

St Andrew's School

A school with Quaker values

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The St Andrew's School Trust is a Registered Charity No. 1129232

Marking Policy

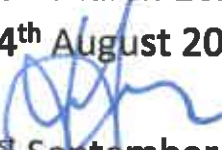
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1st September 2021

Registered Office as above. Registered in England and Wales Author: JC

Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones

Mr C Johnson, Mrs J Davis, Mrs R Robinson, Ms J Bird

Charity No. 1129232

Introduction

At St Andrew's School marking and feedback are vital processes that both inform and guide our teaching and learning. We value the importance of a detailed response to our students' work. Because of this we concentrate our feedback on a verbal one-to-one process. The responses to students' work should focus on successes and areas of development against learning outcomes and success criteria, enabling students to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Reasons for Marking

- To recognise, encourage and reward students' efforts and celebrate successes with them.
- To provide a dialogue between teacher and student which provides clear, appropriate feedback, referring to the learning outcomes and/or success criteria.
- To further develop students' confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach in order to achieve attainment in the National Curriculum.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning outcomes and standards across the school.
- To involve parents in reviewing their child's progress and to help with reporting to parents.
- To aid curriculum planning.

Marking and feedback should:

- Be manageable for teachers.
- Be both oral and written comments.
- Respond to individual learning needs.
- Indicate to what extent the learning outcomes have been met.
- Be related specifically to the agreed learning outcomes or success criteria (the success criteria should be generated by students wherever possible).
- Give students regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the students' achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher's short and medium term planning of the next step.
- Show evidence of students' self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the students.

Organisation

- Throughout the lesson there should be opportunities for the teacher to offer verbal feedback to each student.
- Where possible, students should be encouraged to self-mark using a different coloured pencil or pen.
- The amount of work set for each student should reflect their ability and give them a chance to respond to previously marked work.
- Teaching Assistants should be encouraged to use marking codes and written feedback for the individuals / small groups they work with.
- Distance marking (i.e. marking completed away from the student) should be accessible to students, and teachers need to make sure that students can read and understand it.
- Students should be encouraged to self and peer-assess and should include leaving comments about the progress they/their peer has made.
- Students should engage in peer assessment on a regular basis, using highlighters to highlight the great parts in green (referring to learning outcomes and success criteria) and the parts they need to think about and change in pink.

Expectations

- Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention.
- Marking should focus first and foremost on the success criteria for the learning outcome. The emphasis should be on the success against the learning outcome and improvements needed against that learning outcome and/or student targets.

Quality Marking

- The expectations are that students work is 'quality marked' with feedback marking on two occasions within a term. Students should then be given opportunities to respond to the marking and evidence of this should be included in their books. This will lead to a National Curriculum grade every term which will be entered onto schoolpod (management information system).
- The 'quality marking' should be related to the skills of the particular national curriculum subject. Students should also have opportunities to respond to these comments.

General Marking

- Teachers are also expected to comment and give feedback in the context of lesson objectives and the success criteria of the task.

Marking Comments

- When providing students with feedback to extend/consolidate their learning, students should be informed of aspects of their work that have met the learning outcome well, as well as steps for

Improvement. These should, where possible, relate to the success criteria for the lesson and have an impact on students learning in the future.

- Teachers will use the 'two stars and a wish' model to structure their feedback. Comments should be focused and in student friendly language.
- Useful comments are:
 - **A reminder prompt:** e.g. What else could you include here?
 - **A scaffolded prompt:** e.g. What were the man's eyes doing? The man was angry so he... Describe the expression on the man's face.
 - **An example prompt:** Circle the calculation that is correct: $20\% \text{ of } 100 = 20 / 20\% \text{ of } 80 = 20$
- Comments relating to effort should be clearly different to those relating to achievement.
- Comments relating to effort should be positive but also realistic and sincere.

Self-Marking

- Wherever possible, students should engage in self-marking or annotating of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson.
- Students should be actively involved in discussing and generating the success criteria for their learning.
- Students should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in everyday practice.
- Within lessons, students should be given time to reflect on their learning and identify their own successes and look for improvement points.