**Foxfield School**

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**Marking Policy**

**Updated**

**2018**

**Senior Member of Staff Responsible:** Mr Steve Ledson

Governor Responsible:

**Introduction**

The nature of the work undertaken by pupils at Foxfield suggests that the School Marking Policy should be more than a policy for marking written or book work. It should address the needs of the full curriculum and population and aid good teaching and learning.

While hard and fast rules cannot always be applied, the following points should be considered when marking a pupil’s work:

* Marking is simply a means of giving feedback following an assessment. The manner of the assessment and feedback is the key issue. However feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective …”feedback must answer three major questions asked by a teacher and/or by a pupil:
	+ - Where am I going? (What are the goals?),
		- How am I going? (What progress is being made toward the goal?),
		- Where to next? (What activities need to be undertaken to make better progress?)” (ibid p86)

At Foxfield these questions should be modelled by the staff and pupils given the opportunities to answer.

* Pupils are entitled to have their worked assessed, ‘marked’ and feedback given for every lesson. They should know how they performed, and how they could improve in the future. This applies to all lessons. If the work does not appear to warrant an assessment, one should question its value.
* Where it is not possible for a pupil to understand the feedback given or the next steps needed, staff should carry out this task together planning our the next steps.
* Peer assessment opportunities should be given. These can come in different forms depending on the ability and understanding the pupil has. E.g. thumbs up/down, coins in the jar.

Research into best practice suggests that when marking is limited to a tick or a score it is of limited use, and may in fact de-motivate the pupil. More detailed feedback by way of comments, particularly if they are discussed with the pupil, will encourage and result in improved performance in the future. (ref. ‘Inside the black box’ , by Professor Dylan Williams)

**Aims**

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers’ assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

When work is marked it is important that errors and faults are explained. In a school such as Foxfield the method of explanation will be crucial, and it may be useful to provide the pupils with model answers or illustrations of the correct way as part of the feedback.

Staff must be aware of the communication difficulties of individuals when giving feedback. Good practice in terms of effective communication skills should be shown by staff, using the skills of speech, sign and gesture, modelling etc. allowing for the comprehension skills of the individual pupil.

Marking can still be evident and equally important during both academic and practical activities. This can be in the form of assessment and feedback to the individual or group, using effective communication skills.

**Assessment for Learning**

Foxfield recognises the role assessment for learning (AFL) has to play as part of a whole school approach to assessment.

Assessment for learning involves using assessment in the classroom to raise pupils’ achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning. The clear distinction between Assessment of learning which tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage and Assessment for

Learning which is formative in nature and takes place all the time in the classroom and is one that should be reflected in teachers planning.

Staff should show and understand the commitment to the key characteristic of AFL which are:-

* Sharing learning
* Helping students to recognise the standards they are aiming for.
* Involving pupils in peer and self assessment
* Providing feedback which leads to pupils recognising their next steps and how to take them
* Promoting confidence that every pupil can improve
* Involving both teacher and pupil in reviewing and reflecting on assessment information

**Marking of work**

Individual pieces of work will be marked against the related leaning objective for that task, ‘what has the pupil learnt’? This is in the form of

* Not achieved
* Acquired / Inconsistent
* Mastered / Consistent.

**ASDAN Personal Progress**

Work will be graded according to the 10 Point Achievement Continuum;

1. Encounter
2. Early Awareness
3. Interest
4. Supported Participation
5. Active Involvement
6. Development
7. Exploration
8. Initiation
9. Consolidation
10. Application

This standardises the marking at Key Stage 4 and post 16 groups where pupils follow ASDAN courses.

**Personal Progress PSD and Diploma in Life Skills (DILS)**

Those undertaking Personal Progress, (ASDAN) and Diploma in Life Skills (DILS) have their work moderated by internal assessors and their work is then presented for external assessment for which they will receive a pass or fail grade at the particular continuum point at which they were working. They will receive a certain amount of credits for every unit passed and as these accumulate pupils will receive an Award for 8 points, a Certificate for 14 points and a Diploma for 37 points.