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# TIME

## Marking & Assessment Policy

July 2024  
To be reviewed July 2027

## **This Is My Education (TIME)**

### **Marking & Assessment Policy**

This marking policy is designed to support learning by providing learners with meaningful feedback on their work, encourage self-assessment, guide teachers in their instructional methods, and cater specifically to the social, emotional, and mental health (SEMH) needs of learners. The policy aims to reinforce the connection between teaching and learning by ensuring consistency in feedback across all subjects and year levels.

This policy applies to all teaching staff including teachers, teaching assistants, and other instructional personnel at our school. It covers marking practices for all types of learner work including classwork, homework, projects, and assessments.

Effective marking provides critical feedback to learners, enabling them to understand their progress and areas in need of improvement. Consistent and constructive marking practices enhance learner engagement and motivation, supported by both Ofsted guidance and DfE recommendations. This policy aligns with our commitment to uphold high standards of education and learner achievement, including comprehensive support for learners' SEMH.

#### **The Aims of Marking:**

- To enhance learning- Marking should serve as a dialogic tool, offering clear, specific, and relevant feedback that directly relates to the learning objectives and is sensitive to learners' SEMH needs. This practice supports the learners' ability to reflect on their work and to take ownership of their learning process.
- Motivation and promote self-esteem-We aim to use marking to positively affect learner motivation, self-esteem, and emotional well-being. Recognizing effort and achievement, even in small steps, boosts confidence, supports emotional resilience, and encourages learners to engage more positively with their learning.
- Assessing and monitoring- Regular marking helps teachers to monitor the effectiveness of their teaching strategies, provides valuable information for adjusting instruction to meet learner needs including their SEMH needs, and aids in identifying areas where additional support may be necessary.
- To ensure learners have an accurate understanding of their next steps including individual targets and EHCP targets
- Marking is aimed at empowering learners and build on their growth mindset and importantly their resilience by encouraging learners that mistakes are required in order to grow and develop, this is my education refrain from placing marks on the front of papers in order to break the stigma that results are the highest priority instead we focus on growth.

## Principles of Marking

Clarity and consistency - All staff should adhere to a common marking scheme that is understood by learners and parents. This scheme will be regularly reviewed and updated to ensure clarity and relevance not only to the latest curriculum objectives but also to accommodate learners' SEMH considerations.

Constructive feedback - Feedback should be actionable and empowering, guiding learners on how to improve and consolidate their skills. Comments should be specific rather than generic, focusing on particular aspects of the work while considering the emotional impact such feedback may have.

Timeliness - Feedback should be provided promptly while the work is still fresh in learners' minds. This immediacy helps to reinforce learning and allows timely corrections of misunderstandings, which supports emotional stability and well-being. Marking should be no more than 1 week after the lesson has taken place.

Accessible - All marking must be made accessible to learners. If learners have low literacy levels then staff may need to read their marking to learners or additionally give verbal feedback.

## Type of Marking

- **Summative Marking:** Used to evaluate learner performance at the end of a unit or term, providing grades or scores.
- **Formative Marking:** Emphasizes comments that focus on the details of learning and what next steps are needed to progress, observing the individual's emotional and mental readiness.

## Literacy Comment

Wherever possible staff are requested to make a comment regarding the literacy of learners (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 learners 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 learners 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. Learners 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 learners to read and discuss.

In our nurture group or foundation level learning groups SPAG will not be more than 20% corrected instead our English lead will pick common misspelt words/grammar and incorporate it into intervention.

## **Roles and Responsibilities**

### Teachers

- Teachers are responsible for implementing the marking policy through consistent, regular, and meaningful marking of learner work.
- To ensure that all classwork and homework is marked regularly according to the school's marking policy.
- To ensure that any unfinished learner 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 learners.
- To ensure that assessment information informs further curriculum planning.
- To give learners time to engage with and access marking and feedback.
- To allow discussion regarding feedback.
- To ensure communication is in a form which is comprehensible and clearly able to be understood by the individual learner.
- To encourage learners to write comments on their work to support learning.

### Learners

- Learners should respond to feedback from teachers by making improvements or asking for further clarification when necessary.

### Leadership

- The leadership team is responsible for overseeing the implementation of the marking policy, providing necessary resources and support and monitoring its effectiveness through regular reviews.

## Appendix

The following lesson objective sheet can be found below, the objective sheet should be completed before the lesson begins, the first 2 objectives relate to the scheme of work and the last objective relates to the learner, this should be linked to their EHCP target outcome set by the school SENDco every half term, all outcomes should be communicated to the learner before the start of each session.

Once the lesson is complete the learner should lead the marking process by ticking if they believe they have achieved their outcomes or believe they are working towards this outcome (in purple pen) this helps to promote self-esteem and reflective thinking. Learners will then rate their lesson from 1-4 based on the learner feedback table (which can also be found below) this will include, Understanding, independence and my EHCP target.

The class teacher will mark second (In green pen) and provide feedback. The teacher will then highlight what has gone well during the lesson and then the next steps based on SMART targets. Ensuring opportunities are made for learners to discuss teacher feedback.

Written comments should be legible, comprehensible and unambiguous for the learners concerned, with due regard to a learner's reading ability. Written comments should be in green ink.

Learner's work will then be marked throughout their workbooks or portfolio, feedback should be given throughout the marking process and refrain from tick base marking, marking should be dated and signed by the class teacher providing space for the learner to respond.

# Learning objectives



<b>DATE</b>	
<b>TITLE</b>	

Learning Objective	You have <b>achieved</b> your Learning Objective.	You are <b>working towards</b> your Learning Objective.
1.		
2.		
Links to ECHP outcomes		

What went well:			
Next Steps:			
Date marked:			
Learner response using the rubric table with learner	Understanding	Independence	My EHCP Target
Learner Comment			

# My Feedback Table

	Understanding	Independence	My EHCP
4	I fully understood this lesson	I completed independently	I need no further support with my target
3	I understood the majority of this lesson	I had minimal support with this lesson	I need minimal support with my target
2	I understood parts of this lesson	I had some support with this lesson	I need some support with my target
1	I did not understand this lesson	I had lots of support with this lesson	I need lots of support with my target