



# **THE PILGRIM SCHOOL**

## **Assessment (Including Marking and Feedback)**

### **POLICY**

**School Lead: L Kirsopp**

**Governor Lead: Standards**

**Last reviewed: January 2018**

**Date of next review: January 2019**

**Signed by Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_**

**Signed by Chair of Committee: \_\_\_\_\_ Date: \_\_\_\_\_**

## Assessment Policy

January 2018

<b>Policy Code:</b>	
<b>Implementation Date:</b>	
<b>Review Date:</b>	

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy
- Controlled assessment Policy

### Policy Statement

We serve a community of mixed ages, abilities and medical challenges. Pupils attending our school will be following courses at different levels and with different degrees of prior attainment and knowledge for different periods of time. Our pupils have a right to know and understand progress they are making against established criteria academically; their resilience and well-being, and in terms of their progression towards reintegration, whether this is back into mainstream or their next phase of learning. In the course of their teaching and learning they should experience a wide range of effective assessment strategies which support learning and ensure continuity and progression. Staff will support students to gain an understanding of their current attainment, their targets and their progress towards them and in discussion with students put in place actions that will raise the individual achievements of all students.

### 1. Aims

#### 1.1 The School Aims to:

- Allow the development of individualised education programmes for pupils to match their academic and medical needs
- Identify areas of weakness and show clearly how progress can be made
- Inform the relevant parties of pupil attainment and progress at regular intervals
- Foster partnership relations between pupils and staff through the use of assessment data

## **2. Policy Principles**

### **2.1 Terms and definitions:**

#### **2.11 Attainment:**

This is the summative (see below) assessment of pupils at key instances of their school life. It is usually measured by qualification and formal level or grade. For example a GCSE or BTEC grade, National Curriculum level.

#### **2.12 Achievement:**

This is closely related to progress (see below). This represents the learning gains a pupil or group of pupils has made at a specific point in time. It may be expressed as a grade, an average point score or the number of objectives which have been achieved.

#### **2.13 Progress**

This represents the learning gains a pupil, or group of pupils have made over time. This can be expressed in a variety of ways such as levels or the number of objectives which are met from pupil ILPs. Therefore this represents progress from a baseline. At Pilgrim School we have a variety of baselines to capture where pupils are academically, socially and emotionally on entry to the school. These baselines are then used, along with other contextual information such as KS2 data, to set aspirational targets for pupils. Progress is then monitored six times a year with alternate academic and holistic progress checks to enable a programme of intervention to be developed to further support learning. Due to the nature of the school, pupils tend to have significant barriers to learning whether this be attendance, medical or other circumstances. In these case a range of data will be used to monitor progress and ILP data in this instance is likely to be a better indicator of progress than academic levels alone.

## **3. Roles, Responsibilities and Implementation**

### **All staff will:**

- Will recognise the importance of *Assessment for Learning*.

### **The Reintegration and Support Officers will:**

- Ensure that pupils undertakes Resilience a Growth baseline (Pilgrim 16).
- Gather data related to signs of safety at the initial home visit
- Repeat these assessments at appropriate progress checks

### **Learning mentors will:**

- Ensure pupils have completed the reading baseline using Star Reader and Accelerated Maths
- Will conduct relevant baselines as pupils are placed into intervention programmes and assess at appropriate points for review purposes

- **Teaching staff will:**
- Ensure baseline assessments are completed for core subjects
- Embed assessment activities into teaching and learning – *assessment for learning*.
- Ensure assessment information is used to inform lesson planning and enhance learning
- Ensure pupils understand and engage with the assessment protocols
- Ensure all learning objectives are shared with and understood by the students during lessons.
- Provide effective and regular oral and written feedback (refer to marking and feedback policy). Pupils should have written feedback which provides next steps marking.
- Pupils should have regular opportunity (every 2-3 weeks) to respond to written feedback.
- Use Appendix 1 to this policy to annotate and structure their responses.
- Use literacy codes with in the school literacy policy to promote written communication by pupils.
- Share assessment information including criteria with pupils to promote learning

### **3.1 Middle Leaders (Heads of English and Humanities, Head of Maths and Science, Head of Applied Learning and SENCO) will:**

- Ensure that teaching staff use baseline entry data to set targets for achievement that represent at least good progress over time.
- Ensure that teaching staff use ILPs to set appropriate, challenging, SMART classroom based targets.
- Ensure that assessment information is used to inform curriculum planning – especially the appropriateness of exam entry and level: recognising the principle of redundancy.
- Work with subject staff so that they can identify student’s strengths and weaknesses and areas for improvement
- Maintain an overview of attainment, achievement and progress of pupils by Key Stage, year group (at KS4) by base and by significant group (1:1, ASD, Anxiety / Mental Health, and CFS / ME)
- Use assessment analysis to inform curriculum development plans.

