



School Policies

Policy title	Marking and 'Assess - Reflect - Improve' Policy				
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Written on	June 2016	Reviewed on	23/05/2017	Next review due	May 2018
SLT link	BAI		Governor link		

Copies in	Policies folder ✓	Handbook ✓	Student planner	Website
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Aims:

- to provide clear and effective feedback to students
- to develop student skills in reflectiveness and independence as learners
- to identify progress and intervention requirements where there is under achievement
- to promote literacy
- to maintain a reasonable workload for staff

- **The ARI (Assess Reflect Improve) marking Cycle**

Each subject area will identify at least 3 ARI cycles per year group for moderated and rigorous assessment against recognised standards. This will consist of staff feedback, student reflection and the identification of areas for improvement or development. Achievements and areas for development will be recorded by staff on PLCs (Personalised Learning Checklists) within Doodle.

Each ARI cycle includes mid-point PLC review and an endpoint PLC completion. This allows for formative feedback to help students develop their understanding and staff to identify those requiring intervention.

To ensure consistency across subjects and ease understanding for students all summative feedback is delivered against Flightpath expectations:

- Secure: near the top of the grade and close to achieving the grade above
- Less Secure: some therapy needed
- Not secure: has demonstrated most aspects of the grade but significant therapy needed

- **Marking practices**

These codes must be used:

- ☺ High standard work produced / progress made
- ? There is something that needs explaining more fully
- ! Something does not make sense
- There is a spelling, punctuation or grammar error

- **'Lighter touch' marking**

This balances student expectation about regular marking with staff work-life balance.

To this end, work outside of the ARI cycles will be acknowledged as appropriate. For 'lighter touch' marking, staff should use their judgement as to the most appropriate marking method.

Feedback can be provided on a whole-class basis in terms of common strengths and weaknesses, but this is not required on a per-student basis.

For some learners, staff may feel the need to offer a higher level of support by identifying errors for them. For this, the codes and advice within the literacy marking routines should be used to supplement the codes above.

Contd/ overleaf



CROWN HILLS COMMUNITY COLLEGE

A Specialist Sports College and Training School

- **In ARI cycle work and where deemed appropriate otherwise**

My Learning grades should be given - in conjunction with merits where appropriate - as follows:

- 4= **Exceptional**
- 3= **Expected**
- 2= **Less Than Expected**
- 1= **Unacceptable**

Green Pen Reflection:

Students should respond to the marking in ARI cycle work and where staff deem appropriate outside of this. This places the onus on students to identify why their work was effective or how it should be improved - and to make these improvements.

When marking, staff may identify an extension / development question or activity for some learners.

Faculties have developed Fixit5 slides to support students in doing this.

Evidence of SEND Support: If a student has received SEND/EAL TA support this will be acknowledged with a purple stamp and an indication of the level of TA intervention. This is to support teachers in the accuracy of their assessments.

TAs will use the following codes to indicate the level of intervention:

1. Explained task. Checked on-task during lesson. Student completed work with no additional support
2. Asked open questions. Constant supervision. Broke task down
3. Differentiated the work. Read for. Scribed. Sentence starters. Cloze.
EAL next to the number if support was bilingual