



ARUN COURT

THERAPY & EDUCATION

'Resilience and Perseverance lead to success'

Marking Policy

All staff at Big Bear Bespoke Education understand the importance of formative assessment as a key tool to improve academic success and ensure sound mental health.



Sessions should be planned to have mini assessment opportunities throughout. At the end of sessions students should regularly reflect upon what they have been learning and what they feel they have achieved.

In our setting, time to discuss how they felt emotionally about the task, the learning styles and the amount of challenge is key as student's have very fragile mental health and need to feel that their opinions and worries are listened to. The emotional health aspect of marking is just as important as the academic focus.

Due to the small nature of the groups, marking should wherever possible happen with the student, and be a collaborative process. This also applies to 1:1 tuition scenarios.

Marking should be against the learning objective with students being clear whether they have achieved, exceeded or missed the objective.

Marking is developmental – aspects that the teacher is pleased with and achievements should be written in pink 'tickled pink'. Questions and aspects for development should be marked in green 'Green for growth'.

Non-academic and emotional health comments should be written onto daily feedback sheets for parents. These should reflect both successes and issues as they arise.

Marking is only purposeful if it is used. Students should be regularly given time to look back at previous areas for development and discuss their improvements. Teachers should be collaborative and use the regular briefings, moderation meetings and student discussions to reflect upon their marking and the progress shown by the student. As students become stronger mentally and emotionally peer marking opportunities should also be gradually introduced, along with more 'school-like' systems of academic success criteria; in this way marking is gradually stepped up towards the aim of transition.

Marking is part of the assessment and planning cycle. Marking should impact directly on planning and staff should alter the MTPs in line with individual success or difficulty.

The quality of marking is reviewed regularly by the senior team and through collaborative discussions with students and parents. As an organisation we strive to maintain a clear and easily understood system, whilst also meeting individual needs as far as possible.

Target Setting Policy

Small targets, within marked work, are set in collaboration with the student and by the lead member of staff in that lesson. Emotional, behavioural or well-being targets are also set in collaboration with the student and are recorded within the group well-being book.

Longer term targets are set at the pathway meetings which take place at least once a term, and once students are mentally more stable, every half term.

Pathway meetings should, where possible, involve staff, student, parents and any other relevant professional. Pathway target review meetings, at the end of the 6 or 12 weeks should involve the same professionals.

The Pathway documents resemble an 'Individual Education Plan' but are more detailed and holistic in approach. This is because the mental health aspects are very personal and specific to the family involved. Over time the pathway document is dropped, and an IEP from the receiving school is used instead for the final 6 weeks, to enable a smooth transition to the next setting.

For academic targets students are encouraged to use the grid approaches within the subject so that they can highlight where they are nationally and whether they are working at an age appropriate level. Teachers use the NOFAN approach to support students in this.