

# Maple Medical PRU

## Marking Policy

### Aims

To ensure that all pupils have their work marked in such a way that it improves their learning and builds self esteem.

### Objectives

- To enable verbal and written feedback to be an effective tool for promoting learning for all Maple pupils
- To develop an interactive process that confirms when pupils are on the right track and then lets them know what needs to be done to improve and make progress.
- To prompt all pupils to respond to the verbal and written feedback given by the teacher.
- To ensure pupils are provided with regular feedback to help them reach or exceed their full academic potential.

### Rationale

Maple recognises that teachers' marking of pupils' progress and attainment and pupils' assessment of their own progress and attainment are central functions in the learning process. Marking of pupils' work can take different forms and involves both written and verbal feedback.

The focus of written feedback is on helping pupils gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the pupil is prompted to improve their learning.

Marking is most effective when the pupil knows:

- the purpose of the task;
- how far they have achieved this;
- how to move closer towards the goal of their learning

Marking and the implementation of this policy is the responsibility of all teachers. Parents/carers, members of the Management Committee, support staff and other agencies will be involved in the outcomes of written feedback.

### **TYPES OF MARKING:**

#### **VERBAL:**

Oral feedback is the most powerful. Teachers create as many opportunities for this as possible and indicate this has occurred on the pupils' work with the initials VF.

## **WRITTEN**

Acknowledgement Marking – this may be a tick or the teacher’s initials and is used where considerable oral feedback/guidance has occurred in the lesson

Self-Marking – pupils mark their own work. Spellings, mental mathematics are obvious examples but teachers find opportunities in other contexts. The emphasis is on pupils addressing their misconceptions as well as providing opportunities for early teacher intervention

Peer Marking – when appropriate (and after modelling), pupils verbally comment on or physically mark a partner’s work. Initially the focus is on pupils identifying strengths

Quality Marking – entails giving focused comments, relating to the lesson objective and success criteria, in order to ‘close the gap’ between where pupils are and where they could be.

Teachers will use Praise, Improvements, Next Steps (PIN) to support pupils.

PIN is used in the Hospital School for longer stay pupils.

We do not colour code our marking.

## **EXPECTATIONS**

Teachers are expected to ensure

- Pupils receive selective written feedback at least twice every half term. Clearly the type and extent of written feedback necessary will vary from subject to subject.
- Within the Hospital School, pupil’s work is marked with the pupil so that they get immediate verbal feedback.
- In Mulberry most feedback is verbal and immediate with annotation to indicate this.
- Verbal and written feedback is predominantly encouraging and constructive;
- Pupils are told exactly what is expected from their written work and how they can achieve success;
- Self assessment is regularly used to enable pupils to become immersed in the assessment criteria;

Longer term KS3 & 4 pupils receive a level or GCSE grades for an assessed piece of work regularly so that they have a clear idea of their level of attainment and what they need to do to move towards the next level/grade. The level given is on a 100 point scale for the majority of Maple pupils and they can see clearly on a ‘wheel’ their starting point and where they are each half term. The scale is linked to grades.

- Evidence of marking is noted in their records;
- Pupils should be encouraged to mark, self evaluate and peer assess when possible
- To ensure that pupils are given time to consider the marking comment
- To share good practice with marking in meetings

Teaching Assistants are expected to;

- Read through comments written by teachers in order to guide any pupils they are working with in class

Pupils are expected to;

- Act on advice given during the marking process

Senior leaders are expected to ensure that;

- Teaching staff adhere to the policy
- The impact of the marking policy is monitored by conducting regular work trawls and scrutiny at SLT meetings. This will be at least once a term when a KS3/4 pupil or subject area is chosen at random. All areas of Maple at will be looked at during a year and feedback will be given to the teachers.
- The marking within the Centre motivates pupils and has a positive impact on self esteem.

The Leadership Team are expected to ensure that:

- They devise and implement a programme to monitor the implementation of the Whole School Marking Policy
- They evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.
- They provide opportunities/training to ensure marking is moderated and consistent

**Date of Policy**            October 2019

**Date of Review**        October 2021

**Signed**

**Head teacher** .....

**Chair of Management Committee** .....