



Marking and Assessment Policy 2024 - 2026

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Ratified and signed by LGB	
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1. Rationale

The purpose of this policy is to make explicit how teachers should mark students' work and provide feedback, in addition to how students should ideally present their work.

Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment, and progress. It also enables a dialogue between the teacher and the learner to ensure that meaningful and rapid progress is being made. It also allows a positive relationship to develop between teacher and learner in regard to their academic and social development. Discussing student progress as part of assessment for learning (formative assessment) contributes to the development of a student's growth mind set. Further to this, the incorporation of dedicated improvement and reflection time allows a student to both solidify and expand on their previous learning, making learning layered and not solely linear. It also provides increased questioning and extension opportunities. In effect, marking and assessment need to be viewed as key aspects of effective and meaningful learning and development. All members of staff are expected to be familiar with the policy and to apply it consistently.

2. What is the purpose of assessment and marking?

- To praise effort and attainment.
- To encourage, motivate, support and promote positive attitudes towards learning.
- To promote higher standards and set challenging, but achievable targets.
- To provide constructive feedback, allowing learners to identify "next steps" and subsequently accelerate progress. This should be done through DIRT:
 - Directed/dedicated
 - Improvement/Independent
 - Reflection
 - Time tasks when feasible.
- To encourage learners to self-assess and reflect so they develop better independent learning skills. This should be done through dedicated improvement and reflection tasks when feasible.
- To correct mistakes and offer encouragement.
- To provide information for assessment which informs teacher planning and targeted intervention for students.
- To assess students' performance against stated learning objectives.
- To generate data for analysis and help staff plan appropriately and identify gaps in progress.
- To ensure that marking is standardised throughout the academy, allowing for greater opportunities for cross-moderation and simplify reporting systems and information provided to stakeholders.

3. Why do we need a Marking Policy?

It is essential that we have a consistent approach to marking and assessment to provide clarity to all stakeholders and to provide constructive feedback to students which supports their learning and engagement. Involving students in their own learning, encouraging pride in achievement and developing their growth mind sets, are major foci for the academy. Our aim is to re-engage students in learning, equip them with the skills and qualifications to widen their future opportunities and close academic and social gaps in their progress due to often disrupted prior educational experiences and undiagnosed special needs. This policy aims to help close the gap for our students between what they can currently do and what we would like them to be able to do.

3.1. What are the principles that guide the Academy's approach to marking?

Marking and feedback should:

- Be accessible and understandable to students and manageable for teachers.
- Relate directly to the learning objective(s).
- Achieve differentiated learning outcomes
- Involve all adults working with children / young people in the classroom.
- Give recognition and praise for achievement and clear targets for improvement, development, and reflection.
- Allow time for students to enter into a dialogue with the teacher and respond to the marking / feedback.
- Respond to individual learning needs.
- Inform future planning and contribute to target setting and expected learning outcomes.
- Be seen by students as a positive means of improving and reflecting on learning.

4. Key elements of the policy

- Feedback to students is on-going, takes place each lesson and supports students in identifying "next steps".
- Marking is regular and follows a consistent approach throughout the academy.
- All marking recognises what students can do, have achieved and what they need to do next.
- Students are active participants in their own learning and engage in the marking and feedback process.
- Teachers standardise marking through regular moderation processes.
- Assessment is embedded in the learning programme for every individual and contributes to the analysis of data by student, groups, schools and overall academy.

5. How do we mark students work?

Marking is part of a continuum of activities for recording achievement and promoting progress, which include:

- Checking
- Responding
- Dialogue
- Advising
- Assessing
- Reviewing
- Improving
- Reflecting
- Reporting

5.2. The SAIL Academy focuses on three forms of marking / feedback:

- Verbal feedback/ Dialogue (Evidenced every lesson)

We recognise the importance of immediate and on-going feedback to students. The teacher will initially discuss with the student how they have met the learning objective and give feedback on specific areas for improvement. This may be simply praise and encouragement or may involve correction / guidance in improving understanding or to extend learning. Children and young people of all ages need oral feedback, but this is especially important where there are difficulties with reading or low literacy skills and reading of teacher comments needs support.

- Summative feedback/ Marking (Evidenced every lesson)

This usually consists of ticks, corrections, and stickers, "smiley faces" and should be done by teachers every lesson in the course of checking students' understanding against the learning objective of the lesson. Self/peer assessment /marking and checking by the teaching assistant may also be used here.

- Formative Marking/ Feedback (Evidenced weekly)

Formative assessment should take place every lesson with assessment for learning. This could be discussion of learning outcomes, incorporation of tasks that allow the teacher to actively and immediately assess development of student understanding, or otherwise. Evidence of formative marking/feedback must be incorporated at least once every week.

- This promotes accelerated progress and focuses students clearly on where they are at (learning outcomes for GCSE/Functional Skills work based on specification points and learning objectives, which can be in the form of "I can" statements in effective; and learning outcomes in the form of "I can" statements for KS2-3 students, linked to

National Curriculum objectives), how closely they have met the lesson objective, what they have done well and what the "next steps" should be ("even better if..."). Next steps should link to a task that further solidifies/develops the student's understanding and/or allows for reflection by the student on their learning. Dedicated Improvement and Reflection Time tasks should be done at least once weekly.

- Progress students have made in regard to success with learning objectives and outcomes should be indicated by the teacher through comments and reflected on by students when appropriate. Teachers should actively apply a method of recording which enables progress over time and the journey of learning each individual has taken to be evident. In addition, the associated feedback can be qualitative (comments), quantitative (numerical scores/results) or both.


