

THE DRIVE PREP SCHOOL - MARKING POLICY

Aims and objectives of the policy

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To confirm a teacher's interest and involvement in the pupil's progress.
- To encourage pupils to raise their achievement and develop their self-esteem by giving feedback that is positive but which provides developmental points for improvement.
- To make pupils aware of the next steps in their learning.

Feedback

Feedback should be a positive communication based on learning intentions and success criteria. Verbal, written or pictorial feedback could be from teacher to pupil, pupil to teacher or pupil to pupil. Written feedback may take the form of acknowledging or comment marking. Comment marking is linked to the learning intention and success criteria. It provides positive comments on what has been completed, achieved and how to improve. Marking should be carried out as often as possible with the pupil present.

Marking and feedback should:

- Involve all adults working with pupil in the classroom
- Give pupil opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Inform present achievement, future planning and individual target setting
- Be accessible and inclusive
- Be seen by pupil as positive in improving their learning
- Relate to learning intentions and success criteria which have been shared with the pupil
- Give clear strategies for improvement
- Allow specific time for pupils to read, reflect and respond to marking
- Involve pupils in the marking process, both as self-markers and in peer marking.

Verbal feedback

Verbal feedback is a vital tool in raising achievement. Verbal feedback should be varied and adapted to suit all learning styles (Visual, Auditory, Kinaesthetic) and be based on an adult's understanding of each pupil as an individual. Pupils should have the opportunity to reflect and

respond.

Verbal feedback from staff should be specific and should focus primarily on issues linked to the learning intentions.

Awarding raffle tickets for effort, achievement and improvement are part of the school's marking system.

Peer feedback and self assessment by pupils

Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessments. Teachers will consider the age of the pupils when selecting the techniques to use.

Self-assessment and peer assessment may include:

- 'I can ...' or 'How am I doing?' statements used when evaluating targets.
- Reporting back on lessons/activities undertaken to share with the teacher. Worksheets in the teachers' resource room for pupils to comment on. Store in pupils' personal folders.
- Personal assessments of work in curriculum areas.
- Commenting on other pupils' work including positive comments and suggestions for improvement.
- Occasionally marking their own or another pupil's work, checked by the teacher.

Written Feedback

Written feedback may be too severe if undertaken in red. Black or blue ink or pencil preferred. Green may be used to highlight a target or HTI (how to improve). Metallic or gel pens for smiley face or house point awards or ticks can be used.

Certificates and raffle tickets for effort, achievement and progress are given to pupils as motivation.

Marking

- Spelling errors will be identified and underlined. Correct spelling in the margin or at the bottom of the work.
- Punctuation errors will be identified and corrected.
- Each teacher will tick the work to show it has been seen and for most pieces of work add written comments to show pupils the learning intention, their achievement and how to improve their work.
- Each teacher will initial the work to indicate when corrections have been completed.

Written Feedback in Mathematics

Written feedback in blue or black ink. Green for targets

- This may take the form of self-marking, peer marking or teacher marking.
- When a teacher marks work, the first incorrect example of a method will be modelled
- correctly next to the pupil's version.
- Comment marking will be against the learning intention and success criteria and should be used appropriately.
- As far as possible, comments should be developmental. Verbal feedback could be given to a focus group.

Feedback on Homework

- There will be acknowledgement of all pieces of homework. Teachers respond online to homework submitted and mark the work which is handwritten. Marks are recorded online in a spreadsheet which highlights consistencies and any inconsistencies.
- Where appropriate, pieces of homework will be quality marked in line with other areas of this policy and this also applies to online homework for GCSE pupils. A reminder here that coursework submitted should only have comments referring to deadlines and requests for improvement. There should be no comments that explain how to improve.

GRADE REPORT GUIDELINES

Class effort and achievement. All Years:

- A* Focus and achievement is excellent.
- A Focus and achievement is good.
- B Focus and achievement is mostly good.
- C+ Focus and achievement is satisfactory.
- C Focus and achievement is mostly satisfactory.
- C- Focus and achievement is unsatisfactory.

NC Levels: Years 3 – 9: (Replacing levels) Indicators of progress being made in subject areas;

Yr 4/5/6/7/8/9 Emerging Expected Exceeded

REPORTS WILL PRESENT RESULTS BASED ON COMPARISON WITH THE NATIONAL AVERAGE AND FOLLOW THREE BANDS: EMERGING, EXPECTED, EXCEEDED.

EXAM GRADES WILL BE GRADED 9-1 ((9 BEING HIGHEST)

Predicted/mock Grade Years 10 and 11: This gives a realistic indication of the grade the pupil could achieve in examinations.

All assessments of pupils during yr 9-11 need to be graded where possible in line with the GCSE grading system. All mock assessments and results will be handed in to the office to be stored in the Office secure room. Archived assessments and samples of work are stored in our Assessment drawers in the SENDCo/Rainbow room. Results are also logged online.

Last Revised:- Aug. 2023

Next Review:- Aug. 2024