MARKING & ASSESSMENT POLICY

Reviewed: **April 2017**

Next review date: **April 2020**

LeAF Studio Marking Policy

Regular and meaningful marking is part of the assessment process and informs students and staff of current standards being achieved. Verbal feedback and constructive marking helps to raise standards. Feedback and marking makes tracking of learning objectives and outcomes for individual students manageable on a day-to-day basis, and feeds on to the next cycle of planning for teaching. It is also an extremely effective method of ensuring that the students are aware of their own progress and how they can improve.

Aim

Within LeAF Studio we believe a feedback and marking policy, which is shared with both students and parents/carers will:

- Create a dialogue between learner and teacher/support staff and parents/carers;
- Ensure continuity for the learner as he/she moves through LeAF Studio;
- Signal areas of achievement development to students to inform future planning;
- Raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.

Principles

1. It provides opportunities to celebrate and acknowledge achievement, progress and effort;
2. It provides opportunities for prompt and regular written or spoken dialogue with the learner;
3. Teachers/support staff and students are clear about the learning objectives of the task and the criteria for success and marking is directly related to these;
4. Teachers/support staff and students provide constructive suggestions about ways in which the learner might improve his/her work;
5. Consistency is achieved by standardisation of marking across LeAF Studio and within Curriculum Areas;
6. Marking is in accordance with GCSE and BTEC mark schemes, where relevant.
7. Information gained is used to inform future teaching and learning;
8. Marking acts as an incentive to promote learning and further attainment, through a variety of strategies including enabling students to reflect on, revise and correct their work;
9. Marks given are recorded, used to inform report to parents/carers and passed on to the next staff;

Practice

Student Centred Practice

1. Both class-work and home learning should show evidence of regular marking;
2. Students are given the opportunity to self-assess in pairs or in groups;
3. Students are given the time to act upon the feedback given, eg. at the beginning of the next lesson (Dedicated Improvement and Reflection Time - DIRT) or home learning;
4. Exemplar work of a variety of grades should be displayed in classrooms as guidance for students who are aspiring to the next level/grade up;
5. Marks awarded by staff should be recorded in each staff's electronic record or planner. Those from major assessments will be recorded centrally;
6. Peer and self-assessment are valuable ways of developing student understanding of their own progress and assessment criteria. They should be evidenced, i.e. students must sign off the work to say they have been involved in this progress;

7. Staff should always check that any advice/comments made are followed up by the student. For example, if the comment is made, 'this piece should be completed using full stops', it is important that the student is given opportunity and made to do this.

Teacher Centred Practices

1. Teachers are selective in the aspects about which they choose to comment;
2. Teachers comment on positive aspects of the work and on areas for development;
3. Teachers will use green highlighted boxes to make it clear where students are responding to formal feedback and improving their work.
4. Teachers will use formal assessment sheets stuck into student books to evidence progress.
5. Teachers recognise effort as well as quality;
6. Teachers use the information gained together with other information, to adjust future teaching and learning strategies.
7. Teachers differentiate feedback while ensuring that all learners know how they can move forward. This is achieved by modifying the comments to suit the age and ability of learners.

School Centred Practices

1. GCSE grades and BTEC grades (Pass, Merit, Distinction and Distinction*) will be analysed and used to measure achievement and progress;
2. The presentation of students' work should be displayed in all classrooms and referred to by individual teachers/support staff (see Appendix 1).
3. Monitoring: By Senior Leadership Team at least six weekly through learning walkthroughs and/or work sampling via evaluation of students' work using a pro-forma. (See Appendix 2)
4. The literacy guidance for marking should be used in all Curriculum Areas (see Appendix 3).
5. The Feedback and Marking Policy has been discussed with all new members of staff and the practice reflects LeAF Studio policy;
6. All work returned to learners must be marked or given verbal feedback;
7. The principles of feedback and marking should be shared with parents/carers;
8. Feedback and marking must be manageable;
9. Feedback and marked work should be returned to the student within a reasonable timeframe.

Staff Record Keeping

To support student learning and attainment all staff should maintain individual student records. These can be electronic or paper-based. This information provides evidence when discussing student progress with: parents/carers and Senior Leadership.

Staff should always have to hand a class list, seating plan, targets set and evidence of interventions put in place for under achievement, Special Educational Needs (SEN) students and Academically Gifted students.

The required information falls into two groups: given information and information collated over the year.

This information is given:

- Base line prior attainment data, FFT, diagnostic testing, (recent standardisation assessment data, SATs, Reading & Spelling ages and targets) where applicable

- Individual student needs: SEN status: English as an Additional Language (EAL), Looked After Children (LAC), Free School Meals (FSM), Gifted and Talented) G&T, Ever6, Pupil Premium

Information which is added by the staff each lesson

- Where applicable, home learning (completed on time/late, level/mark). A description for each home learning should also be recorded.

- Coursework (tracking of progress and recording of results)

All should inform lesson planning.

Appendix 1

Presentation of the Students' Work

- All written work to be completed in black or blue ink
- All work to have a date
- All work to have a title, which is underlined
- All drawing, including frames of tables, to be done in pencil
- Labelling of diagrams, table contents, to be done in ink
- No doodling in margins
- Work to be written on each line, with no unnecessary gaps
- All loose sheets to be trimmed or folded to fit book and stuck in carefully
- Hole punches to be on left hand side
- Loose sheets to have name, learning group and date on each page

In addition, work which is word processed;

- To make use of header/footer option to include name and form
- Font size to be point 11, where relevant
- Font style to be Arial
- Line space to be 1.5

LeAF Studio

Work scrutiny monitoring form:

Work scrutiny monitoring form			
Work scrutiny monitoring sheets for: (teacher's or department name)	Subject and year:	Scrutiny carried out by: Role:	Date:

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring improvement/development
Is there evidence of progress since the beginning of the academic year?		
Is there evidence of effective differentiation?		

Is pupils' work marked regularly?		
Does the marking relate to learning objectives?		
Does the marking identify pupils' strengths and make explicit what they have done well?		
Does the marking provide explicit guidance for pupils on how to improve, in relation to their targets?		
Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?		
Have pupils conducted self-assessment?		

Have pupils conducted peer-assessment?		
Does the presentation show care and attention, and high expectations?		
Are comments presented neatly and clearly for children to read, adhering to the school's marking policy?		
Are individual targets clearly given?		

Areas for development: (teacher, subject or school)
1.
2.
3.

Annotation of the Students' Work Codes for Literacy
All staff and students should be made aware of the codes

How I Mark Your Work

	Code	Description	Example
	sp	Spelling mistake	*sp* I like skool
	Λ	Letter / word missing	I lke school
	O	Needs a capital / lower case letter	I live in (p)lymouth I (L)ive in Plymouth
	NP	New paragraph/line needed	"Go away," she said. "No!" he yelled back
	/p	Punctuation Error / Check punctuation	p Would you like a biscuit. p I bought bread milk and tea.
	I	Wrong tense	T We all done it right.
	?	I'm not sure what this means	You fell up means. ?
	(T)	Target – this is the area you need to improve	