MAYFIELD SCHOOL

Marking & Assessment Policy

To be reviewed: June 2019

Contents:

Aims of the Marking Policy:

- To ensure consistency of marking and pupil feedback across all curriculum pathways at Mayfield School.
- To ensure that marking is robust through purposeful feedback.
- To enable all pupils to improve their work the setting of challenging yet achievable targets.
- To provide opportunities to celebrate individual pupil success and outcomes.
- To check that pupils have understood learning objectives through monitoring of learning outcomes and monitoring attainment over time.

Principles of marking & Feedback

- Marking will be against learning objectives, success criteria and individual targets.
- Pupils will have the opportunity to reflect on feedback and respond to comments where applicable.

Pens will be used as followed

Green pen	Teacher feedback
Purple pen	Pupil responses
Green Highlighter	Indicates to students that they are meeting the objective in written work
Pink Highlighter	Indicates to students that they need to check your work/answers

Frequency of feedback

All completed pupil work must be marked

English and Maths work should have an extended comment at least once a week, this may done during lessons with students where appropriate.

For further information see: pupil feedback

Pupil Feedback – a teacher's guide

Feedback should always be positive and focus on the achievements of each student.

Foundation Pathway (M4 – M6)

Feedback should be immediately communicated to the student, through their preferred mode of communication.

All comments should be written about the students work and refer to the learning objective, context and level of support provided by staff.

> *Example:*
>
> *L.O. To react to new activities and experiences (M2i)*
>
> *"Zak enjoyed exploring the sensory items presented in an unfamiliar story. Without prompting, he intentionally reached out to feel the ice. He spontaneously laughed when I sprayed him with water. He stayed engaged throughout the sharing of the text"*

Developmental Pathway M6-M10

Feedback should be immediately communicated to the student, through their preferred mode of communication.

All comments should refer to the learning objective, context and level of support provided by staff. Comments may be directed to or be about the students work.

> *Example:*
>
> *L.O. To read 10 words linked to a familiar vocabulary (M6)*
>
> *"Well done Zak! You were able to read seven of your flashcards. We now need to practise: mum, drink and more.*
>
> *"Zak independently read with instant recall 7 out of the 10 flashcards. He confused 'mum' and 'more' and didn't attempt to read 'drink'. "*

There should be regular evidence of self-assessment.

Discovery Pathway M10-M22

All work should include a date, learning objective and where relevant to the task and student a success criteria.

Comments should be directed to the student to support them in moving on to the next stage through questions and gap tasks.

Teachers should *sensitively* highlight work using pink and green highlighters (If it's green it's been seen and if it's pink you need to think) This should be linked directly to the Learning Objective/Success Criteria, with evidence of the students returning to their work to make corrections using a purple pen.

> *Example:*
>
> *L.O. To use adjectives to describe a character with support (M11)*
>
> *"Well done Zak, you used a variety of adjectives to describe the character of Oliver with a word mat. You used what Oliver said and did to support your ideas. Can you now think of some adjectives to describe Nancy?"*
>
> *There should be regular evidence of self and peer-assessment.*

Work Tray Records

Students following the Foundation and in some cases developmental pathway will require a work tray structure for English and Maths. All staff working with students that follow this structure are expected to regularly annotate the work tray records to ensure that formative assessment is recorded and shared appropriately. The folders are red for English and blue for maths the same as the trays, folders are to be kept in individual pupil trays. Work tray records must be kept in trays in date order with the **most** recent record at the top. Solar Star records **must** also be kept in the folders stored at the front similar to exercise books. Please use a divider to separate the Star records from the work tray records.

See Appendix 4

Self-Assessment

Where students are able to effectively self-assess their work they should be asked to colour in a smiley face next to their Learning Outcomes using a traffic light system.

I can do this!

I'm getting there.

I need help!