Annotation of work, marking and feedback **should be completed in GREEN OR PURPLE**

Student response to feedback should be written in BLACK if directly on their work or in their normal writing colour if the student response is given on a separate evaluation sheet.

5.3. Marking and feedback must include:




- The Learning Objective(s) and/or learning outcomes must be recorded by the student and/or incorporated into handouts with feedback related directly to this/these made by the teacher marking the work **(GREEN OR PURPLE)**.
- Learning outcomes/ "I can" statements – students may comment on their achievement of these, but the teacher is to make explicit what the student has achieved with their own comment independently or in response to a student's comment **(GREEN or PURPLE)**.
- "What went well" and "Even better if" comments can be made in self/peer evaluation of work, or directly by the teacher. Student reflection should be encouraged when feasible though, with "Next steps" given by the teacher and linked to DIRT tasks **(GREEN OR PURPLE)**






Annotation should include:






- Ticks when an appropriate point / correct answer has been made (Green).
- Smiley faces related to any positive comment (always for KS1/2, when appropriate for KS3).
-  = Class Dojo point
- A comment related to effort or incorporation into an evaluation








All work must be clearly coded in **GREEN or PURPLE** with the level of support provided using the following codes:







- R – Refused to complete
- S – Support provided by an adult – please identify type and level of support
- I – Completed independently

 +  
Adult and pupil feedback consistency





    
 Learning Objective - typed or written - top left

    
 Short Date written in by student (or on LO printout) - top right

    +   
 Black pen for adult instructions and green pen for feedback

     
 Purple pen/pencil for pupil improvements & evaluations

Next Step target (as needed)

 =   
 Circle = something unknown or incorrect

R **I**
 R refused to complete I completed independently

S
 S support provided by adult

All support/comments to be followed by staff initials

6. Student engagement in assessment and feedback

Engaging students in feedback dialogue allows the teacher to check students' understanding and measure progress. It also promotes an open environment in which students are encouraged to seek clarity, ask questions and access further support. Students are also able to improve and reflect on their learning through dedicated improvement and reflection time. Formative marking / feedback must include student participation through a system whereby students respond to their learning through reflecting on their understanding of learning objectives/outcomes, through

production of their own “what went well” and “even better if” statements, production of their own targets/next steps, participation in DIRT tasks and/or commenting on the teacher’s marking. This should take place at least weekly or when any finished piece of work is marked. Teachers may use evaluation sheets to help with this process and/or self-assessment grids in the front of books or folders with “I Can” statements or learning outcomes (GCSE) as part of this approach, combined with the students’ own feedback / response on the piece of completed work / task.

6.1. Assessment

Baseline Assessments are completed on entry for all students to confirm the information received on referral. For any new student to the SAIL Academy, assessment is undertaken by the class teacher and class staff team with flexibility over the first six weeks shaped around the student’s needs. Baseline assessments include reading, spelling, English and Maths for all students. Other subjects must be assessed by teachers within the first half term of placement. Prior Attainment information is sought at the referral stage and should be obtained from previous placement prior to a student’s commencement at The SAIL Academy. It is important placements are accepted based on information being provided to the school and following the student to ensure appropriate continuum. Missing information / data will be robustly followed up by the SAIL SLT team where there are gaps.

6.2. Progress is measured using the following timescales:

Termly for all subject areas (using teacher identified assessment tools /tasks)

Every half term for Reading

Progress data for each student for each subject, based on national curriculum objectives and/or specification points taught is collected to evidence student progress. The cycle for progress data collection will be agreed by SLT shared with all school staff. Progress is measured by comparing before teaching and after teaching attainment steps, as determined by teachers based on diagnostic, formative and summative assessments.

6.3. Reporting on progress:

Short reports are produced three times per year at the end of every full term.

Reports to Governors will be produced at requested timescales –nominally per term by the Deputy Headteacher over seeing Curriculum and Assessment giving headline figures and analysis of data by different cohorts as well as whole group / school.

7. Presentation of work

Taking pride in work is expected. Staff feedback will demonstrate that staff value students’ efforts and recognise success. This, in turn will encourage students to take pride in their work, improve their presentation and raise their own standards. Therefore, it is expected that:

- All books are well looked after and presented with name, class, subject and teacher clearly written on the front.

- Any graffiti must be removed where feasible and discouraged with written teacher comments when present. Should graffiti be offensive (e.g. include swearing, insults, etc.) the book must be covered if graffiti is on the front, or the comment covered if inside the book, or a new book purchased by the student. Students should do the covering, and not the teacher.
- All work should be dated.
- Pencil may be used by younger children and blue or black pen by secondary students. Other colours may be incorporated in notetaking and project work at the teacher's discretion, particularly when important concepts need highlighted or for flow diagrams, concept maps, etc. However, completion of tests must be done in blue or black. Practice examinations should be done in black pen, as this is required by all boards when sitting examinations.

8. How it works standardised across the Academy?

The Academy will publish and share with staff a schedule for work / book scrutiny, planning scrutiny, and lesson observations / learning walks annually. Data snapshots gathered from teaching and learning, and assessment will be shared with staff and governors at appropriate points throughout the academic year and used to focus and inform future improvement in student progress and assessment. As the SAIL Academy establishes as a school, we will seek to link with external providers who are at least good to establish links for cross-site assessment moderation meetings to validate the accuracy of our marking.

9. Links to other Policies

- Curriculum
- Behaviour Policy
- Admissions Policy

10. Changes