



Marking & Assessment Policy

This policy has been drawn up in consultation with staff at the Open Box Education Centre and should be considered as part of the centre's approach to improving learning and teaching.

Rationale

We want to ensure:

- Formal and informal judgements are made by staff working with all students.
- Any assessment is used to improve learning and teaching and inform future planning, helping to embed our high expectations.
- Our assessments are accurately measured against nationally recognised criteria.
- Our assessment and marking policy enables us to assess students' knowledge, understanding, skills and achievements.
- Marking and/or verbal feedback is an integral part of teaching for learning.

Aims:

- To celebrate students' achievement and guide students to the next step of their learning.
- To provide meaningful and honest feedback to students on what they have done well and how to improve and learn more effectively, in an encouraging and constructive manner.
- To provide meaningful and accurate data, which will inform planning.

Expectations/Responsibilities:

We will fulfil the above aims when:

- All students know where the targets they are working on can be accessed and they understand what they need to do to progress and improve.
- Staff make available and share examples of work so that students can see what they need to do to achieve particular levels/grades.
- Staff encourage students, as individuals, to see where each lesson fits into the scheme of work and to give clear objectives and success criteria for each lesson
- Staff have sufficient knowledge of students' prior performance, or current ability, so that realistic, but challenging, targets can be set.

Marking/Recording:

As the marking of, and verbal feedback on, students' work is an important assessment tool which is essential for both progression in student learning and effective teaching, we believe effective marking and verbal feedback helps to:

- Recognise and celebrate student achievement.
- Monitor student progress.

- Provide clear guidance for improvement.
- Motivate and encourage students.
- Assist in evaluation and planning.
- Reflect on own achievement.

Marking or feedback, in either written or verbal form, should be given on a daily basis as appropriate to each subject area.

Marking Codes:

Visual key and notation

- Mark in green pen
- V = verbal feedback given
- ✓ = Work correct
- Sp = Spelling error
- C = Capital letter and full stop needed
- // = New paragraph needed
- Δ = Student needed support throughout the task - unable to complete without adult input

Alongside the notation on all key assessed tasks, teachers should provide a suggestion for improvement where necessary and an indication of how to improve their level.

As appropriate, students' work will be assessed with **National Curriculum levels, Entry 1, Entry 2, Entry 3, Level 1, Level 2 and GCSE grades** where appropriate, depending on the course followed.

Reporting

All students will receive a report at key times during their placement.

- The report should contain comments on general progress and brief particulars of students' achievements in all subjects studied, along with suggestions on how to make progress to the next level.
- Reports should contain engagement and achievement information and will contain comments about attitude and/ behaviour.
- Arrangements are made for all parents/carers to discuss the report with teachers.
- Reports are sent to referring schools, parents/carers and any other interested agencies.

This policy is reviewed every three years. The aims and practice of marking and assessment will be considered as part of the overall monitoring of teaching and learning.

Approved by: (Principal) (date)

Authorised by:..... (Chair of Governors) (date)

To be reviewed every: 3 Years

Next review date: July 2020

