

Marking Policy

Issue date:	September 2014
Agreed by Governors:	December 2014
Reviewed:	December 2015
Reviewed:	December 2018
Reviewed:	December 2021
Next Review Date:	December 2024

Marking Procedure

Introduction

Students with an autistic spectrum disorder may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection. All contributions made by students will be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the student and may be delivered verbally or in written form. All work is to be acknowledged within 24 hours of completion.

Purpose

The purpose of this procedure is to make explicit how staff mark students' work and provide feedback. The intention is to ensure that all the students have their work marked in such a way that it is likely to improve their understanding, improve their learning, develop their self-confidence and provide opportunities for self-assessment. All members of staff are expected to be familiar with this procedure and apply it consistently

Why do we need a marking procedure?

It is important to provide constructive feedback to students, focussing on successes and helping them understand how they can make any improvement; this will usually be directly linked against learning outcomes. It is important to recognise that the marking and feedback of students' work, either verbal or written, should be regular and frequent.

Guidelines

- Marking criteria should be explained to the students as appropriate.
- All marking should be done with a green pen.
- Implements used for marking maybe selected by the teachers, the choices will be guided by the age and ability of the students.
- All written work should be dated whether by student or a staff member and the title/learning outcomes of the work clearly communicated
- Marking using written comments at the end of the lesson should always be against the learning outcomes and identify next steps in learning.
- Marking should be completed with and alongside the students and the words written should be read back to them to celebrate their effort and to make clear what they need to do next. Students should be encouraged to respond to this feedback in a way appropriate for their age and ability.

- Positive, constructive comments on written pieces of work stating explicitly what went well and how they have achieved it, eg ‘ ‘You have answered these in full sentences and have used full stops correctly, with only a little help, Well done, 1 reward point.’
- An ‘even better if’ comment ie. how something could be improved or what to try and remember to do next time eg
‘Remember to write clear capital letters at the start of sentences
- Crosses are discouraged, alternatives depending on subject content could be:
needs rethinking
 - ?
 - Highlighter pens where work needs correcting
 - ‘Check again’
- Any alterations/corrections should be done as soon as possible and ideally within that lesson so that the students have a greater understanding where they went wrong and how to correct their work
- Informative assessment - comments that maybe derogatory or more information is needed by staff to document attitude, behaviour and exactly what was achieved and how, maybe kept separately.
- Actions points or next steps are to be included on pieces of work when appropriate, to allow the students to improve their work further and be aware of their next steps in learning. These should give students a specific task to do in order to extend their learning. Time must be set aside for students to complete their action points.
- All teachers should mark student work applying the school literacy code. This includes highlighting errors in grammar, spelling and punctuation. All staff should check that their own comments use the correct subject vocabulary, grammar, spelling and punctuation.

How do the students’ evaluate their own learning – Assessment for Learning

There are several ways that students are included in assessing and evaluating their own learning and achievement at the end of lessons. These include:

- Smiley face, straight mouth, sad face = enjoyment or not
- Traffic lights to signify level of dependence or independence
- Oral contributions at the end of lessons
- Where appropriate students are encouraged orally to evaluate their own learning against the learning objective/learning outcome at the end of each lesson
- Thumbs up—middle- down for understanding/enjoyment
- Peer assessment

More detailed assessment for learning takes place at the end of modules/topics (see Assessment, Recording and Reporting)

Rewards

Students are given Reward points for excellent effort and achievement in lessons and these go towards the agreed school's reward system. Individualised reward systems are also used. Achievement is celebrated through school assemblies

Monitoring and Evaluation

The Deputy Principals with curriculum team teachers, will review samples of work from classes to effectively monitor the implementation of this procedure.

Equal Opportunities

The NASAT and Church Lawton School promotes the individual needs of students, and will take into account their gender and their cultural and religious backgrounds.