

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 verbal, 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. This encourages 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".

Teachers and TAs can mark student's work; they will work together as a team for their class however the Teacher will have overall responsibility.

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
- Recognise and praise effort

Giving written feedback

- Use clear, legible handwriting that is a good model to the student
- It may not be always be possible to mark the whole class's work while the class is present, due to the frequency of interaction with them and others in class. It may be possible to mark some of each student's work while they complete it, putting ticks and positive feedback on the work as appropriate and giving verbal feedback and encouragement. This will also provide feedback to the teacher about learning outcomes during the lesson.
- 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 descriptive high praise 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 or generic 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 at the end of each term.

Be mindful that the report can be read by students many years after they have left My Choice School if they request their Student File.

Take into account accessibility and ensure that the IEP and Report is accessible to parent / carers who do not have access to the internet or who may be reading the report on their phones, or parents / carers 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 and Moderation of assessed work

My Choice School ensures that marking and assessment is standardised for Asdan Short Courses, Key Steps, Lift Off and for the ELC / Functional Skills English and Maths.

Standardisation and Moderation meetings are scheduled each term, with further opportunities for cascading information through monthly Teacher meetings.

Standardisation and moderation is lead by the Headteacher for the **Asdan Courses** and all teaching staff have access to delivery guidance for:

- Asdan Short Courses
- Asdan Key Steps

- Asdan Lift Off

Training for all teaching staff is delivered by the Headteacher and covers:

- Delivery
- Evidencing and completion
- Submission and Challenges
- Admin
- Moderation processes and Tracking
- Achievement recording

All teaching staff are assessors for the Asdan Courses and the Headteacher is the Moderator.

Standardisation is lead by the Headteacher and Exam Officer for the **ELC / Functional Skills English and Maths.**

Training for all teaching staff is delivered by the Headteacher and covers:

- Delivery
- Moderation processes and Tracking
- Achievement recording

All teaching staff and Headteacher are assessors for the ELC and Functional Skills English and maths.

Policy link

Curriculum

Assessment

Examination

Reviewed May 2025

Review due June 2026