### **3.2 Senior Leadership Team:**

#### **The Deputy Head (Curriculum)**

- Assessment information is presented in a clear and informative way to relevant stakeholders, particularly to the governing body, and communicated with the percentage of pupils who are on track to make good / outstanding progress.
- Review assessment systems to ensure they are efficient and relevant
- Aggregate whole school data to facilitate the monitoring of significant groups
- Ensure targets are set based on baseline tests and are met as far as health allows
- Work with middle leaders through the process of track and act and progress check data.
- Ensure there are effective intervention strategies to allow pupils to make expected levels of progress.

**The Pastoral Manager will be responsible for:**

- Analysing the Resilience and Growth Scale (Pilgrim 16) (by individual pupil, significant group and base)
- Analysing the holistic progress checks and managing the associated Track and Act
- Working with the RSO team to identify pupils in need of Resilient Me.

**Governors:**

- Ensure the policy is implemented rigorously and analyse whole school assessment data.
- Use whole school assessment data to inform strategic targets.
- Use assessment data to hold senior leaders to account.

**Achieving the Policy Aims:**

**To ensure that policy aims are achieved the governors will:**

- Receive assessment information at standards committee meetings;
- Review the policy on the assessment schedule
- Review the implementation of the policy by governor visits.

**Senior Leaders and Middle Leaders will:**

- Timetable quality assurance activities such as lesson observations and learning walks review the implementation of the policy
- Promote knowledge, Skills and attitude towards effective assessment through the school community
- Monitor the progress of subject groups towards progress targets
- Record and report pupil progress to stakeholders
- Acknowledge the responsibility of staff to share good practice
- Implement high quality provision that incorporates early identification of needs, differentiated learning, challenging targets and well-focused intervention procedures where they are appropriate.

## Appendix 1: Formative and Summative Feedback/Marking

**Tasks are set according to a specific learning objective therefore feedback must be given according to the extent that this objective has been met.** This should be made clear to the pupil at the start of the task in order that the feedback is meaningful.

At Pilgrim we are often working with vulnerable pupils and therefore praise is a particularly important element of feedback. However, it is vital that feedback provides pupils with the guidance they need to improve. Therefore we **recommend** a 'sandwich' consisting of

Praise

Improvement

Praise

Improvement could follow this pattern to move pupil forward in their learning:

- A. Reminder prompt: a reiteration of the learning intention
- B. Scaffolded prompt: for elaborating or extending
- C. Example prompt: which models a choice of possible improvements

(Shirley Clarke)

Not all pieces of work have to be 'quality marked' in detail, but all must acknowledge the learning intention.

Assessments need to reflect the long term goal for the pupil. Therefore, some pieces of work will need to be graded according to either:

- National Curriculum Levels
- P levels
- GCSE grades
- BTEC criteria

Grades/levels must be justified and explained in order to be meaningful for pupils and to facilitate improvement.

All assessment, both summative and formative, should be used to inform planning and future learning.

Oral assessment – this should focus on the learning objectives and success criteria. It should allow pupils to have feedback on where they have been successful and where they need to reinforce their learning.

## Pupil Engagement

To maximise learning, feedback should be immediate and targets set for immediate next steps as well as long term improvement.

All assessment can only be effective if pupils are engaging with the learning advice. We therefore recommend that assessment is followed by the 3 Rs:

**R**ead   **R**eflect   **R**espond

At appropriate times pupils should be encouraged to mark their own work against the learning criteria. Where the dynamics of the learning group allow, peer assessment can also be effective learning. Plenary sessions provide opportunity for assessment for learning activities where pupils become more aware of their progress.

In order to encourage pupils to take ownership of their assessments they need to understand the marking that is applied. Therefore teachers use a standardised approach to ascertain the level of support involved in completing the task and a consistent approach to literacy across all subjects as follows:

### **Abbreviations to indicate level of support**

**H** Help given

**1:1 Individual** support

(Unless indicated by these symbols, it is assumed that work is independent).