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Facebook: This Is My Education

TIME

Marking & Assessment Policy

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This Is My Education (TIME) Marking Policy

We believe that a common consistent marking policy is fundamental for every child's learning. For feedback to students to be 'outstanding' Ofsted believe that it must be personalised and ensure students know how to improve. In addition, it must praise consistently and appropriately as well as supporting students to improve their learning.

The Aims of Marking:

- To empower students to take an active part in their learning.
- To praise achievement.
- To ensure that students have an accurate understanding of their successes and 'next steps' to make progress.
- To maintain open dialogue between staff and student's regarding learning.

This will therefore:

- Ensure students are fully involved in their learning.
- Build effective relationships between staff and students which celebrate successes but encourage and challenge students to achieve and reach their full potential.
- Allow staff in school to accurately assess learning and allow specific feedback to students as well as effective planning to allow future progress.
- Ensure that staff can accurately report the level of achievement, progress and appropriate expectations to parents/carers and other agencies.
- Enable staff to subscribe to the good practice, which is shared across the school, and provide consistency across subject areas.

Accessibility:

All marking must be made accessible to students. If students have low literacy levels then staff may need to read their marking to students or additionally give verbal feedback. The priority is that all students fully engage in discussions regarding their learning and have a clear understanding of how to improve.

Marking Procedure

All marking in school should follow the 'Next Steps' format wherever possible using the following codes. It is good practice for teachers/learners to use different coloured pens.

- LO Marking must refer to the learning objective.
- S Success, marking must identify where students have been successful during this lesson.
- NS Next Steps, marking must identify next steps for the student to ensure they make progress in following lessons.
- PC Students should be encouraged to comment on the feedback given and sign to confirm and validate the feedback given.

Lit- Literacy Comment

Wherever possible staff are requested to make a comment regarding the literacy of students (in subjects other than literacy). This may include their writing, reading or speaking and listening in the lesson. This is part of a whole service drive to raise literacy levels and so that students can see the significance of literacy in all subjects. Staff are also expected to correct spelling mistakes in high frequency words and subject specific key words.

This specific notation must be used to ensure that students see consistent marking across all subject areas. If staff members wish to add additional comments this is welcomed, verbal feedback should also be included in the marking comments.

Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Students will need to be aware what aspects are being made a focus. This will often be the LO.

NOTE - A comment on attitude or behaviour may be included but this must be in addition to marking regarding learning not instead of this.

Feedback can be verbal, written, individual or group and time must be given for students to read and discuss.

Frequency

It is expected that where possible students work will be marked before the following lesson to ensure that their successes are celebrated and they are aware of how to improve. Frequent marking encourages students to regularly read and respond to feedback so that it is meaningful and leads to increased student focus and development.

Other forms of assessment

The use of a range of assessment strategies such as students self-assessing their work or that of their peers is an intrinsic part of learning. Where this takes place assessment should also focus on the Learning Objective (LO). Written and verbal feedback from peers should, wherever possible, take a similar form to staff marking and comment on success (S) and next steps (NS).

Target setting

The students should have individual targets which relate to their particular weaknesses and how they can address them. The targets should be **SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT, TIME RELATED. (SMART)**

Targets could be specific to grades or levels. They could also relate to specific areas of weakness to ensure students make maximum progress. Irrelevant of how targets are set students must fully understand what these are and be active in trying to achieve them.

Responsibilities

It is the responsibility of the Senior Leadership Team

- to monitor the consistent use of this policy across the service and to report back to staff on a regular basis.
- to monitor the use of marking across the service to feedback to students and encourage their progress.
- to ensure consistency of students responding to and engaging with feedback so this is a collaborative process.

It is the responsibility of all classroom teachers.

- to ensure that all classwork and homework is marked regularly according to the school's marking policy.
- to ensure that any unfinished student work is subsequently completed.
- to keep a record of marks and levels achieved in accordance with the agreed procedures within their subject areas.
- to explain the marking and assessment grading system to the students.
- to ensure that assessment information informs further curriculum planning.
- to give students time to engage with and access marking and feedback.
- to allow discussion regarding feedback.
- the communication needs to be in a form which is comprehensible and clearly able to be understood by the individual student.
- to encourage students to write comments on their work to support learning.

Learning objectives



Planning, Marking & Feedback Form



DATE	
TITLE	English literature: Imagery within the text.

Learning Objective	You have achieved your Learning Objective.	You are working towards your Learning Objective.
1. To be able to give examples of imagery in the play Macbeth.		
2. To be able to review why William Shakespeare's rationale for the play Macbeth to be set in Scotland.		
3. To be able to evaluate the decline in Lady Macbeth.		

What went well:	
Even better if:	
Now try:	
Date marked:	
Grade given:	
Learner response:	