



## **Marking / Homework Policy**

### **Aims of the Marking Policy**

In terms of the marking procedure the Annex School aims to clarify for the purposes of marking, a platform to standardise a coherent marking system. This procedure seeks to cover general daily tracking, long term tracking, book/folder marking, as well as school report grading. The school will employ a numbers system as much as is possible, to assist the collecting data.

### **Marking**

#### **Marking Methods**

- To acknowledge students general daily 'Social Behaviour' with a uniform numbered system.
- To acknowledge students general daily 'Academic Achievement' with a uniform numbered system to add 'spikey' profiling and 'percentage' comparisons.
- To administer lesson by lesson points rewards system as a general incentive for overall participation and effort (see behaviour policy).
- A 1-3 numbered marking system which reflects the tracking system used. This will be reflected in Annual School Reports and plotted onto a wall mounted P.A.T. Chart.
- To employ 'Live Marking' alongside students as they complete work.
- To employ 'Impact Marking' in the form of Q&A to reinforce lesson learning.
- To utilise functional skills learning which will be marked in accordance with the FS narking system.
- Art & Design G.C.S.E. to be assessed in-line with the current G.C.S.E. grading system of 1-9.
- ASDAN programme for learning to involve the gaining of 6 credits for both Bronze and Silver Awards.
- Schoolwork to receive summative comments which add redrafting and explains absent work.
- Homework to be given a school personal achievement point.

### **Daily Tracking**

#### **Academic Achievement**

- 3 – Good
- 2 – Satisfactory
- 1 – Below Expectations

#### **Behaviour**

- 3 – Good
- 2 – Satisfactory
- 1 – Below Expectations

### **General Assessment**

- 3** Working at a high level
- 2** Working at a Satisfactory level
- 1** Working below Expectations

### **Annual Report Behaviour/Effort Grading**

- A** Very Good
- B-C** Satisfactory
- D** Working Below Expectations

### **Purposes of marking**

1. To provide motivation by acknowledging and praising achievement.
2. To provide guidance and feedback on strengths and shortcomings in work and attitude.
3. To continue to encourage contributions towards raising achievement.
4. To assess and record student progress and difficulties.
5. To provide a source of information to influence future teaching.
6. To enable tracking of student progress via 'Pupil Attainment Tracking'.

## **Procedures**

In order to provide a degree of consistency across subjects, the following guidelines must be followed:

1. Areas of success should be highlighted and there should be a positive documentation showing what has been achieved.
2. The learning objectives of each piece of work should be made explicit to students. Marking should be carried out against these criteria and indicate the extent to which students have been successful in achieving them.
3. Students' work should be marked on a regular basis and returned to students promptly with marks/grade recorded appropriately. However, marking must be manageable with some work marked in depth and others checked and ticked for satisfactory completion.
4. Students should be given time to reflect on the comments and targets during the lesson.
5. All subjects should contribute to the development of basic skills. All subjects should include spelling, grammar and punctuation in the marking of students' work as follows:

Incorrect spellings and grammatical errors should be underlined, and the correction written alongside. The need for a new paragraph should be highlighted. At the Annex School we encourage a focus on keywords. Marking should indicate with comments where improvements could be made in the areas of presentation and handwriting. These comments should reflect the individual student's development and indicate what intervention should be used. Students work is marked using a green pen. The emphasis here is on 'positive marking' as the nature of our students can often be hypersensitized to criticism.

## **Responsibilities**

### **HEADTEACHER**

- To ensure that the marking policy is fully understood by staff and reviewed annually.
- To ensure the standardised policy of agreed assessment procedures is meaningful, and all grades and levels are recorded and communicated to students.

## CLASSROOM TEACHERS

- To ensure that all class and homework is marked regularly according to our policy.
- To keep records of marks or levels achieved.
- To explain the marking and assessment grading system to the students.
- To ensure that assessment information furthers curriculum planning.

### **Homework**

#### **Definition**

Any work or activities which students are asked to do outside of lesson time in order to reinforce classroom learning.

*‘Used properly homework extends the challenge open to the pupil and ensures that teaching time is used to maximum effect.’ DfES ‘98*

#### **Purpose & Method**

In terms of extended opportunities for extra learning a homework policy has now been fully implemented. Homework should operate within a wide range of subjects. At the Annex School a two-way system entails Teachers and Key Workers working closely together to complete set tasks. This should be viewed as an extended process in line with the aspirations of a ‘Life Long Learning’ approach.

All students have homework folders, and these are transferrable between the school and the house. Work will be regularly monitored and marked by the Teacher and progress discussed with the Key Worker. In essence the Key Worker is formally taking on the role of a parent’s responsibility to encourage the production of work. Production of homework is awarded by school points, up to 10 points can be awarded for each set of homework. Homework is assigned to multiple subjects as follows:

DAY	HOMEWORK
TUESDAY	MATHS
WEDNESDAY	ENGLISH / SPELLINGS
THURSDAY	SCIENCE / ART
WEEKEND	ASDAN

Any additional efforts can receive points awarded at the discretion of Teachers. In addition to pre-set homework students should always be encouraged to read at any given opportunity.

### **Monitoring, evaluation and review**

Any lack of homework will be flagged up by the teachers at weekly house meetings between all care staff. If homework is continually not done this matter should be raised further with the Head Teacher. The education of all of our students should be of ongoing concern to all KeyWorkers with regards to the welfare of their key child. Key Workers are invited to regular Pupils Education Plan reviews (P.E.P.'s). All Key Workers should have a critical understanding of the aspirations and interests of their key children, especially those close to school leaving age. It is important to note that the Annex School is literally located 5 metres away from the residential home. Many of the school LSA's are currently working as care workers to our students. Members of the Teaching staff have taken part in several residential holidays. In a very real sense, our Looked After Children could be viewed therefore as 'Student-Residents' and our teaching staff understood very much within the in the remit of an extended family. Linkage between our School and the care home is very carefully intertwined in such a way that it is very different from mainstream schooling. The students experience a more informal and therapeutic setting then that of a strict boarding school regime.

For further aspects of Learning see 'Teaching & Learning Policy'.

### **Points System**

<b>Points Award</b>	<b>Value</b>
School Uniform	20
Tea & Papers Read	1-10
Good Work Bonus per lesson	5
Completion of Long-term Project	50
Outstanding work displayed	50
Tests/Exams	100
Homework	1-10
Winning a game	5
Word--wheel	10-25
Termly Scrabble	30
School Championship Challenges (Jig-saw puzzles/4-in-a row)	30
Pencil Case Inspection	5-25
End of week Quiz	10

Teachers reserve the right to award points at their discretion.

Agreed by all staff and students    10/2/2020

# School House

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