

Marking and Assessment Policy

Aims:

Marking should be accurate and clear. It must provide specific information on how a pupil can further develop their work.

Feedback:

All feedback should be:

- Constructive: recognising efforts and achievements related to the learning objective
- Developmental: providing specific, detailed advice to help pupils make progress
- Relevant: given as soon as possible to ensure impact on pupil learning
- Consistent: applied in the same way by all those working at the school
- Responsive: all feedback should include opportunities for pupils response

Written feedback must be legible and clear and should set an example to the pupils with regard to handwriting, spelling and punctuation.

Time must be allowed for pupils to read, reflect on and respond to any written comments using green pens.

Verbal feedback comments need to be recorded by the pupil to ensure they have understood.

Recorded Work:

- A star and a wish system will be used. A Star identifies examples where the learning objective/individual target has been achieved. Wishes have to include next steps
- Work is marked to the learning objective and/or to the individual pupil target
- Areas for development are provided for all subject
- Marking will reinforce the spelling appropriate to each key stage
- Self-assessment and peer assessment should be included

Marking Codes/Non Negotiables:

The following key should be used when marking against the learning objective or individual pupil target(s):

- Incorrect spelling/numbers underlined with a wavy line
- A missing word ^
- In focused group work where there is ongoing verbal feedback **VF** written in book with an additional comment
- Stamps indicating independent or assisted work must be used
- Adults should mark in blue ink
- Children to respond in green ink

Summative and Formative Assessment

Staff are required to complete a formative assessment every 2 weeks onto Pupil Asset. Each term a teacher will make a summative assessment for English Composition, GPaS, Reading and Maths. This data is then questioned and moderated in Pupil Progress Meetings. An analysis of this data is then shared via a Module Review, which is shared and discussed with the Executive Principal and Executive Director.