



Longford Park School

Believe • Belong • Become

Marking Policy Longford Park School

Updated: September 2023

Next review: September 2024

Our school values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone **becomes** the best they can be.

Longford Park is a school for pupils with social, emotional and mental health difficulties, and its policies must reflect this. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs. A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.



Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work, and when through careful marking, they have a clear understanding of what they have done well and what they need to do better next time.

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupils work is therefore an important part of teacher assessment. This policy sets out how staff at Longford Park Primary School intend to ensure that marking at the school is an integral part of assessment procedures.

We believe that oral feedback is the most effective way of responding to pupils' work, particularly with younger children. We recognise that many pupils at Longford Park School have very low self-esteem, therefore when marking work, staff will use their professional judgement to ensure pupils understand both the positives about what they have achieved and are aware of what they need to do next in order to continue to improve.

How is feedback provided?

Pupils will be provided with a toolkit at the start of the lesson. This will include the lesson objective and then steps to success recorded below. Toolkits will be differentiated according to the ability of the pupil. This is an example of a toolkit for Key Stage 1 pupils:

<u>Harry's toolkit</u> <u>Maths LO: I can find a half and a quarter of different numbers.</u>	Me 	Miss Fernandez 
Have you shown you can find half of a number?		
Have you shown you can find a quarter of a number?		
Does your work today show that you understand fractions equal one whole?		

Is your work today your very best?		
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This is an example of a toolkit for Key Stage 2 pupils:

<u>Toolkit</u> <u>English LO: I can write the final part of my recount.</u>	Me	My writing partner	Miss Fernandez
Does your third paragraph include both description of events <u>and</u> description of your feelings?			
Have you included 'wow' words?			
Have you completed your recount with a conclusion?			
Personal writing target:			

The key difference between the two is that in Key Stage Two, pupils are expected to peer mark a partner's work, as well as their own. This is included to encourage children to engage in collaborative learning and also to encourage the idea of a growth mindset.

Using toolkits:

At the beginning of each lesson with written outcomes, pupils will be provided with a toolkit. They will have the opportunity to read through this (with an adult if needed) and will ask any questions they might have. Key vocabulary will be discussed and reinforced throughout the lesson. At the end of the lesson, pupils will be asked to reflect on their progress towards the lesson objective. To do this, they will go through each step of the success criteria and decide on their own progress using colour coding:

Green-My work shows I have achieved this.

Blue-My work shows I am working towards achieving this, but need a bit more time and support.

Red-I need more help as I haven't achieved this yet.

In the early years and for pupils who have difficulties with reading, oral feedback is the most obvious way of responding to work, as the pupil may not be able to read a written comment without adult support.

Marking Procedures

- As far as possible, marking will be done daily or when a piece of work is completed.
- Teachers will use feedback from marking to inform future targets and planning.
- Marking will be related to a clear learning objective, which has been shared with pupils.
- Good presentation is expected.
- Adults must ensure all work is clearly dated.
- Marking will celebrate success whenever possible in order to raise self-esteem and encourage all pupils to work to their full potential

- Children will be encouraged at the beginning of the following lesson to reflect upon their prior learning from the previous lesson.

Our Curriculum Drivers

To ensure the intent of our curriculum is clear, we have refined what our curriculum drivers are. Using our Curriculum Intent, we have designed visuals for each of these four areas. All books should evidence these drivers in all areas of the curriculum. These drivers underpin all lessons across the school:



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore, developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

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Mental Health and Well-being



Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils, considering their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Problem Solving



Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!

Vocabulary



When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.

Please use the school's Teaching and Learning Policy to ensure all books are marked in line with expectations identified for each area of the curriculum.

Subject leaders will use the following appendices from this policy when completing half-termly book checks:

- Appendix D- Monitoring form for Maths to feedback to teachers following book monitoring
- Appendix E- Monitoring form for English to feedback to teachers following book monitoring
- Appendix F- Monitoring form for Science to feedback to teachers following book monitoring
- Appendix G- Monitoring form for Geography to feedback to teachers following book monitoring
- Appendix H- Monitoring form for History to feedback to teachers following book monitoring