
Marking and Assessment Policy

[061]



PILGRIM
PATHWAYS
SCHOOL

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1. Policy Introduction

Assessment at PPS serves the dual purpose of furthering the child's learning and promoting resilience in learning. Professor Dame Alison Peacock Chief Executive, Chartered College of Teaching, articulates what great assessment looks like. 'Great assessment enables both children and teachers to understand what has been learnt and identifies specific areas where misconceptions have occurred or where more practice is needed. Assessment that is used formatively, actively informs pedagogy'.

2. Definition

At Pilgrim Pathway's School (PPS) we adhere to Dylan Wiliam's 5 key strategies that support the implementation of effective feedback. Feedback is used for:

1. *Clarifying, understanding, and sharing learning intentions*
2. *Engineering effective classroom discussions, tasks and activities that elicit evidence of learning*
3. *Providing feedback that moves learners forward*
4. *Activating students as learning resources for one another*
5. *Activating students as owners of their own learning*

Leahy, Lyon, Thompson and Wiliam (2005).

3. School Ethos

Pilgrim Pathways School prepares students for discharge and successful reintegration into community and school to support recovery. With this in mind, all feedback at PPS feeds forward to this end goal of reintegration. Feedback is normative, recognises student progress and allows us to celebrate milestones. It recognises progress towards clearly defined goals and allows students and teachers to identify clear next steps. It thus supports coherent lesson planning and sequencing of learning and the high frequency of marking at PPS, due to the high ratio of staff to students is integral to our offer of a bespoke and deeply personalised curriculum which allows students to make rapid progress.

4. Our Aims

At PPS assessment is integrated, ongoing and aims to:

- celebrate all successes no matter how small
- let students know that all work is valued
- promote normative school practice
- evaluate how effective learning has been towards specific learning goals
- promote a reflective dialogue between student and teacher
- support the setting of next steps and to inform planning
- promote independence and resilience
- inform wider conversations with parents, students and medical staff

5. Forms of Assessment

- 1) Formative assessment is on-going day-to day assessment that provides teacher and student with qualitative information about student progress. It can be both oral and written, communicated during or after teaching to address misconceptions as they arise or to adapt planned tasks to suit the learning needs of the student. Our high ratio of students to staff means that we are able to be very responsive to student need in the moment. Due to the nature of our provision, most feedback is oral and will happen in lessons or from one lesson to the next.
- 2) Summative assessment measures attainment towards a school Key Stage level or examination target. This would usually happen towards the end of a unit or extended piece of work and might be jointly marked by PPS and student's home school.

6. How we give feedback

Type	What
Immediate	<ul style="list-style-type: none"> Takes place during the lesson and is usually oral Is given by the teacher or teaching assistant directly from work done in the lesson Requires an immediate response from the students Is dialogic May be given by teacher or teaching assistant May adapt the task being done
Responsive	<ul style="list-style-type: none"> Takes place after the lesson Is usually written Informs planning and next steps Requires a task centred response from the student

7. Written feedback

Written feedback and next steps are to be recorded in books. Written feedback in our provision serves several ends:

1. To record attainment and celebrate success for students
2. Students who are unwell or medicated may have issues with working memory. It is also hard to underestimate the cognitive load of students receiving acute care in hospital. Written feedback serves as an aide-memoire for students.
3. Written feedback is normative and supports reintegration and positive behaviour around learning.

8. Written feedback for literacy skills

In line with our focus on developing reading and literacy, all teachers follow the school's assessment code (appendix 1) which is stuck into all students' books. This approach promotes independent thinking by annotating

SPAG errors rather than correcting them. In requiring students to make their own corrections, marking supports development of independent literacy skills and places the onus on thinking on the student rather than the teacher.

9. Written feedback for metacognition

The EEF states that: *There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.*

Feedback will often suggest metacognitive or self-regulatory approaches or adaptations to learning in order to support students to become independent learners. All of our students will benefit from some metacognitive element of feedback but particularly those on reengagement programmes.

10. Metacognitive assessment on the reengagement curriculum (pathways 1-3)

Feedback and marking are integral to the re-engagement curriculum on pathways 1-3. The aims are identical to those of academic marking however the learning objectives are focused on progress towards re-engagement with an academic. The proforma has pd goals which are behavioural rather than academic to promote normative classroom behaviours for students who are too dysregulated to engage with an academic programme.

As with any curriculum, learning objectives are clearly defined and the proforma requires written session by session feedback about progress towards specific goals and next steps from teachers or teaching assistants and oral or written reflection from the student to be completed during or immediately after the session. The opportunity for student reflection is also integral to the programme's ethos.

11. Staff Training

Feedback and assessment are reviewed in our QA programme and CPD time is regularly dedicated to exploring research around assessment and feedback with opportunities for teachers to celebrate and share best practice.

12. Workload



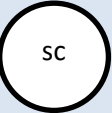
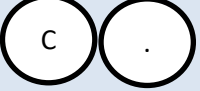
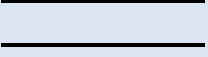

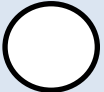


We consider teacher workload when creating the assessment policy as we are aware that we require more written feedback for each student than might be necessary in other settings. Written feedback is particularly important in a hospital school setting as students are often struggling with working memory due to effects of medication, illness or cognitive overload. Treatment can result in absence or abrupt ends to lessons, so written feedback supports an easy transition between one lesson and the next in an unpredictable environment.

We review written marking requirements regularly to ensure there is no duplication of work and that it is not overly burdensome on teaching staff.

13. Linked School Policies

- Curriculum Policy
- Behaviour for Learning Policy

Appendix 1.

Marking and Assessment codes used:	
	Independent work
	Some support given/ group work with support
1:1	Work completed with 1:1 adult support
	Self-correction
	Remember to use capital letters Remember to use punctuation
	Capital letter missing
V	Word missing
//	New paragraph
	Word misspelt
	Punctuation missing
✓	Correct/ this is a good idea
✓ ✓	Excellent/ this is a good idea
*	This sentence needs more work/ can you make this better?
	Learning objectives achieved. Well done.
	Learning Objective not yet achieved, we need to work on this again
NS	Next steps: to make your work even better, you can.....