupils have their work marked and gain feedback in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. We believe that successful learning is achieved when assessment, marking and feedback supports pupil's learning and directs them to where they need to go next, and how best to get there.

To ensure that our marking and feedback make an impact on our pupil's outcomes and their continued level achievement, we follow the process set out below:

1: To help pupils to see how they have succeeded in their learning

Show them what and where the best bits of learning are in relation to the objectives and success criteria

2: Provide clear and specific guidance on how to improve the work

Ask them how it could be made better, providing prompts/modelling if required

3: Give time to act on the feedback

Provide time for pupils to respond to the guidance and have a go at improving their work

Teachers to provide response marking prompts including:

Reminder prompts

• *reminds the pupil of the learning intention*

Scaffold prompts

• *ask questions that will specifically encourage the pupil to meet the learning objective/success criteria*
• *begin a written or mathematical sentence for a pupil to finish*
• *write a cloze type sentence for the pupil to add to*
• *bullet point the necessary additions*

Example prompts

• *give a couple of example sentences/mathematical tasks for the pupil to choose from*

(Examples of feedback prompts requesting a response can be found in *Appendix 1*)

PRINCIPLES WITH REGARD TO MARKING and FEEDBACK

• Marking and feedback on pupil's work can have different purposes at different times and can involve both written and verbal feedback.
• Whenever appropriate/possible, teachers should provide individual verbal feedback to pupils, where this happens it should be recorded against the pupil work or on the observation of learning record. In lower school this will be recognised with a printed stamp.
• The marking and feedback may be either written or verbal, should be regular and frequent.
• Teachers should look for strengths before identifying weaknesses when marking work.
• Marking and feedback should be linked to the learning objectives and success criteria.
• Teachers should look for opportunities to provide positive feedback to pupils concerning their work.
• Marking and feedback procedures and marking standards should be consistently applied across the school, as relevant to the different learner groups.
• The marking criteria should be displayed (as relevant) in each classroom, and pupils should understand the meaning of the marking they receive.
  (Marking Key & reduced and symbolised versions in *Appendix 2*)
• Pupils will be encouraged to take pride in the presentation and layout of their work.
• Teachers will use positive verbal feedback, ticks, double ticks, stamps, stickers and postcards home to praise achievement as appropriate.

GUIDANCE – A Guide to Effective Marking and Feedback

Feedback will consist of the completion of the observation of learning records (OLRs), relevant to individual phases and pupil's learning groups. This may include; punctuation comments, following the marking key and a record of adult intervention during the task, i.e. verbal/visual prompts. OLRs will be completed and initialled for each lesson. At Wyre Forest School, OLRs provide a fundamental vehicle through which staff can lead discussion with pupils on their work and can capture progress, success and establish next steps in learning.

- Adults in the class should talk through the OLR at the start of the lesson and continually refer to the learning objectives and success criteria on the OLRs to praise, prompt and re-direct pupils in their learning.
- Pupil's work should be marked and feedback provided at the end of the lesson using the OLR as a checklist, usually in discussion with the pupil.
- Work should be marked according to the curriculum focus/lesson objective, i.e. in a piece of Science work, marking should focus on science content, although correcting of English grammar, spelling and punctuation should also be undertaken where appropriate.
- Marking and feedback may be undertaken by any member of staff following the marking key. Marking will be in green for positive comments and pink (for think), where improvement needs to be made.
- Where there is written feedback, **handwriting will be neat, legible and appropriate for the pupil.**
- Where homework is provided it should be marked and feedback provided at the same standard as class work.
- The formats for the OLRs are in the appendices (*Appendices 3-11*), teachers will use the format relevant to their phase or pupils' ability level – see list below.

