Westfield House School

Marking Policy

Reviewed: September 2019

Reviewed: Annually

Next Review Date: September 2020

Person(s) responsible for Review:

Headteacher & Head of Teaching and Learning

Marking Policy

Rationale

Effective marking is an essential part of the education process. At its heart is the interaction it encourages between teacher and pupil. It is a way of acknowledging pupil's working, checking outcomes and setting targets to ensure good progress is made.

This policy aims to set out expectations across the school for marking, ensuring consistency with format and standardising how teachers assess pupils' progress.

Purpose

- To motivate learners to make progress
- To communicate a marking system that is accessible to, and understood by learners, parents, teachers, and the wider school community
- To create a system that will improve the quality of teaching and learning through use of appropriate and focused marking with quality feedback to inform future planning
- To ensure a consistent approach to how feedback is given to learners across the curriculum
- To create a process that systematically involve learners in their own learning process by encouraging reflection and develop self-esteem
- Improve the standard set of marking and assessment across the school
- To establish a set of marking codes that will minimise the length of comments that teachers need to make on learner's work
- To provide a set of guidelines for senior management to evaluate the effectiveness of assessment across the school

Related documents

This policy should be read alongside the following policies and documents:

Westfield House School Curriculum Policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/806942/School_inspection_handbook_section_5_060619.pdf

Principles

- Marking needs to happen frequently:
  - Marking will take place at least once every two weeks
  - Teachers at Westfield House School have identified one PPA session per week which will be dedicated to keeping marking up to date

- Teachers should encourage high standards of work
  - Teachers will write positive comments in pink
  - Next steps for learners will be written in green
  - Invigilation comments will be written in purple
  - Stickers and stamps

- All staff will follow a specific set of marking codes (Appendix 1) these are displayed in each classroom.

- Learners should be encouraged to be aware of how well they are doing through self and peer assessment (where appropriate) – (Appendix 2 – Peer/Self-Assessment prompts) these are displayed in the classroom

- Marking should relate to learning objectives or lesson outcomes
  - Each piece of marking should focus on personalised targets (identified on IEPs or IBPs or subject specific), presentation or attainment targets (NC/Functional Skills levels)

- Learners should be encouraged to respond to feedback (where appropriate when given by teachers and this should be checked later
  - Learners should be given a chance to identify areas to improve and make amendments to work

- All work should be retained in exercise books or folders to provide a cumulative record of good quality work and show progress over the school year
  - All completed books need to be archived into individual learner boxes and kept in the classroom until the end of the academic school year
  - Boxes should be available for scrutiny across the school year
    - On the occasions that learners move classrooms throughout the school year; teachers must ensure that their archived work moves with them to their new classroom

- Deep marking should occur at least once every half term
  - Teachers must provide learners (where appropriate) with an opportunity to complete a task that requires deep/in-depth marking
  - Success Criteria and/or exemplar work will be shared with learners prior to completion

- o Deep marking will be carried out against the success criteria and will clearly identify positives and the learners Next Step
- o After deep marking has taken place, learners will be given suitable time to respond (where appropriate) and make necessary improvements to their work – the teacher will initial any improvements to show this has taken place

Responsibilities

Head Teacher and School Senior Leadership team

- To ensure marking policy is implemented by all staff
- To monitor the policy and make amendments where necessary
- To provide resources needed to successfully implement the policy (coloured pens, stickers, stamps etc)
- To support and provide training opportunities for new and existing staff members to become familiar with the school's marking and feedback expectation
- To communicate the policy to school stakeholders
- To ensure frequent moderation of marking
- Internally verified every half term

Teachers

- Provide success criteria for tasks which will be deep marked
- Indicate progress levels (where appropriate and possible)
- To provide books/folders for completion of work
- To set tasks that are relevant to learner and offer necessary challenge to learners
- To carry out deep marking on, at least, one key piece of work per half term
  - o Deep marking will identify
    - ▪ Positives of the piece of work
    - ▪ Identify areas for improvement (next steps)
    - ▪ Allow pupils a chance to respond to feedback (where appropriate)
- To keep a record of learner progress
- To display marking codes poster in classroom
- To participate in monitoring and review process of the policy

Learners

- To present a good standard of work
- To write using neat handwriting (judge on age and ability as appropriate)
- To be familiar with marking codes

<u>Appendix 1</u>

<u>Marking</u>

Positive Comments = Pink Pen

Next Steps = Green Pen

Invigilation = Purple Pen

Learners to complete work using blue or black pen (where possible)

<u>Codes</u>

SP = Spelling correction (SP to be written in the margin and the word <u>underlined</u>)

P = punctuation needed

G = Grammatical error

// = new paragraph

? = not clear

^ = something is missing

W/S = work completed with support from teacher/TA

PA = Peer-Assessment

SA = Self-Assessment

VF = verbal feedback given

IW = Independent work

GW = group work

✔ = correct answer

Ⓐ = learning/objective/success criteria achieved

- Note: No more than three-four spelling corrections per piece of work

Appendix 2

Self & Peer Evaluation Prompts

These prompts could be modelled, taught or displayed in the classroom:

I liked …

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could...

I now know...

I found... difficult because...

I solved.... by....

The best example of … is…

I like the way you...

.... is effective because...

You could make your work better by …

Have you thought about...

If we look at the success criteria we can see...

Next time you could...