



MARKING POLICY

Reviewed	September 2016
Responsibility for Review	Jl / Education Committee
Next Review	September 2017
Approval (Education Committee)	FGB Dec 2016

The Marking Policy establishes a reflective and interactive dialogue between the child, teacher and other adults. The policy also provides assessment information about progress made by the child. The aims of the policy are directly linked to the aims of the school. These aims support the commitment that the school has made to the raising standards and developing the potential of all pupils. The success of the policy lies in its consistent use by all staff and an understanding of it by pupils.

Through our marking policy we will provide pupils with;

- regular verbal feedback which is sensitive, constructive, meaningful and thought provoking
- regular marking of work through brief comments and use of relevant stamps and stickers (when appropriate) including the level of support needed by the pupil to complete the work and recognition of self-assessment.
- every half-term, written comments through ‘Two Stars and a Wish’. These comments should be as specific and focused as possible and be accessible to pupils. This is to be done with sensitivity and without de-motivating the pupil.
- support for spelling, punctuation and grammar. Mistakes should be corrected, except where it is felt that too much correction would have a de-motivating effect.
- reminders about progress made, targets to be achieved and standards that are expected
- support which promotes the learning needs of individuals.
- opportunities for them to achieve more and to recognise and celebrate success.
- the potential to enhance their self – esteem.

THE PRACTICALITIES OF MARKING

Mark schemes are intended to provide information to the pupil, staff and parents. Marking should be informative, supportive and provide the pupil with the information

they need to know to allow them to improve further. Annotated comments need to be accessible to the pupils and shared with them.

All work should be marked in some way, this includes worksheets. This can include regular use of brief comments and stamps with half-termly ‘Two Stars and a Wish’ assessments. Pupil self assessment is a useful method of encouraging pupils to be reflective and analytical when reviewing their work. Marking should be carried out sensitively and not discourage pupils from attempting to improve their performance and valuing their work.

Marking – Good Practice

<i>Every lesson</i>	<ul style="list-style-type: none"> • provide sensitive, constructive, meaningful and thought provoking verbal feedback
<i>At least once a week</i>	<ul style="list-style-type: none"> • use stamps, stickers and/or brief comments when marking written work • where relevant, annotations to work that identifies incorrect spelling, punctuation and grammar • pupil’s self assessment of their work
<i>Every half-term</i>	<ul style="list-style-type: none"> • ‘Two Stars and a Wish’ to provide specific and focused written feedback which is accessible to the pupil. • an opportunity for the pupil to read/listen to any comments from ‘Two Stars and a Wish’ and reflect upon these.

Classroom Monitor

Classroom Monitor software provides staff with a dynamic assessment framework. The ‘Markbook’ should be regularly accessed and updated to reflect a pupil’s progress in the topic/subject area being studied. Photographic, video and audio evidence can be attached to the markbook.

Education/Health/Care Plans (EHCPs)

Each pupil has a number of learning outcomes which can be linked into comments and feedback of work where relevant. These learning outcomes can be found on a pupil’s ‘Pupil Profile’.

Understand your ‘Effort’ marks

A Excellent effort, always on task and focussed. Tasks are always completed
B Mostly works hard, sometimes needs prompts to stay on task. Tasks are mostly completed
C Is easily distracted, often needs prompts to stay on task. Tasks are not always completed
D Is often off task and not engaged in lessons. Tasks are

Module work

Marking should be an ongoing process and not left until a module is completed otherwise the aims of the marking policy may not be fulfilled.

The role of support staff

The role carried out by support staff is central to supporting and moving forward pupils' learning. All staff, irrespective of the role they are performing, should be involved in the annotation of pupils' work.

LINKS WITH OTHER POLICIES AND PROCEDURES

Behaviour policy

The school has a system of rewards, which aims to be flexible and responsive to the emotional and social development of the pupils. The rewards system aims to publicly recognise the overall achievements of all pupils, whether as individuals, groups or classes of pupils. Rewards include VIVO, house points and house trips, rubber stamps, stickers, certificates, mentions in assembly and prizes awarded at the end of each year.

Assessment, Recording and Reporting

This policy outlines the practice and procedures associated with informing pupils and parents of progress and attainment and outlines staff, pupil and parental involvement in the assessment process. The Marking policy provides the framework within which the day to day assessment practices are structured.

Assessment for Learning (AfL)

AfL practices within classes aim to encourage pupils' awareness and understanding of their progress in lessons and enables staff to be made aware if pupils are having difficulties accessing the material being taught.

Monitoring

The policy will be monitored by the Education Committee and will include sampling pupils' work, reviewing end of year reports and seeking feedback directly from the pupils themselves.

The policy will be reviewed annually by the Governors Education Committee