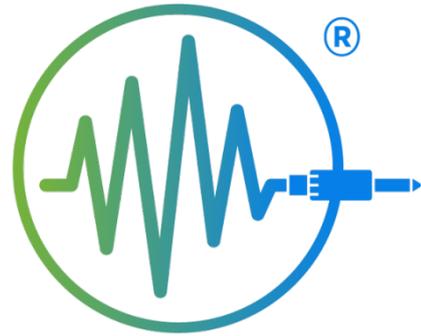


LISA LASHES  
**SCHOOL** *of*  
**MUSIC**



IN ASSOCIATION WITH PTS TRAINING ACADEMY

# Marking and Fair Assessment Policy

## 1. Policy overview

- 1.1 The marking policy is in place to create a consistent approach to the way pupils work is marked. A consistent approach to marking allows pupils to feel that their work is valued and allows them to understand the way their work has been marked across the breadth of the curriculum. The ultimate reason for marking pupils work in a consistent manner is to further learn, develop greater knowledge and deepen pupils understanding. Reasoned and consistent marking informs teachers' assessments and as such their planning and monitoring allowing for accurate target setting and appropriate differentiation.

## 2. Purpose

2.1 The reasons why LLSOM mark pupils work is to:

- Encourage, motivate, support and promote positive attitudes. Challenge pupils to think for themselves and develop as independence whilst giving students suggestions on how to improve further and to assess what a student has understood.
- Gain an overview of what the group/cohort has understood and keep track of a pupil's progress and feedback into teachers' planning of future learning. Ensure that poor work or errors in work do not go uncorrected and communicate the progress to parents/guardians
- Find out which pupils have not done the work or completed it satisfactorily. Show that the teacher values the work that pupils produce. *Assist in judgements as to whether teaching and learning has been effective and make changes where necessary for an ongoing improved curriculum.*

## 3. The Effectiveness of Marking

3.1.1 LLSOM recognise that marking can only be effective when pupils understand:

- The purpose of the task
- How far they have achieved this
- How to move closer towards the goal for their learning

3.2 As such marking must be linked directly to the learning objective of the lesson and positively show how to make progress. To this end, teachers must adopt the following roles:

The Monitor – Checking the work has been done

The Editor – Advising how to re-write or improve the next piece of writing/learning

The Proof-reader – Correcting errors and trying to ensure those errors are not repeated next time

The Examiner – Grading or levelling work.

## 4. Literacy and Numeracy Specific Marking

- 4.1 The development of literacy and numeracy standards is a priority and correct marking to promote attainment is of the utmost importance. For this reason, the marking of all written work and working out; across the breadth of the curriculum will use the following codes and symbols. These will be displayed in learning rooms and understanding by the pupils will be checked regularly.

## MARKING GUIDE:

### Numeracy

Code	Meaning/Action
L/O	<b>Learning objective.</b> Write code at bottom of all work to refer to the assessment of pupils learning in relation to the learning objective(s) for the session L/O achieved, L/O not achieved, L/O working towards.
W/O	Working out, in maths, is absent. Write code.
●	Green dot. Incorrect answer.

### Literacy

Code	Meaning/Action
L/O	<b>Learning objective.</b> Write code at bottom of all work to refer to the assessment of pupils learning in relation to the learning objective(s) for the session L/O achieved, L/O not achieved, L/O working towards.
Sp	<b>Spelling error.</b> Write the code in the margin and underline the mistake. Show correct spelling at end of work.
P	<b>Punctuation error.</b> Write the code in the margin and correct the mistake. Give further examples at the end for pupil to correct.
Cap	<b>Capital letter error.</b> Note code in margin and correct.
Wd	<b>Wrong word used,</b> for example our not hour. Note code in margin and pupil corrects, with support if necessary.
T	<b>Tense error.</b> Incorrect tense used. Note code in margin and ask pupil to correct.
[	<b>New sentence.</b> Use [ to demarcate where a new sentence should have started and note the same code in the margin.
//	<b>New paragraph.</b> Use // to demarcate where a new paragraph should have started and note the same code in the margin.
^	<b>Word missing.</b> Note code in margin, use code to show where the mistake has been made and insert the missing word e.g. <i>because</i>
●	Green dot. Incorrect answer.

(Please note a dark green pen must be used for all marking and feedback unless not suitable for an individual. In this case, reasons behind using a different colour must be noted in the individuals IEDP).

## 5. Processes

### 5.1 Correct and Incorrect answers

Green tick should be used to identify correctly answered work; incorrect work should be identified with a dot, rather than a cross (which has more negative connotations).

### 5.2 Frequency

Marking, after each lesson or at the end of each day, must reflect the sessions learning objectives and show how to develop towards achieving them.