PHASE/LEVEL SPECIFIC MARKING AND FEEDBACK PRACTICE

Early Years: (*Appendix 3*)

- In the Early Years, work is assessed at a child initiated level and at an adult-led level.
- Daily observations of child initiated activities including photographs and written statements are linked directly to the learning areas within the EYFS. These observations provide an insight into what age/stage band the child is working at in a curriculum area, ranging from 0-11 months through to 40-60 months. They also provide an opportunity to assess which Characteristics of Effective Learning the child has demonstrated during that activity; Playing and Exploring, Active Learning, and Creating and Thinking Critically.
- For lower level learners who are at the 0-11 month stage of development in prime areas of the EYFS curriculum the Worcestershire Early Support document is also used in order to assess smaller steps of progress.
- OLRs are completed for adult-led activities. The learning objective is set against the EYFS curriculum and the age/stage band is assessed at the end of the activity

to inform Next Steps and future planning.
- We have introduced two simple self-assessment emoji's as the children develop in their learning to link into the Lower School's policy and practice and as learning becomes more formal, work is marked to reflect whole school practice, using green and pink pens to encourage self-reflection.

Lower & Middle School: (*Appendix 4 & 6*)

- The learning objective is the 'umbrella' for the focus of the lesson, and can be differentiated to the differing ability levels and needs of the children.
- The success criteria are the small steps needed to achieve the learning objective.
- The completion of OLRs in every lesson ensure that objectives and success criteria are both achievable, informative and measurable.
- The use of OLRs and marking highlight areas of difficulty, and inform the next steps to learning.
- OLRs and marking in books demonstrates scaffolding and progression over time.
- The use of pink and green pens used, whilst marking alongside the children, ensures that good work and improvements are clear and understandable. The children understand that pink pen indicates work that needs to be developed further, 'think pink' and green pen indicates 'good work'.
- By using pink pens when marking enables both children and staff to identify the next steps to learning clearly. The use of pink and green speech/think bubble stamps, in most classes, indicate that these comments and next steps have been shared with the child.
- Closing the gap activities/response marking activities should be used as often as possible to further support next step comments and pink for think thinking.
- The use of emoji's allow the children to indicate how they felt about their work in a modern and age appropriate manner. For the children who do not yet have the understanding of emoji's (and the marking policy) then pink and green post it notes can be used. These enable the teacher to make relevant notes about how the child worked and any areas that need to be considered in future lessons.

Upper School: (*Appendix 7 & 8*)

- Pupils in the Upper School use a range of OLRs to meet individual pupil need.
- These may be subject specific OLRS that reflect objectives and outcomes set by the appropriate examine body.
- When marking, staff may use posits or attach OLRS to work so as not to deface coursework.
- Where relevant coursework paperwork may be used either alongside or in the place of OLRs to avoid duplication of information.
- Pupils completing the ASDAN Personal Progress course will use one of two OLRS, depending upon their ability levels. The first a generic OLR adapted to reflect ASDAN specific symbols and the ASDAN continuum. The second OLR align to lateral progress OLRs used more widely across the school.
- All staff will adapt OLRs to include Widget symbols, using Widget Online, where appropriate.

Sixth Form: (*Appendix 8 & 9*)

Accreditation evidence:

- Work is marked following accreditation board guidelines and the appropriate paperwork is completed as necessary throughout the year.
- Progress against the objectives set out in ASDAN Personal Progress, ASDAN CoPE and OCR Life and Living Skills is tracked using the KS5 Progression sheets on the shared area.
- OLR's are used to feedback to pupils and record progress against Maths and English objectives.
- Specific OLR's are used to record progress and collate evidence for ASDAN Personal Progress.
- Specific OLR's are used to assess and feedback in CoPE lessons.

Learning for Living IPP monitoring:

- Progress of sixth form students is closely monitored against IPP targets. Individual Provision Plan targets are devised for each pupil under the Learning for Living curriculum titles of *Personal Development, Functional English and Communication, Application of Maths, Life Skills.*
- IPP targets are recorded using shared documents in iCloud. All class staff will be able to add to these collaborative documents to record progress on a daily basis using their iPads whilst in school and off-site. Outcomes should be used to inform further areas for development and identify next steps.
- When appropriate, self-assessment is recorded on a classroom display where pupils use emoji's to assess performance against their IPP targets. IPP target flashcards can be removed from the display and taken with the pupils during off-site activities. Staff provide verbal feedback, visual feedback and prompts throughout the day.

