

# Pass Move Grin

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## Education

### Marking and assessment policy

Pass Move Grin Education aims to ensure that our assessment process becomes part of a cycle of continuous improvement. We believe that assessment is not an end in itself; its purpose is to support teaching and learning by identifying what learners already know and can do and what their next steps should be. At Pass Move Grin Education we offer an inclusive, differentiated and personalised approach to assessment, to provide the opportunity for all learners, including those who are from low starting points, to make outstanding progress. Initial assessments and Baseline assessments are done at the start of each topic In order to measure progress accurately. Teachers and support staff need a clear understanding of starting points. The cohort of children and young people referred to Pass Move Grin Education share a profile of complex additional needs. Many of our learners may have poor self image, low self esteem and an inaccurate view of their own abilities.

We have a flexible and person centred approach to assessment. This means that we are able to demonstrate where learners' apply different skills within a curriculum area that are outside of the intended session outcome. We need to be alert to the 'wow moments' where a learner engages in a task for the first time or displays a skill or attitude which has not previously been observed. These significant steps need to be valued, recorded and shared with staff, parents and the child's main school.

### **Assessment, Tracking and Monitoring of Progress**

We have found that formative assessment strategies are the most powerful in ensuring learners are able to make good or outstanding progress. This includes day to day assessment against the specific and measurable learning objectives during their sessions. In addition the educational lead has a range of summative assessments available for those learners who are accessing the National Curriculum.

We feel that learning is best assessed through planned assessment tasks and these should ideally be planned for prior to the session taking place. These should be presented to learners as opportunities to 'show off what they know'. There is an expectation for staff to monitor the progress of learners every session and this should be used to inform planning. Learners will also be monitored against their individual targets. Learning Managers will complete a summative assessment of these half termly.

# Pass Move Grin

In addition to academic progress tracking we also assess, track and monitor learner behaviour, wellbeing and attitude to learning. Data will be shared with staff, parents and the child's school. This allows us to respond swiftly to any progress concerns and provide early intervention to support learners'.

## **Reporting Progress**

We will provide a minimum of 2 written reports per academic year to parents and stakeholders. We will also provide ongoing feedback throughout the academic year as required. We will report on progress to each child's main school regularly.

## **Recording work**

All pupils will have their own learning journey folder. This includes a maths, literacy, key skills, PSHE, homework and communication book. All work will be recorded in books with clear dates and objectives. This will help to show progress and inform the class teacher with planning.

## **Marking**

We believe that marking should only be done when necessary. For example...

- To help assess a child and detect common misconceptions to inform teaching.
- To highlight excellent work and misconceptions.
- To praise a child.

If we are marking we use a green pen to write positive comments and highlight any misconceptions. Children will respond to feedback/edit their work with a purple pen. The teacher will usually give verbal feedback at the end of the lesson or at the start of the next lesson. This verbal feedback will cover 'what went well', 'next steps' and any misconceptions.

## **Planning**

We are a part time provision, therefore our children will be attending their school and their school will still remain as their main education provider. Pass Move Grin Education aims to work closely with our schools to ensure our planning is inline with our schools long term plans and the national curriculum. We are aware that our pupils may have many gaps

# Pass Move Grin

in their learning and will need to have individualised plans and targets which will be regularly reviewed by the teacher and the child's main school. Lessons will be well differentiated and our lessons will be heavily focused on maths literacy, sport and performing arts.

## **Internal and External Exam Verification**

Pass Move Grin Education is currently a part time provision that is not yet registered with OFSTED. The children's main educator's are still their main school. This means that any children undertaking their SATS will be entered by their school and able to attend school to sit them. We aim to work alongside each child's school ensuring that planning and exam revision is in place and inline with the school as much as possible.

*Written -February 2023*

*To be reviewed February 2024*