Portland School and Specialist College

Marking Policy

PORTLAND SCHOOL
AND SPECIALIST COLLEGE

1. AIM

To establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. To ensure all students have their work marked regularly to help them reach or exceed their full academic potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Mark clearly against lesson objectives
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression;
- Develop pupil's / student's understanding of how each piece of work fits in to a whole, both within a subject and also within a cross-curricular framework
- Inform teacher planning for progression.

2. RATIONALE

Best practice is identified when pupils/students are given clear advice on how to improve, leading to assessable evidence of improvement; Pupils/students acting on the advice given and improving before new challenging targets are set.

The ultimate aim of marking is to support pupils/students with quality guidance; to ensure they make progress above national expectations, judged against their starting point (baseline). Marking at KS1, 2 and 3 needs to be aimed at supporting National Curriculum Level or equivalent progression; in KS4 GCSE progression.

Marking is part of a wider assessment process that at its best involves peer and self-assessment, helping the pupils/students to develop the skills necessary to be active independent learners.

3. FEEDBACK AND IMPROVEMENT PROCESS

At Portland we are aware of the STEP marking system:

Strength: Identify a strength in the pupil's/student's work

Target: Set a target for improvement

Evidence: Demonstrating that pupil/student has acted on target set

Practice: Ensuring pupils/students build on the skill and transfer them to other subjects/aspects of the subject

4. VERBAL FEEBACK

This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

Using the principals of formative assessment then we should be constantly checking where pupils are on their learning journey, picking up misconceptions and correcting them and using all of this evidence to plan and adapt our future teaching. Verbal feedback should be clearly highlighted on work using the code **VF** or a feedback stamp.

All work must be checked against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by highlighting the objective code and the symbols detailed in the below table. Stamps or stickers may also be used to indicate work has been checked.

Marking Code	Meaning
VF	Verbal Feedback
I	Independent
WS (JM)	With Support (initials)

5. MARKING COLOURS

Using the following marking colours allows pupils to recognise areas that they have done well and areas requiring improvement in relation to the lesson objective.

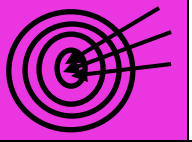
Green for Great – Things that the pupil has done well will be highlighted in green.

Pink for Think – The pupils challenge tasks and areas for development will be highlighted in pink.

Blue to You – Pupils feedback will be highlighted.

6. WRITTEN FEEDBACK

Pupils will have deep dive marking once per week, in English, Math's and afternoon work. This means providing written feedback using the marking slip below.

What went well:	
Even better if: 	
I think that:	

7. ASSESSMENT

Formative comments will be given that show what has been done well and what still needs improvement and shows pupils how to improve their performance and move them on in their learning.

Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding.

Students' work for external examinations should be marked using the marking criteria of the examinations.

Internal moderation may be needed to produce consistent standards between different teachers.

8. ACTING ON FEEDBACK

This is an integral part of our marking policy and needs to be clearly emphasised using a blue bubble where students can respond back to challenges or their pink for think.

Time should be built into the school day / week for students to respond to their feedback and the next steps in the learning process.

9. FREQUENCY OF MARKING

The type and extent of written feedback will vary from subject to subject. There should be evidence of a minimum of one deep dive written feedback session per week in English, Maths and afternoon learning.

10. TARGET LEVEL

All books or folders should have the grading criteria and the students target level or grade clearly written on the front inside cover.

11. PRINCIPLES OF MARKING

At the end of each section of work that is marked, teachers need to give:-

- Two strengths of the piece of work. Marking should be as encouraging and positive as possible.
- One improvement that could be used to raise attainment in line with the Pink for Think.
- A level or grade (depending on key stage). At key stage three this should include a sub-level.

