



RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:

MARKING AND HOMEWORK

MARKING

INTRODUCTION

Radlett Lodge School believes that pupils and parents have an entitlement to see how pupils are making progress through a very clear marking procedure. We believe with consistency and routine, pupils will develop and progress within their learning.

Autistic pupils may have poor self-image, low self-esteem and an inaccurate view of their abilities. They may lack the skills needed to realistically assess the standards they achieve and some may be driven by an internal desire for perfection. All contributions made by pupils will be valued, acknowledged and commented upon in some form by staff. These comments will be framed in positive language directed to the pupil and may be delivered verbally or in written form. Staff must be sensitive to this.

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what pupils already know and can do and what their next step should be. Assessment is an integral part of teaching and learning which is evident in every lesson.

PURPOSE

- Marking is a part of assessment for learning.
- To ensure that all the pupils have their work marked in such a way that it is likely to improve their understanding, improve their learning, develop their self-confidence and provide opportunities for self-assessment.
- To help teachers diagnose strengths and areas for development in learning programs and their own pedagogical approaches.
- To ensure pupil work and performance is marked regularly and clearly.
- To effectively assess achievement, attainment and progress. Marking of work and performance can add value to the task for some pupils.
- To make explicit how staff mark pupil/students' work and provide feedback.
- To ensure that all members of staff are familiar with this procedure and apply it consistently.

TEACHERS' RESPONSIBILITIES

- To mark and/or assess all work and pupil performance against the learning objective.
- To demonstrate that they have acknowledged the work through marking and recording.
- To provide any visual aids to support the learning of the pupils.
- To ensure all LSAs are aware of procedures, policy and methodology.
- To make sure that the pupils are challenged through the marking but still make it realistic and achievable for the individual pupil.
- To correct errors in work and performance alongside the pupil.
- To not use crosses to mark work. Ticks are acceptable.
- To use stamps, stickers, or positive written phrases to mark pupils work
- To encourage pupils to identify positive achievement and their next steps in learning.
- To include written feedback on work that states what the pupil will be working towards or what the pupil should do next, if appropriate for the level of learner.

LEARNING SUPPORT ASSISTANTS' RESPONSIBILITIES

- To be aware of the marking policy and procedures.
- To contribute to marking and assessment under the direction of the teacher.
- To ensure that all pieces of work are to be dated and the level of support required documented in an agreed fashion, on the back of the work.
- To ensure pupils have access to visuals that help them understand.
- To use clear, concise language.
- To provide a good model of handwriting.

RECORDING OF ASSESSMENT FOR LEARNING AND WORK ANNOTATION

ALL work will have the following:

- Dated;
- Level of support identified;
- Learning objective shared and reviewed
- No crosses
- No red pen
- Ticks, stickers, stars to acknowledge work ▪ Label work as gold, silver or bronze.
- Use 'Nice try', 'Good', and 'Super' language associated with gold, silver and bronze awards.

Explorers and Discoverers (Pathway 1)

Informal/Semi-Formal learning

Physical	Verbal	Written
▪ Positive body language e.g. smile, clap, thumbs up. ▪ Stickers and reward charts. ▪ Objects of reference ▪ Stickers/stamps. ▪ Well done box	▪ Use of gesture; sign, face to face. ▪ Instant verbal feedback to every child. ▪ Well done singing ▪ Positive comments against learning objective and success criteria and how to move learning on if can cognitively understand but cannot read. ▪ Peer to peer and group feedback. ▪ Use of iPad to record verbal feedback given and pupil responses to feedback.	▪ Evaluative written comments, against objectives and target (as appropriate) ▪ Magic Moments ▪ Recording sheets – English, Maths, and PLOs (EHCP outcomes) ▪ Annotated pupil work against learning objective. ▪ Record/encourage pupil participation/response e.g. selecting gold, silver, or bronze sticker and attaching to work. ▪ Next steps learning (NSL) shared.

Challengers (Pathway 2)

Semi-Formal/Formal learning

N.B. written comments will be more detailed but must still be formative in nature and intended to move learning forwards.

Physical	Verbal	Written
▪ Positive body language. ▪ Stickers and reward charts where appropriate.	▪ Immediate, evaluative and positively phrased comments against learning objective and success criteria. ▪ To check pupil understanding of their achievements, progress and next steps ▪ Encourage pupil response to feedback. ▪ Peer to peer and group feedback. ▪ Encourage self- reflection through language supported by visuals.	▪ Evaluative written comments, against objective and target (as appropriate) ▪ Annotated pupil work against learning objective ▪ Positively phrased evaluative comments and next steps of learning (NSL) on work. ▪ Pupil written responses to feedback/next steps on work – shown through different colour. ▪ Peer marking – shown through different colour. ▪ Pupils to set own targets with guidance at end of lesson for the following week – pupils to write if possible or staff scribe.

