

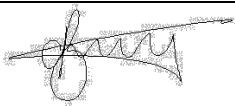

# Marking Policy



**THE LADDER  
SCHOOL**

Redefining alternative provision



Date of Creation (first edition)	March 2020
Date for Review	April 2024
Date posted on website	April 2022
Policy updates and amendments	May 2022
Policy updates and amendments	March 2023
Member of staff responsible for the policy	R. Gifford
Date adopted by the Local Governing Body	May 2022
Signed by Principal	
Signed by Chair of Governing Body	



## 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 (including SEND and Mental Health support). 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 – 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.

### Version Control

Version	Author	Date	Changes Made
1	AAP	Jan 2019	First Edition
2	RW	May 2020	Changes to present tense
3	GC	May 2021	New graphics
4	TL	Mar 2022	Addition of WWW and EBI notation to table
5	AP	May 2022	Changes made in pen colour
6	RG	Mar 2023	Feedback notation altered, removed students to summarise verbal feedback, presentation policy and Assessment sheets added.

### PRESENTATION OF STUDENT WORK

The work produced by students in class will be expected to be of a high standard and quality.

The presentation policy is below which should be in each student's book/folder where applicable to the subject being taught:



Monday 1 September 2023

The Ladder School – Presentation Policy

As a student I will:

- Write in black pen unless I am marking my own work or someone else's work.
- Take pride in my work presenting it well at all times.
- Underline dates and titles.
- Complete my section of the assessment feedback sheet and the feedback task (Student Action).
- Ensure that there is no graffiti or scribble in my work/book/folder.

My Teacher/Learning Coach will:

- Mark in red pen.
- Mark two assessments and complete two pink assessment sheets every half term, and make sure that I have completed my student action.
- Mark my work using the Literacy Code.
- Put assessment stickers in my book/folder to help me check my progress.



### Self – Assessment

Where students self-assess or peer assess this should be completed in **green pen**. This should be headed with **SA** or **PA**.

### Teacher 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 **red pen or with pencil if in a subject such as art where red pen may spoil the student's work**. Each subject leader will provide written feedback twice per term by means of an Assessment Feedback sheet. The quality of all written feedback should positive comments on the actual work and give students guidance based around the subject specification on how they could improve. Two assessment feedback sheets are to be completed every half term, the student completes the action task and this is checked by the teacher. This can be live marking during a class activity.

An Assessment Feedback sheet with expectations:

Assessment Feedback		Assessment ___/12	
Student Name:		Date:	
Title of Work:		Mark/Grade:	
What Went Well			
Even Better If			
Student Action			








## Pink Slips A4 or A5

### Expectations:




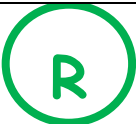
1. 2 per half term
2. Students to complete the 'Student Action' section.
3. First is formative, second is summative e.g. end of unit test.

## Teacher Feedback

Staff also use a **red pen** for class work to provide written feedback where possible and appropriate. Again this must include something positive for the student. Below is a sample of notations that can be used:



## FEEDBACK NOTATION

Progress Indicator	Feedback
	What went well....
	Even better if....
	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.

## 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		