Good marking or annotation of children's work should:

- Be positive, motivating and constructive;
- Be at the child's level of comprehension;
- Not penalise children's attempts to expand their vocabulary;
- Be written in handwriting that is legible and a 'model for the child'
- Be frequent and regular enough for targets and pupils'/students' responses to be chronological and meaningful
- Provide information for the teacher on the success of the teaching;
- Relate mostly to the Learning Question of the work set, i.e. science should be marked mainly for the science content, not the punctuation, for example, though literacy and numeracy as key skills need to be supported
- Positively affect the child's progress;

- Teachers may not always feel it is appropriate to use stickers, and may wish to use peer and self-assessment aswell / instead (however this needs to be evidenced). Self-assessment needs to be done at the end of a unit of work in order that pupils can reflect on what they have learnt and can identify their next step.
- Clear frameworks will be used to guide and support peer and self-assessment

12. SELF ASSESSMENT

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles

13. LITERACY

All teachers at Portland are teachers of literacy. Errors in spelling and grammar are addressed through all subjects, and evidenced in our marking. Staff will consider in their marking:

- Spelling
- Punctuation
- Grammar

As well as extending pupil's/student's vocabulary through use of general and subject related words.

14. SPELLING, GRAMMAR AND PUNCTUATION

Standard codes should be used across all subject areas. (Literacy across the curriculum)

SP	Written above the incorrect spelling and highlighted in PINK *Students should be encouraged to learn their corrected spellings.*

GR	Grammar error
P	Punctuation needed
//	New paragraph needed
WW	In the margin and the word highlighted in PINK = wrong word used
^	Word or letter missed out

15. OTHER LITERACY CODES

Using age appropriate symbols helps the pupils to identify aspects of marking which provides feedback on areas they have achieved. An example used in primary:

Symbol	Definition
	Sounding out words
	Finger Spaces
	Capital Letters
. , “ ” ! ? ‘	Punctuation
	Interesting Vocabulary
	Connectives

16. KEY STAGES

At Portland we are committed to engaging our pupils through age appropriate strategies that meet the objectives of and work within the values of the school. The marking policy is applied in Key Stages:

Key Stage 1 and 2:
In the primary department it is our aim to provide our pupils with a marking system that is positive, user friendly and encourages independence.

The individual pupil assessment profiles (NC objectives or equivalent), and APP are used to provide the children with feedback focused on moving learning forward.

Marking colours and symbols are used to enable the children to recognise what they have achieved and their areas for improvement. The children may be provided with an additional task or challenge question to encourage them to move on to the next steps in their learning.

The children are encouraged to act upon and respond to the teacher's comments. The work produced in books will reflect progress made as a direct result of marking and the feedback provided.

To aid in the transition to Key Stage 3 our Year 6 pupils will be introduced to the colour coded editing system they will be using in Year 7.

Key Stage 3:
Marking in Key Stage 3 reinforces the whole school drive underpinned by the STEP principle. Staff will continuously have open and purposeful dialogue with the pupils. During year 6/7 transition pupils will use both the primary editing Performa (reinforced by pictures) and the coloured code text editing tool embedded in year 8 and 9; the response of which will be evidenced in future pieces of work. This approach enables formative assessment to occur and to allow pupil "talk back". During the purposeful dialogue, teachers will be commenting on whether verbal feedback given, work has been completed independently or work completed with support. Summative assessment comes at the end of a sustained piece of work, where comments are made specifically about that piece of work using the STEP principle.

Moderation will be done through work trawls where a cross section of pupils'/students' books/work will be looked at by the key stage leader, following the timetable below:

a. Core Subjects (English, Maths and ICT)	b. ½ termly
c. Foundation Subjects	d. Termly

Progression into key stage 4: Staff will work alongside examination boards' protocol during year 9 (early entry) to enable pupils to become familiar with the process for Key Stage 4.

Key Stage 4:
KS4's marking policy follows the guidelines of the awarding bodies, for example AQA require all work to be marked and annotated in red ink whether it is course work or exam work.

Students' work is marked to identify success, suggest areas for improvement and to inform subsequent follow up work, in line with exam board criteria. Best practice in KS4's marking strategy follows Black & Williams' diagnostic assessment mantra – 'Find fault, fix it and follow up'.

