



## Hazelbeck School Marking Policy

October 2018

The marking of pupils' work, and evaluation of their progress against the learning objective(s) set, is essential in order to ensure that progress over time is measured and that next steps can be identified. This policy sets out the procedure that is followed at Hazelbeck School in order to meet the learning needs of different students.

The marking of pupils' work, the evaluation of progress against targets and the identification of next steps is the responsibility of the class teacher.

All students will be set outcomes that they may achieve in a half term in different subjects. This includes outcomes from their Annual Smart Targets (ASTs) which are the broken down steps of their EHCP end of key-stage outcomes. The outcomes set will be personalised and will, therefore, reflect the expected progress for each individual from their starting points.

### Supported and Independent learners

After each lesson the student's level of independence and achievement will be marked using the scale below.

From dependent		<b>Prompting</b>		To independent	
Learners complete tasks independently					
<b>Continual modelling/prompting</b> needed towards learning outcome		<b>Frequent modelling/prompting</b> needed towards learning outcome		<b>Minimal model/prompt</b> needed towards learning outcome	
				<b>No modelling/prompting</b> needed to achieve learning outcome after task explained	
1		2		3	
				4	

From ineffective			To effective		
Achievement					
Works on outcome but many errors/ or without much effect.		Partially achieves outcome with some mistakes or largely effective.		Accurately achieves outcome.	
A		B		C	

Progress towards outcomes can then be tracked to see the progress that is being made by students. A variety of evidence should be collated in books, through observations and photographs. There should be evidence in books or on worksheets that these have been looked at by teachers with a student and that feedback (VF if verbal) has been given (ticks, stickers, comments).

At the end of a half term leaders of learning should write an overview of achievements and the students next steps which may include any changes to outcomes, provision, delivery or resource support that may be necessary to overcome barriers to learning. It may also include what will be the focus for the next half term.

## Sensory learners

After each lesson the student's level of independence and engagement. Missing text?

From dependent		<b>Prompting</b>		To independent
Learners complete tasks independently				
<b>Continual modelling/prompting</b> needed towards learning outcome	<b>Frequent modelling/prompting</b> needed towards learning outcome	<b>Minimal model/prompt</b> needed towards learning outcome	<b>No modelling/prompting</b> needed to achieve learning outcome after task explained	
1	2	3	4	

From passive		<b>Engagement</b>		To engaged
Learners are actively engaged and learning				
No response	<b>Shows some response</b> eg fleeting eye movements, vocalisations, gestures	<b>Purposeful response</b> eg. Meaningful and sustained eye contact/gestures/vocalisations/reaching	<b>Discovery /persistence</b> Initiates activity and/or problem solves	
a	b	c	d	

Progress towards outcomes can then be tracked to see the progress that is being made by students. At the end of a half term staff should write an overview of achievements and the student's next steps which may include any changes to outcomes, provision, delivery or resource support that may be necessary.

## Evidence

Supporting evidence to show progress being made by students towards outcomes is essential both for supporting judgements made on the progress sheets, for moderation purposes and also as a record for each individual about the learning journey that they are on. The following sets out the different ways that this progress might be recorded for students, dependent on the lesson or curriculum they are following.

### For subjects which are recorded in books:

- The work should show the date and overarching objective. Evidence should clearly show that this work has been evaluated and there has been some feedback to the student. The number/letter from the appropriate scales and date will be added to the progress over time sheet showing what outcomes have been achieved in the lesson so that it can be cross referenced. It should be easy to cross reference evidence in books with the records of progress overtime.

### For subjects/activities not in books/sensory learners

- Progress sheets will be kept in folders. Each time an outcome is worked on in a lesson it needs to be marked on the progress sheets with the date, number and letter which shows the level of independence and engagement/accuracy that has been achieved.

- Staff need to complete observations when they see an outcome being achieved at a different level or something that is new or surprising. The comment should be an observation of what the student did in some detail so that it is clear what scaffolding was put in and what the activity looked like.
- Linked evidence may be a photocopy of a whiteboard/piece of art work or photo that enhances the comment. There doesn't have to be one for every comment! BUT there should be one for every photo. Meaning not clear here? This evidence should be stored in the folder behind the progress over time sheets. There may not be a piece of written evidence for every lesson for every student and not for every outcome but there needs to be enough to reflect the work that has been happening and the progress that is being made.
- Evidence should be updated at least weekly for students, including photos/further evidence.

### **Tracking progress**

Progress over time sheets should be being permanently reviewed and trends being looked for. This document allows progress to be tracked and should show where the student is making progress and where there may need to be changes made. This section sets out how the sheets are used to track progress.

- Leaders of learning need to ensure that there is appropriate evidence for student's achievements which enables them to track and show progress.
- When there is enough evidence to show a student has achieved an outcome independently it should be highlighted in green and replaced with another outcome to work towards.
- If an outcome has been highlighted as being worked on and no progress has been made towards it after 4 weeks the team need to discuss why this may be. Is it because:
  - The provision/ activity does not match the outcome?
  - The outcome is not appropriate for the student (does it need further breaking down)?
  - The planning is not supporting the achievement of that outcome or staff don't know how support students to achieve it?
  - The student's rate of learning means that expected progress will take longer than four weeks.

### **Evaluation of progress made**

- Summary sheets should be completed at the end of every half term. These should demonstrate what has been achieved and the level of depth at which it has been achieved e.g. Can they do this skill across the curriculum – this is not something we can see from the progress sheets alone.
- Next steps – it should be clear what the main focus will be next, do changes need to be made to the planning, delivery or provision? If it is not an appropriate target and is going to be changed this should be made clear.