HOMEWORK

INTRODUCTION

Radlett Lodge School (RLS) believes that families are a crucial influence on the education and development of our pupils, and effective partnerships between the school and home have a positive impact on student learning. We believe that pupils learn best when home and school work together to achieve outcomes.

Autistic pupils may have difficulty with the concept of homework for a number of reasons, including:

- they find school stressful/hard work and do not want any reminders of it at home
- they do not understand why they are expected to do school work at home
- they might have difficulty with organisation skills and may find it difficult to remember to write down all the homework and remember deadlines

However, RLS will offer homework to all pupils as appropriate.

RLS feels that homework is an integral part of the curriculum and it should be planned and prepared alongside all other programmes of learning. Homework will be appropriate to the age, ability and circumstances of the pupil. Tasks can be wide-ranging and structured, with their purpose explained to pupils and parents. Homework may include practice of practical skills.

Where able and where they have understanding pupils will be supported to demonstrate a commitment to spending an allocated amount of time doing the tasks set and handing the work back on time. Parents and carers will be supported to encourage and monitor homework and to inform the school if an issue arises.

Residential pupils who live at the school on a termly basis will be supported to participate in and complete homework by residential support staff.

PURPOSE

- To ensure that pupil learning opportunities are maximised.
- To ensure that concepts are taught across settings.
- To provide pupils with routine and structure across settings.
- To enable parents/carers to actively engage in their child's learning.
- To teach fundamental skills of organisation, independence, time management and responsibility.
- To instil a sense of self-motivation.
- To prepare most able students for further self-study.

TEACHERS WILL:

- Provide homework for pupils and ensure pupils and parents know what to do.
- Ensure that the homework is clearly understood and differentiated for the pupil.
- Ensure that the content relates to current class work
- Ensure that homework is marked regularly if applicable and feedback to the pupil will show what the pupil needs to do to move forward
- Manage the loan of resources efficiently
- Be willing to advise parents on appropriate support if required

PARENTS WILL:

- Support their child in encouraging completion of the homework.
- Take responsibility for any equipment loaned by the school including library books.
- Communicate with their child's teacher about what type of homework they find suits their family life and how well their child enjoys and understands it.
- Acknowledge that homework, sign to say it is complete and indicate how much support was needed.

PUPILS WILL BE ENCOURAGED TO:

- Complete homework and return it to school on time.
- Remember to take their homework out of their bag and give it to their teacher.
- Tell their teacher if they can't do their homework or do not understand it.
- Be responsible for returning any equipment/materials, including library books.
- Try to have fun and enjoy home learning.

TYPES OF HOMEWORK

Explorers - Pathway 1 - Informal and Semi-Formal learning:
• Looking at books and listening to stories • Playing simple turn taking games (e.g. posting games, ball runs) • Helping to sort objects in the home (e.g. socks, shoes, cutlery) • Cooking (e.g. preparing vegetables, mixing ingredients) • Using PECS to ask for things (e.g. favourite toys, to go out, food & drink) • Sensory play and exploration (e.g. washing up bubbles, shaving foam spread on a table, dry rice and pasta, piles of leaves) • Finding and sorting objects on local walks (e.g. leaves, acorns, conkers) • Handling money in shops • Using an iPad or PC to play games • Singing number songs

Discoverers - Pathway 1 - Informal and Semi-Formal learning:

- Counting objects in the home or out on a walk
- Drawing pictures
- Taking photographs to bring back to school
- Practicing writing their name
- Number games and puzzles
- Helping someone at home with a job (e.g. load the washing machine)
- Reading with an adult, finding and pointing to objects in the pictures
- Remembering to use PECS to make sentences (e.g. 'I want lego Mummy')
- Playing a simple game (e.g. Elefun, Twister, Snakes & Ladders)
- Word and letter puzzles
- Simple math problems with worksheets or object kits
- Practice cutting, chopping and dicing vegetables
- Finding the right coins or notes that an adult needs to pay for shopping

Challengers - Pathway 2 - Semi-Formal and Formal learning:

- Reading to an adult, answering simple questions
- Reading and writing words from a key vocabulary list
- Visits to museums
- Making a guest a cup of tea
- Vacuuming their room
- Make a snack or a simple meal
- Model making
- Mini projects involving research
- Using a map and navigating to a destination (walking or in the car)
- Working out what change to expect
- Weighing vegetables and fruits in the supermarket (e.g. try to get exactly 1kilogram of potatoes)
- Asking a shop keeper where to find an item
- Math problems
- Writing a short story or poem
- Making decorations for a religious celebration/festival
- Teaching adults or siblings an exercise routine learnt in school

The Radlett Lodge School Local Procedure for 'Marking and Homework' should be read in conjunction with:

NAS POLICIES:

Quality of Life (QoL) Framework Policy

Advocacy Policy

Special Educational Needs and Inclusion Policy

Supported Home Learning Policy

Remote Learning Policy

RADLETT LODGE SCHOOL LOCAL PROCEDURES:

Curriculum

Assessment, Recording and Reporting

Post 16 Education

Careers

EYFS Curriculum