Constructive, critical marking informs the planning of following lessons for individual pupils. Pupils' / students' follow up work is set to action the comments made previously, addressing weaknesses which facilitate the opportunity to practise skills and to evidence progress. Progress is achieved when pupils / students demonstrate mastery of the skill(s).

Marking in KS4 reinforces the whole school initiative in developing the current policy in line with the new OFSTED regulations and is underpinned by the STEP principle. Teaching staff either mark and feedback to the pupil / student during the lesson, or as soon as is practicable, ensuring that all pupils / students understand the comments and targets set for next time. Pupils are given an opportunity to comment on their work and the critique made by staff. This system ensures that marking is relevant and meaningful to its intended audience.

17. MONITORING AND JUDGEMENT MARKING (OFSTED)

OUTSTANDING

- Strategies exist to acknowledge / celebrate the achievements of children and they are involved in setting next steps for improvement;
- There is a very good level of response to personalised comments from teachers;
- There is some subsequent response from the teacher;
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge;
- Children actively demonstrate understanding of next steps.

GOOD

- All children are set relevant, accurate next steps on a regular basis;
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve;
- Children revisit and respond to previous learning through written, post-task questions;
- Children respond to personalised comments from teachers.

ROOM FOR IMPROVEMENT

- There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum);
- Work is marked regularly;
- Children know how well they have done in relation to the objective;
- Marking helps to build confidence;
- The majority of marking is about recognising success;
- Some relevant targets are set;
- The teacher's handwriting is easy to read;
- The teacher's spelling and use of standard English is accurate.

INADEQUATE

Marking is likely to be inadequate if it does little to help children improve. The key features of inadequate marking are the opposite of satisfactory marking:

- Work is not marked regularly;
- Children do not know how well they have done in relation to the objective;
- Marking does not help to build confidence;
- The majority of marking is not about recognising success;
- No relevant targets are set/ targets are poorly chosen;
- The teacher's handwriting is not easy to read;
- The teacher's spelling and use of Standard English are inaccurate;
- Work is marked incorrectly;
- The advice given to children is inaccurate;
- There is insufficient work in the children's books to allow marking to have impact.

Portland School aims for good to outstanding marking practice and Deputy and Assistant Headteachers have the responsibility for monitoring marking within their Key Stage. Where possible staff will be involved in the monitoring process through, for example, targeted book trawls (focused on subjects or individual pupils). Every opportunity needs to be taken to share and celebrate good practice.

Key Stage leaders and the other members of the Leadership Team will be expected to make judgements on the quality of marking. This will inform performance management, monitoring processes and feedback to Governors.

18. RESPONSIBILITIES

Role	Responsibility
Teacher	Ensure work is marked on a consistent basis. Award students a level or grade for the section of work in their books. Advise students on how to improve the level or grade for the section of work in their books. Ensure that students have the expected yearly outcomes, target level or grade clearly on display on the front inside cover of their exercise book or folder. Ensure that students are provided time to consider marking comments. To share good practice with book marking in meetings
Heads of Department	To produce a department marking policy that reflects the whole school marking policy. Heads of Department to check marking of books on a regular basis. Ensure department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail. Department marking is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given. Planned opportunities are created each term to moderate key assessment activities to ensure consistency. Level and grade descriptors are provided to be stuck in the front of exercise books.
Teaching Assistants	To read through the comments written by teachers in order to guide any pupils they are working with in the class.
Leadership Team	Devise and implement a programme to monitor the implementation of the Whole School Marking Policy. Carry out work scrutiny as part of Departmental Reviews.
Students	Under guidance from teachers, sometimes mark their own or another students book. Read comments by teachers. Respond positively to comments written by teachers.

19. MONITORING

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Management Team (SMT) – and supported within phase groups across the school.