Marking key

The following abbreviations   *should be used to support general marking*

I	Independent
NP	No prompt
VP	Verbal prompt
VIP	Visual prompt
PP	Physical prompt
SA	Self-assessment
PA	Peer-assessment

The following abbreviations should be used to support marking for written tasks

SP	*Spelling mistake – this should be highlighted in pink*
P	*Punctuation error – this should be highlighted in pink*
//	*New paragraph – this should be highlighted in pink*
Gr	*Grammar error e.g. to, two, too – this should be highlighted in pink*

Presentation:

- Daily work carried out by students and evidence of this will be recorded in their subject workbooks .

- Students following the **Foundation pathway** have the following workbooks **English**, **Maths**, **Understanding the World**. *Work tray records can be used to support the learning journey shown within these books.*

- Students following the **Developmental pathway** have the following workbooks **English**, **Maths**, **Science** and **Expressive Art & design**. *Work tray records can be used to support the learning journey shown within these books.*

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- Students following the **Discovery pathway** have the following workbooks **English**, **Maths**, **Science**, **Humanities**, **RE**, **PSHE**

- Workbooks are identified by the colours above and should have a front cover R:\PRIMARY\Curriculum\Workbook Covers R:\SECONDARY\Curriculum\Workbook Covers

- Every workbook should include a plastic wallet including, pupils current report sheets and the SOLAR *pdf* for the relevant strand/subject. *See Appendix 2* *This tells us where each student is currently performing and the skills that they need to develop in order to reach their targets* These documents are prepared and printed for the class teacher.

- All workbooks should include a varied combination of *witness statements, photographs and written work completed by students*.

- All work should include the date, a clear learning objectives, M level and success criteria where relevant to the student and task.

- Annotations and comments should be written in green pen and include staff initials.

- Feedback should always be positive and focus on the achievements of each student. And provide guidance to re-in force and extend learning.

Monitoring and checking pupil progress

- Summative assessments against M.A.P are recorded on SOLAR. There is an expectation for at least one piece of evidence to be added for each strand, per half term.
  Please see further guidance on how to do this:
  R:\PRIMARY\Curriculum\TALC\Uploading evidence to SOLAR.docx
  R:\SECONDARY\Curriculum\TALC\Uploading evidence to SOLAR.docx

- Every workbook has a plastic wallet at the front of the book that includes the SOLAR pdf star card for each strand within the subject *Please see Appendix 2.*

  Staff are expected to tick and date stars on these as students demonstrate that they have achieved against these statements.

- Pupil attainment is measured at 3 points within the academic year Autumn/Spring/Summer. This data is imported from SOLAR to TRACK by the assessment lead on the dates listed on TALC (teaching & learning cycle)
  R:\PRIMARY\Curriculum\TALC\TALC V4.docx
  R:\SECONDARY\Curriculum\TALC\TALC V4.docx
  TRACK is then analysed by Key Stage Leads and SLT to measure pupil attainment and highlight key trends.
  This analysis is then shared with class teachers and will inform where individual interventions need to be planned to further support students.

Moderation

The TALC outlines when moderation will take place. Moderation is always completed by key stage TRIAD groups who are supported by an identified member of SLT.

The purpose of moderation is to ensure that assessments are reliable and feedback is purposeful to students.

Sample groups are identified on the moderation date by the assessment lead. A focus i.e. writing is also identified at this time. This helps the leadership team to identify what is working well within the curriculum and where action plans need to be developed in order to overcome barriers to success.

Please see Appendix 2 for an example of a moderation form.

Pupils missing work due to absence

When a pupils has missed a lesson, class staff will still put the relevant learning objective in their book and leave space for catch up.
For pupils who have missed lessons due to a longer period of absence work set by the teacher will need to be sent home by the pastoral support team. Additional work tasks to be completed at home can be found R:\PRIMARY\Curriculum\Absent Pupil Work

If the pupil is unable to complete the work whilst at home, teaching staff must ensure subject specific interventions are implemented on their return.

Appendix 1 – Examples of good practice
Appendix 2 – SOLAR Star card and pupil report sheets
R:\DATA\PupilReportSheets
Appendix 3 – Intervention & – Moderation Proformas
R:\CURRICULUM\TALC
Appendix 4- R:\CURRICULUM\Work tray records\Exemplar Work Tray Record Sheet.doc