

Derrymount School

Marking Policy



Finding Pathways to Learning & Living

2019

Marking Policy

At Derrymount School we aim to give all pupils positive and constructive feedback on their work. Marking and feedback to pupils at Derrymount will take account of the age and stage of the pupils and of the factors that sometimes act as barriers for our pupils in terms of their written work. Marking may be written or verbal.

- We recognise that many of our pupils find written work to be particularly challenging, including those with low self-esteem and those who have had negative experiences in the past.
- We recognise that some of our pupils, particularly those with Autism have difficulty in accepting the relevance or need to record their work once they have understood the concept.
- Some of our pupils find it difficult to tolerate making mistakes as they strive for perfection and on occasions will attempt to destroy work if it does not meet their expectations.
- Some pupils with PDA perceive written work as a demand and then also find it difficult to accept feedback even though it is positive.

Marking and feedback therefore needs to be constructive, to develop pupils' confidence and independence particularly in producing written work and to help them to make progress.

It is not intended that every piece of work should be marked.

Marking should take account of the pupils' age or stage and does not have to be in the same format for every class. It could include positive stickers for a good piece of work.

Marking should be done with a pen and model good writing skills.

Marking should indicate whether a pupil did the work independently or with support.

Any comments should focus on an aspect of the work that fulfils the learning objective and should also indicate the next steps for that pupil or state how they could improve it in a positive way that acknowledges their needs.

Feedback may be given verbally to a pupil and this can be recorded in their books with a "V".

Pupils should be encouraged to participate in and read their feedback to help their evaluation skills and to take pride in their work including its presentation.

Peer evaluation may be used sensitively particularly in some situations that are team based such as sports and Duke of Edinburgh activities.

Date: 2019-09-19

Signed: Cathy Clay

To be reviewed: 2020-09-19

Paul Holland