



The Ripley Academy

3M Assessment and Marking Policy KS3, 4 and 5

November 2018

Principle	Evidence in marked work	Examples
1. MEANINGFUL	<ul style="list-style-type: none">a. Dialogic markingb. Redrafting and improvementc. Modelling for HPA, SEN, PPd. Summative assessments	<ul style="list-style-type: none">a. Teacher Question with student responseb. Yellow box marking / MRI; crossings out; underlining and spellings corrected.c. WAGOLL before an extended piece; GCSE exemplarsd. Numerical marking/grades on pieces of work
2. MOTIVATIONAL	<ul style="list-style-type: none">a. Well done! (Boost self-esteem/positive verbal relationships are seen in written rapport)b. Targets for improvement	<ul style="list-style-type: none">a. Stickers; stampers; smiley faces; good presentation (we are proud of our work)b. Next step comments
3. MANAGEABLE	<ul style="list-style-type: none">a. <u>Extended writing</u> (or extended problem solving). Who's doing the doing? Students working harder than teachersb. Peer assessment (signed off by teacher)	<ul style="list-style-type: none">a. Longer chunks of text, from 3/4 of a page onwards as a typical feature of the written learning.b. Students apply assessment criteria to extended work as part of redrafting process before the teacher marks it