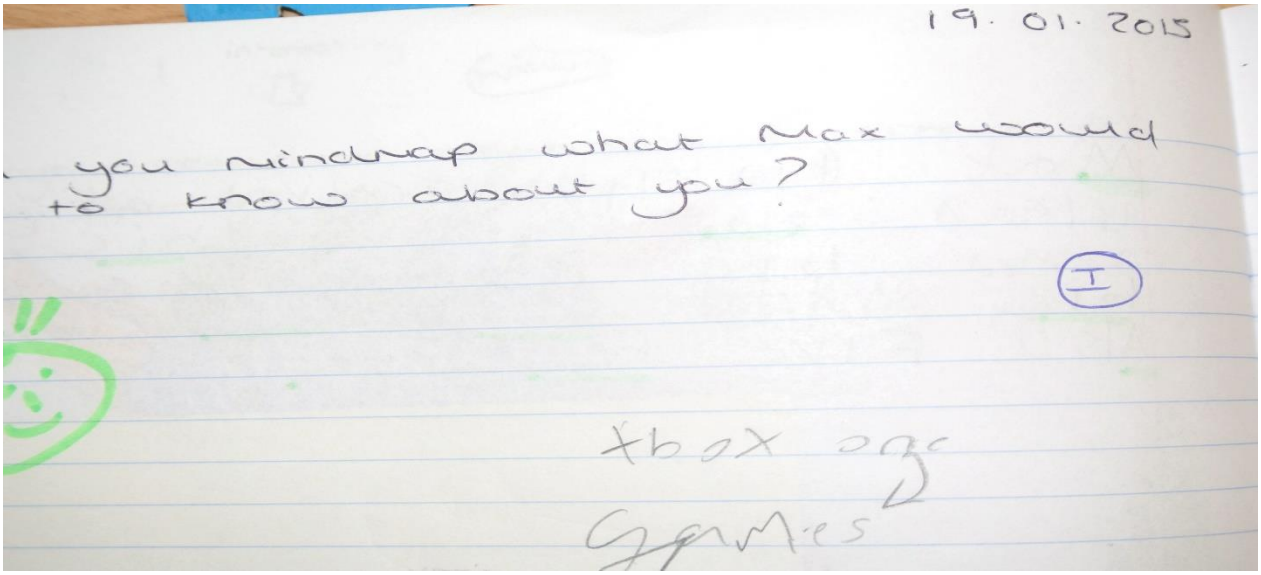
Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

