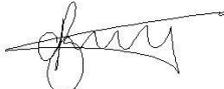


# Marking Policy



**THE LADDER  
SCHOOL**  
Redefining alternative provision



Date of Creation (first edition)	January 2019
Date for Review	February 2021
Date posted on website	June 2020
Policy updates and amendments	May 2020
Member of staff responsible for the policy	Tracey Lecointe
Date adopted for the Local Governing Body	June 2020
Signed by Principal	
Signed by Chair of Governing Body	

## Version Control

Version	Author	Date	Changes Made
1.0	AAP	Jan 2019	First Edition
1.1	RW	May 2020	Changes to present tense

## Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

## Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

## School Ethos



**High Standards**



**Daring to Dream**



**Traditional Values**



**Success**



**Personalised Support**

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.



Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

## PRESENTATION OF STUDENT WORK

The work produced by students in class will be expected to be of a high standard and quality. Each piece of work should start with the date and learning objective neatly underlined at the top of each new page:

## TEACHER AND SELF ASSESSMENT

### Frequency of marking

Staff will mark books at the point of learning i.e. they will correct the work, indicate high quality work and set extension/response tasks where it is located in the books in **green pen**.

Each subject leader will provide written feedback twice per term.

### Teacher Feedback

It is recommended that staff also use a **green pen** in lessons to provide written feedback where possible and appropriate. If verbal feedback is provided students could be asked to write a summary of the advice given or a response in **red pen**.

### Students response to teacher feedback

Students will be encouraged to respond to all marking in **red pen**. This means that the staff feedback must include challenge or response tasks in **green pen**.

### Self - Assessment

Where students self assess or peer assess this should be completed in **red pen**.

### Progress Indicators

The following progress indicators should be seen against every LO either in **green pen** if teacher assessed or **red pen** if self/peer assessed by the student.



Progress Indicator	Formative feedback
	The student is working <b>above expected</b> level for the student and has completed extension tasks within the lesson. The presentation is of a high quality.
	The student is working <b>at the expected</b> level and at the standard required. Where progress indicators are used in formal pieces of marking, indicate what went well (WWW) and how the work could be better ( <b>EBI</b> )
	The student is <b>working towards</b> their agreed target but there are significant issues with content or presentation. Corrections and/or advice should be given with a follow up task to check understanding or indicate how the work could be improved i.e. <b>EBI</b>
	The task must <b>be repeated</b> due to inaccuracy or poor presentation. A deadline for repetition must be provided. Repeated work can be completed in <b>red pen</b> or clearly labelled as repeated work.

### Quality of written

The quality of all written feedback should include comments on the actual work and give students guidance based around the subject specification on how they could improve it using the notation **WWW** and **EBI**. Teachers will also give feedback to students about their progress during lessons as giving feedback straight away is really helpful.

### LITERACY ACROSS THE CURRICULUM

It is the responsibility of every member of staff to support students in developing their literacy skills (reading, writing, oracy, grammar).

Every member of staff should use the literacy marking codes consistently to support this.

<b>sp</b>	Spelling error Students re-write three times	<b>ss</b>	Sentence is not complete or does not make sense
<b>ww</b>	Wrong word used	<b>^</b>	Missing word
<b>P</b>	Punctuation error	<b>//</b>	New paragraph should start here
<b>C</b>	Capital letter error		

Additional suggestions to promote high levels of literacy in your lessons:



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