



St Helens Alternative Provision Service
(Encompassing the 3 PRU Bases; PACE, Launchpad Tuition and
Launchpad Alternative Education)

Marking Policy 2022

Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles

Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by:	PRU Management Committee	Date: 14 th March 2022
Last reviewed on:	November 2019	
Next review due by:	March 2024	

In the Alternative Provision Service, we place great emphasis on the importance of providing feedback to learners. The Alternative Provision Service includes a primary PRU, KS3 PRU, KS4 PRU and medical tuition base. As such, there will be some differences in the types and nature of feedback used by different provisions, dependent on the age, ability and needs of the learners. However, we believe that all learners benefit from regular and comprehensive feedback on their learning.

We believe that a common and consistent marking and feedback policy is fundamental for every students' learning. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

1. Department for Education - Report of the Independent Teacher Workload Review Group (March 2016)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf
2. Education Endowment Foundation (EEF) – Teacher Feedback to Improve Pupil Learning (October 2021)
https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218
3. Reducing Teacher Workload -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf
4. The 'Workload Principles': A one-page guide to the most useful parts of the workload reports - <https://schoolsweek.co.uk/the-workload-principles-a-one-page-guide-to-the-most-useful-parts-of-the-workload-reports/>

The aims of marking and feedback:

- To help students understand what they have done well.
- To help students understand how to improve.
- To praise achievement
- To maintain open dialogue between staff and student's regarding learning
- To ensure feedback informs planning and any adjustments needed in order that teaching and learning meets the needs of all pupils

This will therefore:

- Ensure students know what they have done well and how they can improve.
- Build effective relationships between staff and students which celebrate successes but encourage and challenge students to achieve and reach their full potential.
- Allow staff in provision to accurately assess learning to inform future planning
- Ensure that staff can accurately report the level of achievement, progress and appropriate expectations to parents/carers and other agencies.

Feedback and marking in practice.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments and using the next steps feedback sheet).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for students in our setting. As a provision, we place considerable emphasis on the provision of immediate feedback. Where review feedback is used, it will follow the next steps marking policy (appendix 1).

Accessibility:

All written marking must be made accessible to students. If students have low literacy levels, then staff may need to read their marking to students. This is why immediate verbal and nonverbal feedback is prioritised to ensure that all students fully engage in discussions regarding their learning and have a clear understanding of how to improve.

Marking Procedure

Written marking in our provision should follow the 'Next Steps' format wherever possible using the following codes.

S - Success, marking must identify where students have been successful during lessons.

NS - Next Steps, marking must identify the next steps for the student to ensure they make progress.

PC - Students comment on the feedback given where necessary.

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, stamps or encouraging comments.

Where appropriate staff will complete a next steps marking form for each student, commenting on what they have done well and the next steps the student needs to take to improve. Students are encouraged to write a comment to acknowledge their progress and/or set a target for the next unit/term.

Literacy marking

Wherever possible staff are requested to ensure that students are using a high standard of literacy in all work (including in subjects other than English or literacy). This may include their writing, reading or speaking and listening in the lesson. This is part of a whole service drive to raise literacy levels and so that students can see the significance of literacy in all subjects. Staff are also expected to correct spelling mistakes in high frequency words and subject specific key words.

Correcting every mistake can be disheartening, so it is considered to be better to focus on particular aspects of the work at different times. Marking for literacy in our provision should include using the following codes.

Sp - Incorrect spelling.

C - Capital letter required

RC - Random capital letter used.

NP - New paragraph needed.

? - This does not make sense/ poor expression.

^ - Missing word

BW - Better word.

P - Punctuation

Responsibilities

It is the responsibility of the Senior Leadership Team

- To monitor the consistent use of this policy across the service and to report back to staff on a regular basis.
- To monitor the use of feedback and written marking across the service to feedback to students and encourage their progress through lesson observations, learning walks and work scrutinies.

It is the responsibility of all classroom teachers.

- To ensure that students work receives high quality feedback.
- To keep a record of students' progress in accordance with the agreed procedures within their subject areas
- To ensure that assessment information informs future curriculum planning

**Alternative Provision
Next Steps in Learning**

Name	
Subject	
Teacher	

Success – what you did well?

Next Steps – how to develop and progress

Student Comment