

MARKING POLICY

November 2019

The Spires

S – Strive
P – Pride
I – Independence
R – Resilience
E – Excellence
S – Support

Marking Policy Statement

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Learning within the educational environment should be assessed in a coherent and measurable way to show progression of learning.

AIMS

- To encourage, motivate, support and promote positive attitudes
- To provide immediate feedback on pupils' achievements
- To develop an approach to both verbal feedback and marking which is active and formative
- To praise effort or perseverance and provide constructive feedback
- To increase the value of marking for pupils
- To ensure the marking criteria is explicit
- To develop a consistent approach, easily interpretable by pupils, teachers and parents

THE AIMS WILL BE ACHIEVED BY:

- The school has developed a developmental approach to marking because of the changing profile of pupils.
- Given the complexity of needs of some of our pupils, the majority of feedback or marking will be immediate, undertaken with the pupils in class. A significant amount of this will be conducted verbally, encouraging dialogue between pupil and teacher through the use of effective questioning.
- Ensuring that pupils know how they can move forward through a differentiated approach, depending on age, cognitive ability and level of emotional maturity or resilience of pupils. For a significant number of our pupils; ticks to indicate achievement or encourage them to identify what is good about their work with verbal feedback which regards to how to move forward in their learning is most appropriate. Some of our pupils take time to develop the resilience and emotional maturity to cope with written indication of errors made.

- Oral AFL is a key principle in our marking and assessment procedure. Verbal feedback should be clearly indicated by **VF** to identify that feedback has taken place.
- Giving immediate feedback. This will take the form of positive oral comment/ written annotation about an area of success, and suggest the next step for improvement. Indicated by **WWW** and **EBI** (What went well and Even Better If). Yellow Stickers also support this.
- Marking should be selective, referring to the particular qualities of the work (e.g. organisation, vocabulary) and then suggesting what to do to improve. Indicating every error is rarely helpful and care must be taken to preserve the integrity of pupils' work.
- Ensuring the marking criteria are explicit, where allocation of marks is required i.e. Entry Level, GCSE or assessment tasks. The marking criteria will be shared with the pupil and an explanation will be given to help pupils understand the relevance of that mark and identify the next step for improvement.
- The level of support received during the task must be clearly indicated on the work.
 - **R (Red)** – with a lot of support
 - **A (Amber)**- with some support
 - **G (Green)** – with no support
- Work taken in for marking e.g. test and assessment tasks, will be marked and returned as quickly as possible, ideally by the following lesson.
- Individual targets(on IEPs) should be referred to when appropriate. Comments should be made about progress towards these targets and/or what pupils can do in order to achieve those targets.
- All pupils should be encouraged to carry out self assessment and peer to peer assessment. Pupils will be encouraged to reflect upon how they can improve their work with an emphasis on recognising the next steps in their learning and how to take them.
- Peer self-assessment or peer to peer assessment either verbal or written should be clearly indicated by **P** (and **VF** as necessary)
- In order to develop a consistent approach, easily interpretable by pupils, teachers and parents, it is important for the Marking Policy to be implemented consistently by all teachers and support staff.
- A consistent approach by all staff, which takes into consideration each individual needs, will encourage progression over the Key Stages and facilitate the transference of skills across the curriculum.
- Marking should be in a different colour pen to that of the pupil.