



THE
MARIST
SCHOOL
ASCOT

School DfE No: 868/6013

Teaching, Marking and Assessment Policy – 3a

Feet on the ground. Reaching for the stars.

Purpose of this Policy

At The Marist, we are committed to providing the highest quality learning environment where all pupils are able to make progress. We also aim to develop independent, resilient and reflective learners. Through effective assessment, feedback and marking, pupils will be able to understand where they are in their learning and they will know the steps they need to take next in order to improve. Effective AfL and AoL (including all marking and feedback) provides opportunities for pupils to review their progress on an on-going basis and ensures that learning needs, learning styles and prior learning is planned for as part of effective teaching.

The purpose of marking and feedback at The Marist School is to motivate and to further learning:

1. Careless secretarial mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
2. Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
3. The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.
4. Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.
5. Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress but the school recognizes the need for pupils to see that their work is valued by their teacher as this can be motivating and affirming. Therefore, acknowledgement marking is recommended.
6. Verbal feedback is valuable and time should be planned for this within lessons when appropriate, either whole class, group or on a 1:1 basis
7. Detailed and specific feedback can be useful midway through an extended piece of work such as Project Books and a detailed written comment is required at the end of each topic (Prep). Detailed feedback in senior should be regular (always after assessments), it should have a comment, smart action point and space for the pupil to respond.
8. Pupils are encouraged to reflect on their own piece of work part way through and at the end. They are encouraged to edit their own work before the teacher marks it.

[The Education Endowment Foundation as detailed in "A Marked Improvement? A review of the evidence of written marking" (2016).

Department for Education's guidance on marking and workload (July 2018)]

At The Marist School marking is done as part of both **formative and summative assessment**. The former is done during the learning process to enable the teacher to modify learning activities in order to improve student attainment. The latter is an assessment of a student's learning at a particular time at regular points in the year to inform the tracking of pupils' progress and the subsequent intervention as and when required.

Feedback between the teacher and the pupil allows a dialogue to take place (either verbally or in written form) to target an individual need and further their learning. Sometimes feedback will be whole class if, for example, a misconception has occurred.

1. Teachers will use a mixture of these four different types of feedback:

- Verbal feedback – open and probing questions and on-going dialogue as work progresses towards the learning intention/success criteria
- Quality teacher written marking which allows the pupil time to reflect and respond to the marking (points 3, 4, 7)
- Acknowledgement marking – checking that the work has been completed and that there are no obvious misconceptions that need addressing (see points 5)
- Quality marking by students – Peer and self-marking which includes the use of self / peer editing (see point 7, 8)

2. Marking of homework and classwork using one of the above should be completed regularly and as per the homework timetable.

3. Work should be marked following the criteria below:

| | |
|--|----------------------------|
| Quality teacher marking | Regular / When appropriate |
| Acknowledgement marking | Regular / When appropriate |
| Peer and self-marking by students | Regular / When appropriate |
| Verbal feedback | Regular / When appropriate |

Where pupils are in exam classes, appropriate and regular use of the exam criteria and mark scheme should be used.

In the Senior Phase, pupils have progress sheets which should be used to inform them of how they are progressing towards their target grade.

Quality teacher marking

Work that is marked in detail should have action points that furthers learning; the pupil will then be given time at the start of the next lesson to reflect on that marking in order to respond and further their learning. This provides independence in their learning and gives the teacher the opportunity to specifically target individual needs. Comments should initially include a celebration of what was done well and then an action point / next steps which is achievable by the student within the allocated time. This is often done in conjunction with verbal feedback. Examples will be added at end of document.

Acknowledgement marking

Ticks, simple attainment based comments, or symbols could be used when doing less detailed marking.

Monitoring and Evaluation of the policy

Monitoring of this policy will take place at half termly intervals throughout the year through Learning Walks and Drop ins / Lesson Observations and then more specifically through Book Looks, this will be undertaken by all leaders in the school. Feedback will be provided to teachers and or departments as a whole and time will be given for reflection within Departments and sharing of best practice. Training will be provided on deep marking and support put in place whenever required. Over the year this will become part of the planning process within Departments.

Reporting

Teachers will report on pupils at regular intervals throughout the year as laid out in the Student, Data, Reports, Assessment and Monitoring Handbook.