

THRIFTWOOD SCHOOL and COLLEGE

Marking Policy



Adopted: March 2014

Updated: March 2019

Review: As Required

THRIFTWOOD SCHOOL and COLLEGE

MARKING POLICY

At Thriftwood we believe that effective feedback is key for each individual to understand their own learning and next steps of progress. Whenever possible, this feedback will be delivered **verbally** during the lesson or immediately after, to ensure it is purposeful and understood.

THRIFTWOOD SCHOOL 5-13 YRS

Pupil Assessment

Pupils are encouraged to develop the skills needed to assess their work critically using a traffic light system.

How was your work todaycompleted either verbally or in the pupil's book.

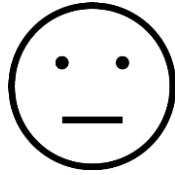


Time to be given by adults to stimulate communication and help the pupils to justify their choices.



At frequent intervals throughout the year, pupils may also identify work they are proud of and denote this with a **“I am proud of this work”** sticker / stamp or written note.

Pupils are encouraged to view their work critically, discuss with teachers, edit if appropriate and begin to reflect on their work throughout their time at Thriftwood and some will use the following symbols:



I enjoyed this work It was OK I did not enjoy this work

Adult Assessment

All pupil work will be annotated by adults to denote levels of independence in the task.

- 0 Refusal / No response
- 1 Constant instructions and physical support given (eg hand over hand)
- 2 Initial support and instructions given but with reminders to keep on task
- 3 Initial support and instruction given
- 4 Independent work

An additional comment, in green, may be added by staff to clarify understanding of concepts/task and resources used.

Feedback to pupils

A range of different styles of marking and feedback are used across the school, responding to individual pupils' understanding and abilities. The feedback style used may vary from child to child to ensure that pupils understand when they have been successful, and what are their next steps are to improve their learning, as appropriate.

Marking is completed with a **green pen**.

The following styles of feedback are typically used for Literacy and Maths work:

Positive Marking Only

This is used as an intervention to boost self esteem and confidence, promoting engagement.






Verbal Feedback

Discussion with the pupil about their work as they are completing it, identifying the areas where the pupil has achieved the success criteria, and further identifying next steps to work on. This will be denoted with a

VF and a word / symbol to signify the focus of the discussion, e.g. VF wow words.

Identifying positive achievements and next steps

Developmental comments will be made on pupils work if they are able to read. For children unable to read; stickers, smiley faces, Thrifts, house points and symbols, as below, will be used.

	work is correct				
	work is incorrect and needs revisiting				
	Look for help or a resource for support				
	Re-read/check				
ABC	Capital Letters				
	Finger spaces				
<table border="1"><tr><td>.</td><td>!</td></tr><tr><td>?</td><td>,</td></tr></table>	.	!	?	,	Punctuation (draw the appropriate mark)
.	!				
?	,				

In addition to the above, staff and pupils can also use highlighting of work to emphasis achievement towards the lesson objective or child's individual target.

Staff to draw attention to written comments / symbols in books, allowing time for pupils to reflect on their next steps.

Peer marking

Discussion with peers and the use of tick, dots / question marks to identify accurate work.

Pupil conferencing

A planned half-termly meeting with a pupil to review their work, identify progress, and agree the next target. Using the proforma style overleaf.

PUPIL and STAFF CONFERENCE Thriftwood School



Pupil Name			Staff name
Date	Class	Year group	My aim was...
achievements/proud moments/new skills/difficulties/targets/help needed			

All other work to be acknowledged, dated and initialled by staff.

House Points, thrifts and stickers can also be awarded for exceptional effort.

Thriftwood College 14 -19

Students are encouraged as part of our marking policy to take responsibility for their own learning. Staff will use verbal prompts and encouragement throughout the lesson to ensure students focus on outcomes and maintain attention on the task.

The marking of work is age appropriate and is geared towards learners needs and levels of understanding. Staff have identified the purpose of marking at this age range and its function in prompting progress across a range of subjects and learning levels.

The systems outlined below are used throughout the college to indicate to students, parents and other staff how a student has approached a task and how they have understood it. Systems vary according to the subject area or learning activity and the links to the **Central Assessment System (CAS)**. Marking strategies might be supplemented with written comments, depending on the ability of the individual student to be able to read and act on guidance.

The Central Assessment System - CAS



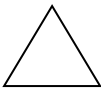



The college uses an EXCEL system for tracking progress across Mathematics, English and Personal Learning and Thinking Skills (PLTS). Students are fully involved in the tracking of their own learning through:-

- Personal review of teacher assessments for Maths Gems and Ninja maths – students are marked according to scores achieved and common errors are explored.
- Students reflect on their behaviour for learning in English and establish links between their assessed levels and their progress.
- Students review teacher judgements regarding their responses across the curriculum.

Student reports at the end of the year are generated from CAS

Marking Methods

1. For learners not following accredited routes marking is structured to offer guidance to indicate how a young person has approached a particular task, or set of tasks, using both shapes and numbers, as shown:-

Indication of Understanding		Level of support	
	I don't understand/not understood		Constant support
	I sort of understand/some understanding		Occasional support
	I understand/understood /achieved		Independent

This system may be used by staff or students depending on the activity.

2. Both Functional Skills and GCSE in Maths and English will require more formal methods of marking linked to the syllabus criteria. This will include marking against specific outcomes using a range of symbols, underlining, written comments, corrections and suggestions. Students will understand the criteria for their subject area and will be able to describe the purpose of the marking. Marking will normally be in green pen.
3. Some subjects will require subject specific marking, evaluations/reviews, or photographic evidence. This applies to vocational qualifications and other forms of accreditation.

All systems of marking will be used at the discretion of the staff to achieve the desired function. Marking will be monitored via work scrutiny and through the observation framework.