Lateral & Complex Learners: (*Appendix 10 & 11*)

- By the nature of their more complex needs and often much slower progression rates lateral and complex learners require recording processes that reflect small steps of development over a longer period of time.
- The areas of skill recorded will not necessarily be subject based, more like communication, social or physical. These skills may link to subjects through a cross-curricular approach will reflect a sequence of learning, with opportunities to repeat the same skills in a variety of contexts.
- They are designed to identify and record the progress that the pupils make when working towards the specific learning objective or key individual skill, linked to Individual Provision Plans (IPPs).
- The lateral learner OLRs are designed with a facility to numerically measure the extent of lateral progress made which can then be recorded at each summary point thereby giving an indication of the amount of lateral progress each pupil has achieved over time.

CORRECTIONS

Corrections will be left to the professional judgment of the teacher who can best reflect the ability level of the pupil.

- They should support the pupil's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking.
- Teachers will use the *Marking Key*, which should be displayed in the classroom. These symbols should be placed in the margin and pupils should be given the opportunity to find and correct mistakes themselves.
- Not all spellings should be corrected; teachers should choose three, or less key spellings for the child to correct.

Closing the gap activities/response marking activities should be used as often as possible to further support next step comments and pink for think thinking. Children need to be aware of the marking and feedback policy of our school – the marking code should be visibly displayed in classrooms where it is appropriate.

LINKS TO LONG TERM TARGETS

Lower and middle school pupils have levelled English and maths targets at the back of their books. As adults discuss the learning objectives during lessons they will refer to the longer-term targets. Each time a pupil shows evidence of success against one of the targets this will be annotated and dated against the target. When the pupil can consistently achieve and apply the target in a range of contexts a new target will be created.

QUALITY ASSURANCE ACROSS THE SCHOOL

Class teams and teachers will ensure that they look back through our pupils' books regularly to ensure that we are providing them with a range of acknowledgments, success and improvement opportunities. Staff will also monitor that next steps in learning are followed up and dated.

To ensure this policy is being consistently applied throughout the school, senior leaders and subject leaders will regularly collect in pupil workbooks to monitor use of feedback and share good practice examples. Often this will take place during Monitoring and Development weeks, in the form of Moderation sessions, with relevant staff. Direct support will be given to those members of staff whose marking and feedback does not reflect the agreed principles in the policy.

Appendices

Appendix 1: Examples of Feedback Prompts

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
If the answer was ….. What could the question be?	
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = ⬜
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me … that have …? Tell me two sentences that have adverbials.	Tell me … that have …? Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?
What are the … of … ? What are the factors of 42?	
Please write another … connective/sentence that shows me how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives.	Show me how you think this will work with …other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, connectives, punctuation?	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean…?
Would it work with different numbers?	
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use…? What if you could only use…?	What if you could not use…? Multiples of 5, 3 digit numbers, numbers less than

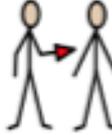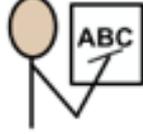Short sentences, simple sentences, the adjectives for sight? 0, one digit numbers?

(after David Hibbert 2013)

Symbol	Meaning
✓	Good point/good idea!
✓✓	An excellent point/excellent idea!
C	Can you find where the missing capital letter should be? Can you spot where a capital letter needs to be corrected?
Sp with a word underlined	Can you correct this spelling?
.	Can you find where the missing full stop should be? Can you spot a full stop which needs to be corrected?
'	Can you find where the missing apostrophe should be? Can you spot an apostrophe that needs to be corrected?
,	Can you find where the missing comma should be? Can you spot a comma that needs to be corrected?
"…"	Can you find where the missing speech marks should be? Can you spot speech marks that need to be corrected?
!	Can you find where the missing exclamation mark should be? Can you spot an exclamation mark that needs to be corrected?
?	Can you find where the missing question mark should be? Can you spot a question mark that needs to be corrected?
//	Can you spot where a new paragraph needs to be started?
?? with wiggly line under section	Re-read this section- it does not make sense.
^	Can you spot where you need to add something to this sentence?

