Maidstone & Malling Alternative Provision

INSPIRING ACHIEVEMENT THROUGH INCLUSION AND SUPPORT

Believe, Achieve, Exceed

Marking Policy

February 2021

Rationale

At Maidstone and Malling Alternative Provision we believe marking and assessment is an integral part of the learning process. The regular marking and assessment of students' work is an essential requirement of all teachers as reinforced in the National Teachers' Standards.

The expectation is that teachers will make accurate and productive use of assessment, in particular:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- make use of formative and summative assessment to secure students' progress

- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Our marking, assessment and reporting systems enable us to:

- Judge performance measured against intended outcomes and reflect on progress over time
- Ensure marking is motivating, manageable and meaningful and thus impacts on student learning and progress
- Ensure feedback to students contributes to improved learning and is focused on specific tangible developmental targets
- Provide assessment information through an informative and understandable reporting system that allows parents/carers to know how their child is progressing and what they need to do to support them
- Identify what has not been understood, enabling us to inform evaluation of teaching methods and approaches to meet the individual needs of the student
- Evidence the good and outstanding teaching quality of learning and student progress within the school
- Provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.

Staff, students and parents all play a vital role in ensuring that what we do within Maidstone and Malling Alternative Provision best supports the needs of the pupil to either successfully reintegrate back into a suitable school, or to progress towards meaningful further education, employment and training.

Key Principles

- Marking recognises the achievements of students and allows teachers to record the way in which they have responded to the set task. It informs teachers of the various aptitudes and academic performance of students and informs future planning to meet the needs of individuals and to personalise learning
- By responding appropriately and sensitively to students' work we provide them with feedback on their achievement, progress and attitude to work and set challenging next step targets. Through this constant monitoring and assessment, standards are raised and expectations can be met
- By using marking as part of ongoing teacher assessment, we can record achievement, diagnose difficulties and plan appropriately for individuals, vulnerable groups and the whole class.

Equal opportunities including Special Educational Needs

All students should take an active role in their learning. Staff should use their knowledge of individual students; what motivates them, their individual learning style, their interests and enthusiasms. Marking should reflect this knowledge wherever possible to motivate and inspire students when responding to the work and contributions across the school. Whilst recognising the need to provide AFL comments that reflect our high expectations all staff

are aware of the reasonable adjustments that may need to be made for SEND students in order to maintain high self-esteem.

For students on the SEN register, responses must reflect their individual targets and progress against them.

School Ethos

This policy reflects the school's ethos of *inspiring achievement through inclusion and support* therefore written comments should reflect the high aspirations and expectations we have of all students. Through written comments we are teaching students to take responsibility for their work and should seek to make students feel secure and confident about their learning.

In addition to the comments on the knowledge and understanding shown within a subject area, comments should also reflect the values we seek to teach our students. Positive feedback should encourage key skills such as: good team work, empathy and the sensitivity to the needs of others, good speaking and listening, collaboration and taking responsibility, enthusiasm, concentration and personal organisation.

Marking Strategy (Formative Marking)

Marking is effective when it has a **clear purpose**:

- to correct misconceptions
- to provide further clarification
- to increase effort
- to increase aspiration
- to build student confidence.

The frequency of each type used will vary between subjects and Key Stages.
1. *Acknowledgement marking – Checking that the work has been completed and that there are no obvious mistakes that need correcting*
2. *Quality teacher marking – What went well and Even better if*
3. *Quality marking by pupils – Peer and Self-Assessment*
4. *Assessment marking – Extended writing assessment/exam style questions using examination criteria.*

1. Acknowledgment marking

Light touch marking – in order to support the giving of quality feedback and key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes or exercises. Teachers will acknowledge such work variously through the use of **ticks, simple marks or corrections (10/10) and/or brief attainment-based comments.** Work could also be acknowledged using the whole school stamp to show that it has been checked for completion and correctness.

2. Quality Teacher marking.

👍 What went well: 🎯 Even better if:
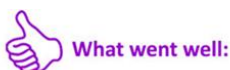
Quality marking should use the "*what went well* and *even better if*" framework. Work should be marked using the whole school stamp at the end of a piece of work or if the stamp is not available then work should be laid out as follows:

        WWW - positive comment(s) which relates to the learning objectives/success criteria.

        EBI - one area where the success criteria were not met/or a suggestion/question to encourage further thinking.

The strengths and next steps should relate to the success criteria for the piece of work given.

Reflection Time, where relevant, should be built in to allow students to respond to the "EBI". This could be a short 5 minute starter activity or as a longer activity within the lesson.

3. Peer and Self-Assessment

Students should be trained to use the WWW and EBI system against clear and agreed success criteria. Opportunities **should be** built into the scheme of work to allow peer and self-assessment. This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should be done in a different colour to purple to highlight it as student marking and not teacher marking.

4. Assessment marking
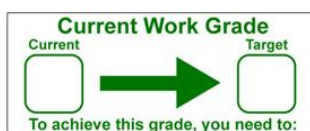
Assessed work that is marked should be given a Key Stage 3 Step, GCSE grade 9-1, NQF Level or vocational grade. This can also include a sub-level/sub-grade. Strengths of the piece of work should be identified with clear targets for improvement to raise attainment. Marking should be as encouraging and positive as possible to ensure maximum progress.

Entry and NQF Levels	9-1
Entry and NQF Levels will be subdivided to demonstrate progress in the following way: e.g. Entry Level 3 3.1 – working within Entry Level 3 3.2 – Working securely in Entry Level 3 3.3 – Ready to progress to Level 1, or undertake assessment at Entry Level 3	Levels 1- 9 will be measured in the following way: 1- Working towards 1 1 Working at 1 1+ Working at the top of 1, moving into 2

Verbal feedback (Formative feedback)

Verbal feedback is a valuable form of formative feedback. Some subjects may need to use this type of feedback more frequently such as in Maths, PSHE, Art and Physical Education. It may involve the use of open and probing questions and ongoing dialogue as work progresses towards the learning intention/success criteria. Alternatively, when it is recognised that a particular pupil responds more constructively and positively to verbal feedback than to written feedback, verbal feedback should be used.

Verbal feedback may be identified as having taken place using the "Whole School Stamper". The importance of individual and whole class oral feedback is recognised but students themselves should be encouraged to record what feedback they have been given. This can be achieved quickly and simply by training students to write next to the stamp in their books.

Formative Marking vs Summative

Quality marking, acknowledgement and peer/self marking are examples of formative making. They inform the teacher and student of learning progress; identify the next steps and how they can be best taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging students' attainment and therefore progress made at a given point in time.

Tracking and monitoring student progress

Students should have a tracking sheet where they are able to track their progress towards their targets. All students should have access to a tracking sheet. Where relevant, students should be involved in tracking and monitoring their progress and should be guided by staff in reflecting on their tracker sheets.

Marking for literacy

Teachers are not expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected.

NB: Some subjects may correct spellings that are subject specific rather than all spelling errors. In less able students, it will be necessary to write the correct version for the student. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Pupil involvement

Teachers may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them, or highlight them using the marking for literacy codes which are displayed where appropriate in the pupil's book or work folder.

Whole School Marking Code	Means…
Sp (and underline)	Incorrect Spelling
^	A word left out
//	New Paragraph

?	This part is confusing
*	See comment below
WWW/EBI	Comments should be made on each piece of marked work in this format

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Senior Management Team (SMT), where the undertaking of work sampling and findings will be fed back to staff with a suggested action for improvement.

Policy Review

This policy will be reviewed annually by SMT and fed back to staff for suggested alterations. Changes will be made to ensure that this policy reflects the best practice and is up to date.