

Marking Policy

Marking and feedback on student's work has been proven to have a significant impact on their learning and desire to learn.

The aim of feedback, whether written or spoken, is to leave the student feeling calmer and more positive about themselves and their abilities than they did before the interaction. It should encourage further effort because they enjoyed the experience and desire more feedback.

Many of our students have a poor image of themselves as learners and are unable to take risks in their learning without the support of regular consistent and positive feedback on their work, encouraging them to accept errors and successes and to persevere and risk the challenge of further learning.

My Choice School prefers minimal, strategic marking and regular verbal feedback and support for work. All feedback should be specific, accurate and clear e.g. "It was good because you..." rather than just "correct"

The Focus of Feedback

- The output of the activity
- The process of the activity
- The student's management of their learning
- The student's self-regulation

Giving verbal feedback

- Smile often
- Look for opportunities to say nice things, give praise and be complimentary
- Be interested
- Be honest but gentle
- Keep relaxed body posture and don't invade students' personal space
- Where possible, be on the same level as the student, e.g. sit if they are sitting
- Be non-judgemental
- Avoid interrupting or talking over the student
- Don't speak too quickly
- Give time for their responses with awareness that they may need processing time

Giving written feedback

- Use clear, legible handwriting that is a good model to the student
- It is usually possible to mark the student's work while they are present and during the lesson due to the frequency of opportunities to work closely with them. Mark as the work is happening, putting ticks and positive feedback on the work as appropriate
- Provide specific guidance on how to improve and not just tell students when they are wrong; due to the low resilience of most of the students, the inclusion of superlatives and smiley faces is encouraged
- Where marking isn't completed with the student, mark it as soon as possible afterwards, usually the same day. This should then be shared with the student as soon as possible after completion
- Label each piece of work with the date marked and the markers initials
- Students are encouraged to write a response to the marking
- Add a "next time" or developmental point where the resilience of the learner will not make it detrimental to their continued learning

Report Writing using the IEP and Report Form

The IEP and Report form is designed to provide a plan and report on one document. The targets and supports will be recorded for the start of each term and will be reviewed throughout term and at minimum twice at term (at half term and again for the end of term). Progress against the targets should be recorded in the Achievements and Next Steps section and will contribute to the following term's IEP. This section will also be supported by the Student Tracking File.

Keep it specific to the student.

Avoid copy and paste when writing reports. We are a small school so it is not necessary or appropriate. Copy and paste can lead to mis-gendering students, calling them the wrong name, repetition or writing inaccurate comments.

Keep it factual and avoid giving unsupported opinions.

Be specific.

Where a student's progress is not optimal, include reasons why this may be, such as class changes, events outside school or other challenges the student may be facing.

Use a supportive, positive tone while being honest about the achievements / frequency of incidents / engagement of the student.

Be detailed and include all the relevant information.

Be mindful that the report will be read by students and parent / carers.

Take into account accessibility and ensure that the IEP and Report is accessible to parent / carers who do not have access to IT or who may have literacy needs or who may have EAL.

End of Day reports

End of day reports are intended to be celebratory; they will inform parents / carers about the highlights of the student's day and of events and activities planned.

Standardisation of assessed work

My Choice School ensures that marking is standardised for Asdan Short Courses and for the ELC. Standardisation is lead by the Headteacher for the Asdan Short Courses and by the Headteacher and Exam Officer for the ELC. Standardisation meetings are scheduled each term and the information is cascaded through the teaching team via teacher meetings.

Policy link

Curriculum
Assessment

Reviewed May 2021

Reviewed May 2022

Reviewed May 2023

Review due June 2024