Marking Key

	Meaning
✓	Good thinking/good idea
✓✓	Excellent thinking/idea
C	Can you find the missing capital letter
Sp with a word underlined	Can you correct the spelling?

Child Initiated Observations:

WFS	Child Initiated Learning	
Child's name:		Date: Time:
1:1 small group independent child initiated adult led		Observed by:
Area of Learning: PSED C & L PD Lit Ma UW EAD		
Characteristics of Learning		
Playing and Exploring (engagement) Finding out and exploring Playing with what they know Being willing to 'have a go'	*Active Learning (Motivation)* Being involved in and concentrating Enjoying and achieving what they set out to do	*Creating and Thinking Critically (Thinking)* having their own ideas Making links Choosing ways to do things
Level working at for this activity: 0-11m 8-20m 16-26m 22-36m 30-50m 40-60m		
Next Steps:		

E.g. Focus Activity Observations

Communication Observation		
Child's name:	Date:	Time:
1:1 small group independent child initiated adult led	Observed by:	
LO:		
Level working at for this activity: 0-11m 8-20m 16-26m 22-36m 30-50m 40-60m		
Next Steps:	Self-assessment and response:	

A Picture A Minute Observations

Date:

A Picture a Minute

I observed XXXXX closely for 5 minutes and took one picture each minute, taking note of what HE/SHE was doing.

Minute 1　　*Minute 2*　　*Minute 3*　　*Minute 4*　　*Minute 5*

What am I learning?

Characteristics of Learning

Next Steps:

Observations (continued)

Intensive Interactions Observations.

Name:	Date:
Key Objective(s):	
Success Criteria/Observable Indicators (I can):	

Evidence – date:
Next Step:
Evidence – date:
Next Step:
Evidence – date:
Next Step:
Evidence – date:
Next Step:

Appendix 4: **Lower School Observation of Learning Record**

Observation of Learning Record

Pupil:	Date:

Learning Objective: Success Criteria:	PUPIL	ADULT	Comment on achievement	Level working at:

Pupil Self-Assessment including comment: 😄　🤔　👎😠	Staff initials:

Next Steps:

Level of prompt: PP-phys, VP- verbal, VM- model, I-Indep

Pink writing	Marking work - Pink means think
Green writing	Marking work - Green is good
Black/blue writing on child's work	Notes to 'self' on work (Use black/blue on OLR only)
Green speech bubble	To demonstrate that positive comments have been shared
Pink thinking bubble	To demonstrate that 'next steps' and comments have been shared

Appendix 6: **Middle School OLR**

Observation of Learning Record					
Pupil:			Date:		
L.O.					
Success Criteria:	PUPIL	TEACHER	Teacher Comment if required	Level working at:	
				Staff initials	
Pupil Self-Assessment (including comment/even better if...):					
Additional comments if required:					
Next Steps:					

Subject example

OCR Entry Level Art & Design

Name:	Date:	Target Grade:

AO1 Develop Ideas
Develop ideas through investigations informed by the work of others and relevant sources, demonstrating contributions to the making of practical work.

BAND 1, 1-6 marks	BAND 2, 7-13 marks	BAND 3, 14-20 marks
Evidence is provided, through collected material, of an attempted response to the work of others from differing times and places through a range of styles and approaches. Relevance or purpose of time and place, or style and approach may not always be apparent. Demonstrates a limited understanding of source material used for research showing attempted cultural understanding. Practical work is uneven in application.	Undertakes purposeful investigations that provide relevant and meaningful links to the development of informed ideas. Evidence of a response to the work of others through a range of styles and approaches is recorded. Some relationships positively inform the development of practical work. Demonstrates some purposeful understanding of source material used for research and shows responsive cultural understanding.	Undertakes confident investigations that provide relevant links to the development of informed ideas. Evidence of a positive response to the work of others through a range of styles and approaches is recorded. Some significant relationships positively inform the development of practical work. Demonstrates a good understanding of a range of source material used for research and shows sound cultural understanding.

