



Marking & Assessment Policy

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Introduction

Students at Edison Pace School come from a wide spectrum of different backgrounds and starting points. We recognise that their previous educational experience is likely to have resulted in gaps in their learning. One of the cornerstones of our assessment process is to find out what students' abilities are, identify areas that need to be developed and then appropriately support the student in both their personal and academic progress.

Based on half termly reviews of progress, students may be entered for externally validated examinations. These qualifications range from Functional Skills through to GCSE's.

Since marking helps provide evidence by which student progress can be monitored and improved, it is particularly important that *all* staff adhere to this Marking Policy and follow the guidelines set out in the 'School Marking Scheme'.

Information gathering on entry

All students have individual learning needs. As part of the transition package of support, needs are identified via:

- Assessment and information gathering through the Local Authority
- Content of the EHCP
- Content of previous educational settings
- Liaison with external agencies
- Boxall assessment
- Dyslexia screening (if required)

On arrival students complete baseline assessments as part of their transition programme.

Additionally, risk assessments, the pupils' social skills, and general attitude and behaviour when completing tasks informs a robust package of personalised support.

The Assessment Cycle

A half termly assessment cycle in all subject areas is completed. Student progress is recorded using BSquared. Progress is stringently tracked, enabling curriculum planning to reflect the appropriate level of stretch and challenge.

External examinations

For English and Mathematics students are entered for Functional Skills examinations with relevant exam boards. When the subject teachers deem knowledge and exam readiness of a student the Senior Leaders are consulted, and appropriate preparation will take place in preparation for the final exam.

For subjects with a continuous assessment qualification basis, the qualification is completed when the student has finished the course.

Curriculum Subjects

- 1) The subject teacher determines a course of study and academic targets for the students. These are based on baseline assessment data and any prior data received from previous education settings attended by the student.
- 2) Teaching staff will need to inform the Exams Officer of the intent for students to sit an exam and to ensure that the relevant exam entries are made within specified timescales.
- 3) Each half term (or sooner if required) the subject teacher updates BSquared, based on progress over the previous half term. BSquared will then inform the teacher whether students are on track to meet specified targets.
- 4) The Senior Leader and the subject teacher will then meet to discuss progress of the students. Those identified as not being on track to meet individualised targets are discussed and interventions agreed if necessary.
- 5) Where appropriate, curriculum changes or other interventions may be implemented to help enable the student to achieve their target.
- 6) If a student is deemed ready to undertake an external assessment the teacher will facilitate a "mock exam" in their teaching time, agreed by the senior team.
- 7) Progress reports are shared at the end of the academic year with parents/carers.

Moderation and Quality Assurance

The process of moderation is an essential part of assessment and is embedded throughout our CPD matrix. Using dedicated sessions, staff come together and share marking and assessment data. During these meetings teachers, leaders, HLTA's and support staff access relevant BSquared Frameworks in small groups, checking data and evidence. Teachers support and learn from each other ensuring individual and collective student achievements trends, no matter how small, become clearer.

Moderation between teachers aims to develop individual teacher decisions to be made with increased confidence and that future planning is built around the needs of each individual students. We also use subject specific external moderation opportunities, where individual teachers use external subject specialists to moderate their work, providing useful support and guidance for improvement.

The school is committed to maintaining robust and transparent Quality Assurance and moderation procedures to ensure that all assessment decisions are valid, reliable, fair and consistent for our students.

Qualification assessment practice will comply with current Joint Council for Qualifications (JCQ) regulations and the requirements of Pearson BTEC quality assurance frameworks, including internal verification and standards verification processes.

All assessment staff will undertake regular standardisation activities, moderation meetings and continuing professional development to ensure assessment criteria are applied consistently and access arrangements are implemented appropriately. Internal verification will be planned and documented to sample assessment decisions, learner evidence and feedback across programmes, assessors and sites where applicable. The school will maintain accurate assessment records and will respond promptly to any actions arising from external moderation, standards verification or quality assurance reviews to ensure continuous improvement and the integrity of learner outcomes.

Roles and responsibilities

Teacher

- To maintain a record of student progress in lessons through marking and assessment.
- To identify underperforming students and agree effective strategies and actions to ensure progress is made.
- To complete End of Year progress reports.
- To liaise with the Senior Leader in the identification of assessment readiness.
- To maintain accurate and up to date records on the BSquared framework.