### 5.3 Responding to Feedback

At the Lisa Lashes School of Music, we understand that unless pupils are given adequate time to revisit marked work and reflect on their learning then marking is of little use. It is of no use to the teacher who is trying to move the pupils along in their understanding and attainment, and of no use to the pupils who is unable to see how to progress. For this purpose, it is essential that all pupils have access to their attainment levels and know how their future targets are linked to the marked work they are looking at.

As such and when appropriate, give these options to the pupils:

- Should be given time to reflect on marked work
- Should have a chance to correct mistakes
- Should be given access to dictionaries and thesauri where appropriate
- Should be given managed task time to reflect or peer mark with a partner

### 5.4 After marking

After any piece of work is marked and has appropriate feedback documented, staff will scan or photograph the work and upload it to **SchoolPod** under the respective pupils learning file.

### 5.5 IQA

At the end of each half term (where applicable), all completed units will be uploaded in to the IQA files within School pod. During each half term, all work uploaded will be assessed by a qualified verifier. Feedback will be provided for each assessor.

## 6. Fair assessment

- 6.1 The Lisa Lashes School of Music aim to provide fair access to assessment for all pupils on qualification-based programmes. Assessment practice will be open and consistent within the codes of practice and regulations laid down by the relevant awarding and validation bodies.
- 6.2 The policy applies to all qualification-based programmes offered by the Company and its' partners wherever delivered.

## 7. Principles

- 7.1 All assessment must be conducted rigorously and accurately and, where appropriate, in accordance with the awarding body's published criteria and standards. Formative assessment/coursework designed by company staff must be conducted by reference to open and defined standards/marketing/assessment schemes, covering the required skills, knowledge and understanding.
- 7.2 Assessment evidence will be judged according to the principles of:
- Sufficiency – consistent performance to the required level over a period of time
  - Currency – evidence should prove that the student is competent now
  - Validity – evidence should be appropriate and relevant to the syllabus/standards it is addressing
  - Authenticity – evidence must reflect the knowledge/skills/understanding of the candidate. The work of another person must not be submitted as that of the candidate. Other sources can be used in certain circumstances as long as the student references these.
- 7.3 The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by an awarding body. Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a pupil's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.
- 7.4 The Company will appoint assessment staff whose knowledge, skills and understanding are appropriate for the programme(s) they access. Staff will maintain their competence by regular staff development organised internally or externally.

## 8. Initial assessment

- 8.1.1 As part of the induction process all new students will undertake an initial assessment of maths and English skills using online platform Edexcel Initial Assessment Tool. This will be used to assess basic and key skill levels and to inform decisions about any additional learning support offered to students in the early stages of their course.

## 9. Internal assessment

- 9.1 Internal assessment must be conducted in line with the principles outlined above.
- 9.2 Assessment will be internally verified or moderated according to the companies' Internal Verification Policy. Where assessment has been externally verified or moderated by an awarding body, an original copy of the verification/moderation report must be sent to the senior IQA as soon as received.

- 9.3 Written and oral feedback must be given to candidates as soon as possible after assessment. In the case of written or other product work submitted the feedback must be given within 3 working weeks of the official submission date. Feedback should be as helpful as possible to the candidate, i.e. confirming what has gone well and giving clear guidance on what the candidate needs to do in order to improve on their performance.

## **10. External assessment**

- 10.1 External assessment will be administered strictly in accordance with instructions issued by the relevant awarding bodies.
- 10.2 Internal management is delegated to the companies Head of Safeguarding and Welfare. In the case of queries, the senior IQA should be consulted who will consult with the Managing Director. For coursework assessment (whether internally or externally assessed) the companies' senior IQA is the official management link with all awarding bodies.

## **11. Arrangements for candidates with special assessment requirements**

- 11.1 Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some candidates may need access to alternative means of providing evidence and/or additional support. Care needs to be taken that any proposed assessment methods are of equal quality and rigour to those for mainstream candidates in order to demonstrate that the candidate has achieved the national standard.
- 11.2 Candidates may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standards such as:
- help with communication and number skills;
  - adapted equipment and physical environment;
  - special information technology;
  - confidence building.

## **12. Assessment Appeals**

- 12.1 All candidates must be informed of the companies' assessment appeals procedure at the start of their programme.
- 12.2 The companies' assessment appeals procedure must be followed in all cases where a candidate disagrees with an assessment decision. If a candidate wishes to appeal against the result of an external examination, advice must be obtained from the senior IQA who will appeal on a pupil's behalf.
- 12.3 Each awarding body has a formal appeals procedure, which must be invoked within 14 days of

receipt of the result of an informal enquiry. Awarding body appeals are in 2 stages. If a candidate is still dissatisfied after the 2nd stage, then an appeal can be sent to the Examinations Appeals Board (EAB) Or Ofsted.

Further information can be found on request.

**Date:** 11<sup>th</sup> February 2020

**Name:** Lisa Rose-Wyatt

**Signature:** *Lisa RoseWyatt*

**Position:** CEO at Lisa Lashes School of Music

**Policy renewal date:**  
**February 2021**