Achieved:	
Next steps:	Date achieved/comments:
1	
2	
3	

Appendix 8: Upper School & Sixth Form ASDAN OLR

ASDAN Pupil Progress

Date:	Name:
Unit:	
Assessment Criteria: 1	

Comments:
Next Steps:
Pupil Assessment:

	Experience Recorded			**ASDAN Qualification:**
	No help			Entry Level - Personal Progress
	Sensory Experience			
	Gestural help			**Achievement Continuum:**
	Physical help			
	Spoken/ signed help			**Staff:**

Unit OLR

Sixth Form OLR			
Pupil:		**Date:**	
OCR Unit Name:		**Level:**	
	Pupil	**Staff**	**Support**
LO:		✔ RV	I/VP/VisP
AC:			
SC:			
Comments:		Next Steps:	

Appendix 9: Sixth Form Observation of Learning Records

CoPE OLR

**OLR
ASDAN CoPE – Level 1**

Date module started:	Name:			
Module: Number of challenges to achieve: Number of credits to achieve:				
Challenge 1 -				
	Achieved?	Skills shown	Level of support	Staff comments and next steps
Challenge 1				
Learner comments:				

ASDAN Skill Areas:	Levels of Support:
Working with Others	VP – Verbal Prompt
Improving own Learning & Performance	GP – Gestural Prompt
Problem Solving	Vis P – Visual Prompt
Research	
Discussion	M – Modelling
Oral Presentation	I – Independent

Appendix 10: Observation of Learning Record for Complex Learners

Observation of Learning Record
e.g.Communication & Interaction

Pupil:	Level working at:

Cross Curriculum Link:

Learning Objective:

Success criteria:	Level of prompt:		
	Lesson 1	Lesson 2	Lesson 3

Level of Prompt: PP - Phys, VP - Verbal, VM - Model, VS - Visual, I - Independent

Date:	Lesson: 1

Resources:	Location:	Adult:

Comment on achievement:

Pupils Level of Engagement:

Next time we will change:

Resources		Location		Adult		Prompt	

Repeated for 3 Lessons

Evaluation of learning objective:

Appendix 11: Observation of Learning Record for Lateral Learners

wfs	
Observation of Learning Record	

Subject:	**Topic:**	**Class:**

Pupil: Level working at: **P** (Lateral Progress)	**Prior Learning:**
Term 2014	*Insert Barrs Court/Routes references as appropriate*

Learning Objective   **WALHT:**

SMSC:

AFL:

Success Criteria: ……. will:

Date: **Lesson 1:** Comment on achievement: *NB: photo/video clip – note where stored or insert here*

Assessed by:
Next Steps:

 Date: **Lesson 2:** Comment on achievement:

Assessed by:
Next Steps:

Date: **Lesson 3**   Comment on achievement:

Assessed by:
Next Steps:

- These forms are designed to accompany the Observation of Learning Record or sequence of learning slips in each subject area.
- They are designed to identify and record the lateral progress that the pupils make when working towards the specific learning objective or key skill (IPP) recorded on these forms.
- They are designed with a facility to numerically measure the extent of lateral progress made which can then be recorded at each summary point thereby giving an indication of the amount of lateral progress each pupil has achieved over time.

Guidelines for using the forms

- These guidelines should be placed at the front of each pupil's work book for ease of reference

Definition of terms on form

Section A:

These refer to the level of support or prompts given to the pupil to achieve the focus skill. They are graded and range from 1. physical to 4. independent. The aim is to reduce the help the pupil needs so that they are demonstrating competence at the skill with as little help as possible (i.e. independently).

Section B:

These refer to the amount of engagement and active involvement the pupil, is demonstrating. They are gauged from 1-10 in a range of increasing complexity and competence.