Senior Leader

- To hold progress and data meetings with teachers.
- To collate and analyse whole school BSquared data.
- Provide regular data analysis to the Head of School.
- To lead on all examinations processes and procedures.

Head Teacher

- Hold Senior Leaders to account for the progress of students.
- Ensure rigorous Quality Assurance processes and procedures are in place.

Individual Education Plans (IEPs)

All students at our Edison Pace School have an Education, Health and Care Plan (EHCP) and receive a personalised Individual Education Plan (IEP) tailored to their specific needs. Each IEP outlines agreed, measurable targets in English, Maths and Behaviour, ensuring that support is structured, purposeful and aligned with the outcomes detailed in the EHCP.

Progress against these targets is reviewed monthly by the teaching and support team to ensure interventions remain effective and responsive. We meet with parents and carers termly to share progress, celebrate achievements and collaboratively set new targets where appropriate. This ongoing cycle of assessment, review and target-setting ensures that each student is supported to make sustained and meaningful progress.

Marking and Assessment

- It is important that all work produced by students is marked and assessed daily to ensure accurate record keeping and appropriate future planning.
- Marking/assessment should give opportunities for students to be involved in the assessment of their work, with instant feedback and ongoing progress dialogue.

Displaying work

If student work is being displayed it should be positively marked **before** it is mounted on to a classroom display board. This allows students to share skills and opportunities, celebrate, identify, and learn from the successes of their peers.

All displays should be used as a resource for learning and be updated/changed based on curriculum topic/theme.

Positive Marking

All marking at Edison Pace is rooted in a positive, strengths-based approach designed to build confidence, reinforce success and promote a love of learning. We recognise that our students thrive when their efforts are acknowledged and their progress is clearly celebrated. Staff therefore focus on highlighting what has been done well, using clear, encouraging language and accessible feedback.

Where improvements are needed, guidance is framed constructively, offering simple, achievable next steps that support skill development without discouraging the learner. Marking is consistent across subjects and tailored to individual needs, ensuring that feedback is meaningful, motivating and aligned with each student's targets. Through positive marking, we aim to foster resilience, independence and pride in every learner's achievements.

School Marking Scheme

All books must have the date and the Learning Intention on the top of the page, evidencing the teaching and learning that has taken place in that session.

Books should reflect pride and care in students work and be their best effort on every occasion.

Teachers mark in pink pen and TAs mark in purple pen.

The following marks and symbols are to be used when marking pupil's work in all subjects, in all classes:

Correct work will be ticked, and errors will have a dot placed next to them, allowing the student to reflect and consider an alternative answer. ✓ •

Circle around an error e.g. Punctuation or capital letter. ○

Line drawn under word or group of letters to indicate a spelling error. _____

Subject specific language and high frequency words should take priority when correcting mistakes.

All work assessed according to the level of engagement and independence, in line with the BSquared criteria –

A – Awareness (student was in the room, and is aware of the lesson)

I – Involvement (student has engaged with the learning, with support, this could include verbal engagement or written outcomes)

M – Mastered (student has understood and completed independent work)

Work will be initialled with the appropriate letter above, and placed in a circle at the foot of the students work. (A) (I) (M)

Evidence of the student meeting the learning intention will be highlighted in pink.

A positive personalised comment will be written on each piece of work. This will reflect the learning intention.

e.g. Well done Flossy you worked hard on these adjectives and came up with some great sentences.

OR

Well done Flossy, you worked with me on these adjectives. We will revisit this again next lesson to build your confidence.

Ensure all comments are legible and student friendly - marking should set the standard expected of students.

At least once per week there should be an opportunity for students to respond to teacher feedback in books. This will be reflected as 'Green for Growth'. Work will be highlighted in green, or a note added in green for students to revisit and improve their work.

e.g. Great work Flossy, can you record a sentence with two adjectives used to describe school?

OR

Great Flossy, can you correct the two spots in this work. How can we make those sentences better?

Appendix 1

Procedure for entering students for internal qualifications

The flow chart below shows the steps that must be taken when students are to be entered for an internal qualification. This applies for both Entry Level and Level 1 & 2 Functional Skills.

