

**Susi Earnshaw Theatre School**

**Marking and Assessment for Learning Policy**

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| Date: August 2025 | Next review: August 2026 |
| Ratified by: Julia Hammond (headteacher)  |

**Marking, Target Setting, Tracking and Progress**

**Policy Vision**

At the Susi Earnshaw Theatre School, we believe that effective and thoughtful marking plays a crucial role in supporting our pupil’s both academically and artistically. Our marking policy is designed to give clear, helpful feedback that encourages and motivates every pupil.

**Marking Cycle**

**Three week cycle has been created for the ease obtainability of teachers and will only woek if the cycle is adhered to.**

Three-Week Rhythm:

* Week 1: Year 7 and 8.
* Week 2: Year 9 and 10.
* Week 3: Year 11.
* Repeat Cycle.

**Feedback Parameters**

Star and Target/ Horizon Approach:

Each piece of work will include:

* One Strong Point (Star): Highlighting good performance.
* One Target (Horizon): Indicating where the pupils can improve.

**Target Sheets and Monitoring Progress**

* Each student’s exercise book will feature a target sheet at the front.
* Homework and classwork objectives will be documented here.
* Pupils will use a green pen to introspect on their efforts and advancements.
* Once targets are achieved, pupils will tick them off and add the date of accomplishment.

**Teacher Commitments**

* Follow the three-week marking cycle, ensuring timely and effective feedback.
* Clearly identify strong points and constructive targets.
* Keep target sheets up to date to guide student development.

**Pupil Responsibilities**

* Understand and act on the feedback provided.
* Use their target sheets, writing in green pen to track their progress.
* Strive to meet their targets and accurately record their achievements.

**Monitoring and Review**

Our marking policy will be regularly reviewed by the academic leadership team to ensure it is effective and continuously supports excellence in education. Teacher and student feedback will be used to make ongoing improvements.

By diligently applying this marking policy, Susi Earnshaw Theatre School is committed to creating an environment where every student can succeed and grow. We aim to promote not only academic and artistic achievements but also a culture of self-improvement and thoughtful learning.

**TARGET SETTING VIA TARGET SHEETS**

The teacher will write a target question here that is specific to the pupils individual learning need. There will also be a T in the margin of the pupil’s book to show why they were given this target. Pupils’ must answer this question as fully as they can at the back of their book. The teacher will mark it.

**TRACKING PERSONAL PROGRESS**

At the Susi Earnshaw Theatre School, we believe that personal progress is equally important as academic process. There are several ways in which the pupils progress personally ranging from individual targets e.g., Punctuality, and or achievements in vocational studies e.g., booking a professional performance job. As well as working in the community, mainly the Barnet Christmas Street Fayre, where the pupils perform for the community.

Tracking personal progress is evidenced in a pupil scrapbook, a keep’s sake that stays with the pupil through their journey here at sets. It is used to record personal targets, set in tutorial, achievements, and promoting British Values.

**INCENTIVES TO PROMOTE PERSONAL PROGRESS**

Each term, the school rewards pupils for their personal progress through various incentives. For example, in the first term back to school, pupils are encouraged to be prepared for class, and presented well in terms of uniform. The top five achievers are rewarded with a special class.

**INTERVENTION**

If at any time a pupil is not progressing, either academically, personally or achieving their targets they will be asked to attend extra classes before the start of school. This is known as intervention, and this will continue until they are back on track. For further details on interventions, please see our intervention policy.