1. Refusal: Pupil refuses to participate (this may be due to health needs/behaviour etc.)
2. Encounter: Pupils are present during activity or experience. Participation is fully prompted by facilitators. Pupils may be passive or may resist. For some learners being able to tolerate a shared activity may in itself be significant. Pupils may show reflex responses to encounters.
Early **3. Awareness:** Pupils show an awareness of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or other person. Responses may be inconsistent.
4. Response/Interest**:** Pupils show more consistent and differentiated reactions.
5. Focussed Attention: Pupil attends to and attempts to interact with object/person.
6. Engagement: Pupil attends with more consistent and differentiated responses.
Supported **7. Participation:** Pupils anticipate and demonstrate proactive responses.

They co-operate and accept supported participation.

Active **8. Involvement** (Understanding)**:** Pupils show recognition of familiar people, events and objects. They communicate consistent preferences and affective responses.

9. Attainment: Pupil remembers responses – they begin to develop and refine actions and reactions.

10. Mastered: Pupil concentrates, observes and remembers responses over more extended period of time.

Section C:

The following are other lateral progress skills that should be recorded and refer to developments in context and generalisation of the identified skill.

- **1. Reactivating skills:** This may be appropriate for a pupil who has been absent for prolonged periods/had surgery/etc. (Scored 1).

- **2. Maintaining skills:** To maintain the skills achieved through regular opportunities to practise. Staff need to track carefully the number of opportunities to practise skills that are presented to the learner. Skills may be practised with the same, familiar person, with a different person or with a different resource, tool or object (Scored 2).

- **3. Refining skills**: To refine existing skills by increasing the speed of response, increasing the attention time.

- **3. Transferring skills:** Displaying the skill in a different context with a different adult/pupil/place. Record on a scale of familiar (e.g. parents/teachers) → less familiar → (e.g. Music Therapist/Speech Therapist/OT/Physio/Dinner Ladies) unfamiliar adult/place (e.g. visitors to school, e.g. visiting PAT dog/policemen, etc.) (Refining and Transferring skills will be Scored 3).

- **4. Combining skills**: Combining is not expected in very early learners. However, it is a relevant target area for progression for pupils who are at P3ii and above, e.g. pressing a switch and turning.

Recording on the forms

- After each learning activity (which has been focused by the objective on the observation of learning or sequence of learning form) record the lateral progress level the pupils has reached in the areas described in sections A-C (above).
- These forms can be used to record achievement on more than one occasion or session. The levels reached in Sections A & B can be circled and the contextualisation in Section C can be recorded by ticking the relevant box (see

example form completed below).

Scoring the lateral progress (see completed example Lateral Progress Form below)

- Use the pairs of boxes to the right of Section A & B to record the level achieved in each session (i.e. Column A = adult help, Column B = degree of engagement).
- At the end of the process place the average score (rounded to the nearest whole number) for each pair in the box under these scores in boxes A & B.
- In Section C tick (or mark) the level of generalisation from 1-4 achieved and then tick in the rows below if these skills are observed to be repeated a 2nd or 3rd time.
- When calculating a score for this section each tick is worth the value indicated at the top of the column, i.e. Reactivating = 1/Maintaining = 2/Refining = 3 etc. Add the total score in each line and transfer this score to the adjacent column to the right. Then place the total average of 3 lessons below in box C.
- The final lateral progress score for this sheet can now be calculated by adding the numbers in boxes A, B & C together (sheets are designed to cover 3 lesson observations).

The Lateral Progress Summary Form

- This form should be completed at each summary stage (usually every term).
- It should be placed in book following lesson Observation sheets for that term and ideally on coloured paper so it is easily identifiable.
- Teachers should review the progress recorded on the lateral progress forms completed in each subject area since the last summary statement was written and write a new summary paragraph detailing the pupils' achievements in that area.
- These statements can then be transferred over to the support the writing of the pupil's Annual Report.
- Average the total scores for the lateral progress forms completed in this subject area over the period and place this average score in the box column to the right of the corresponding summary comment statement.
- This will then provide a numerical indication (quantitative number) of the rate for lateral progress made over the assessment period which can be compared term on term and also to the rate progress of other pupils, and also a qualitative description.
- It can also be used to give an indication (at an individual and cohort level) of the relative success of different interventions and strategies utilised.