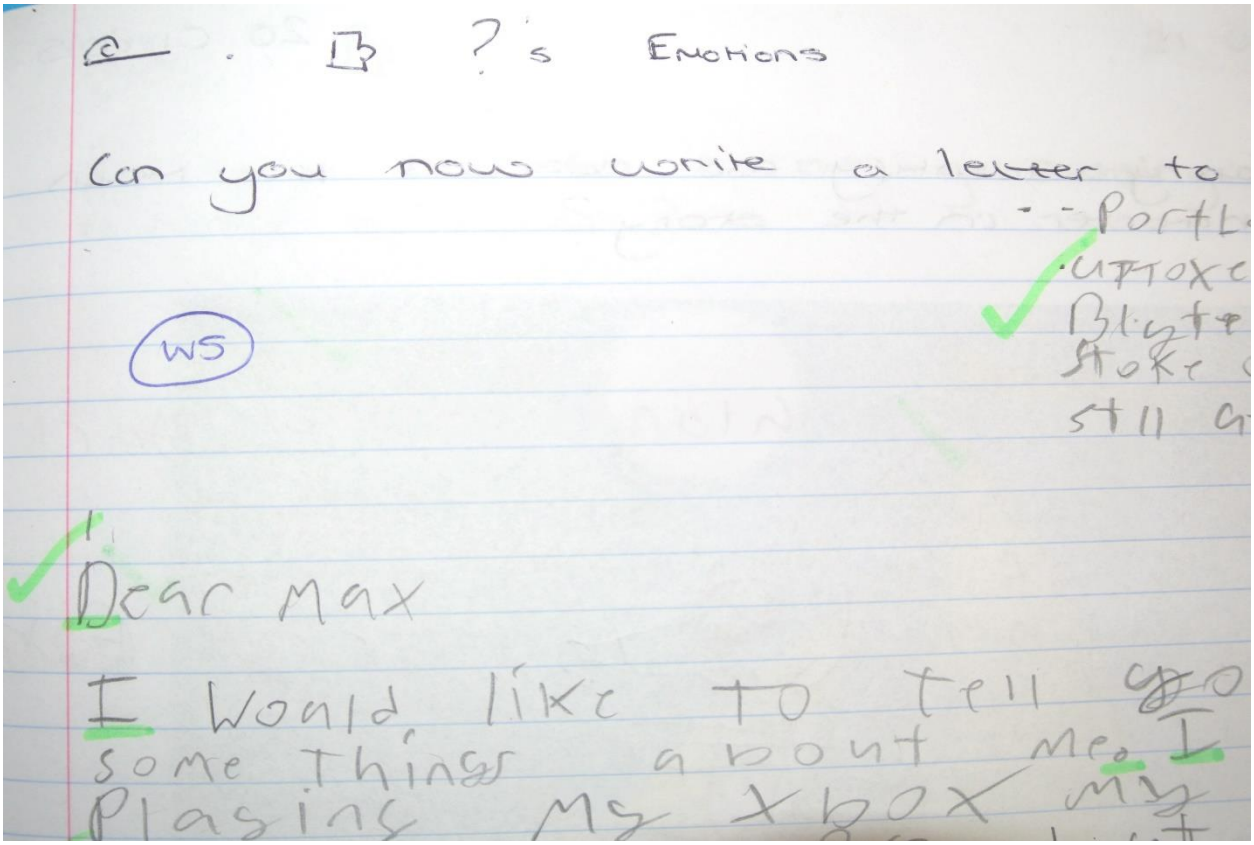
20. REVIEW

This policy will be reviewed annually by staff and governors.

Appendix 1

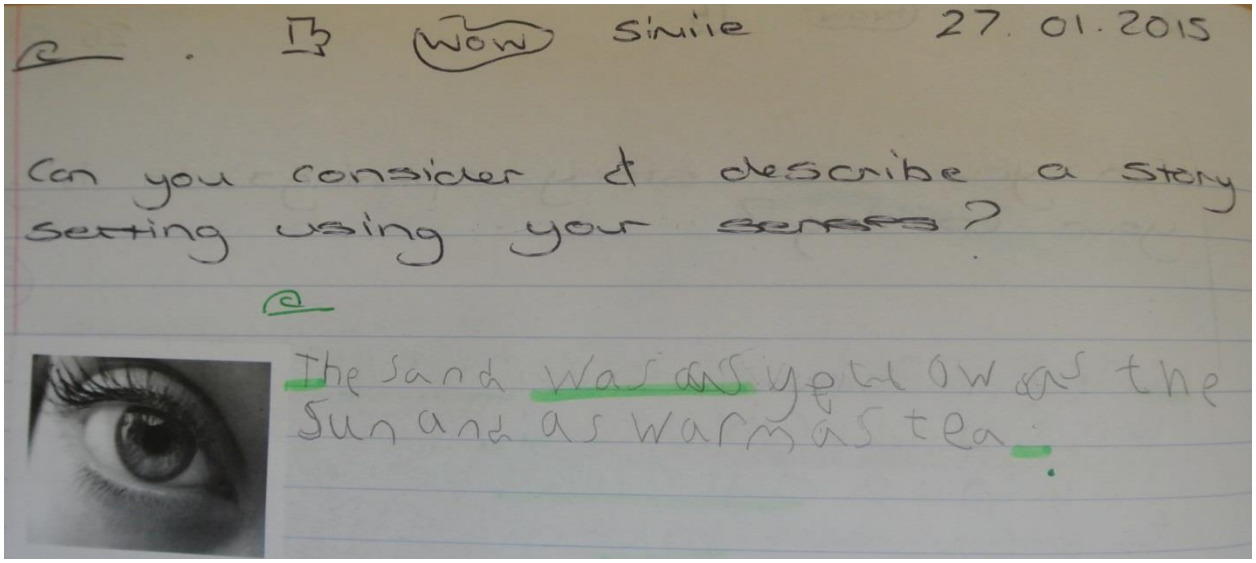
Coded Notation





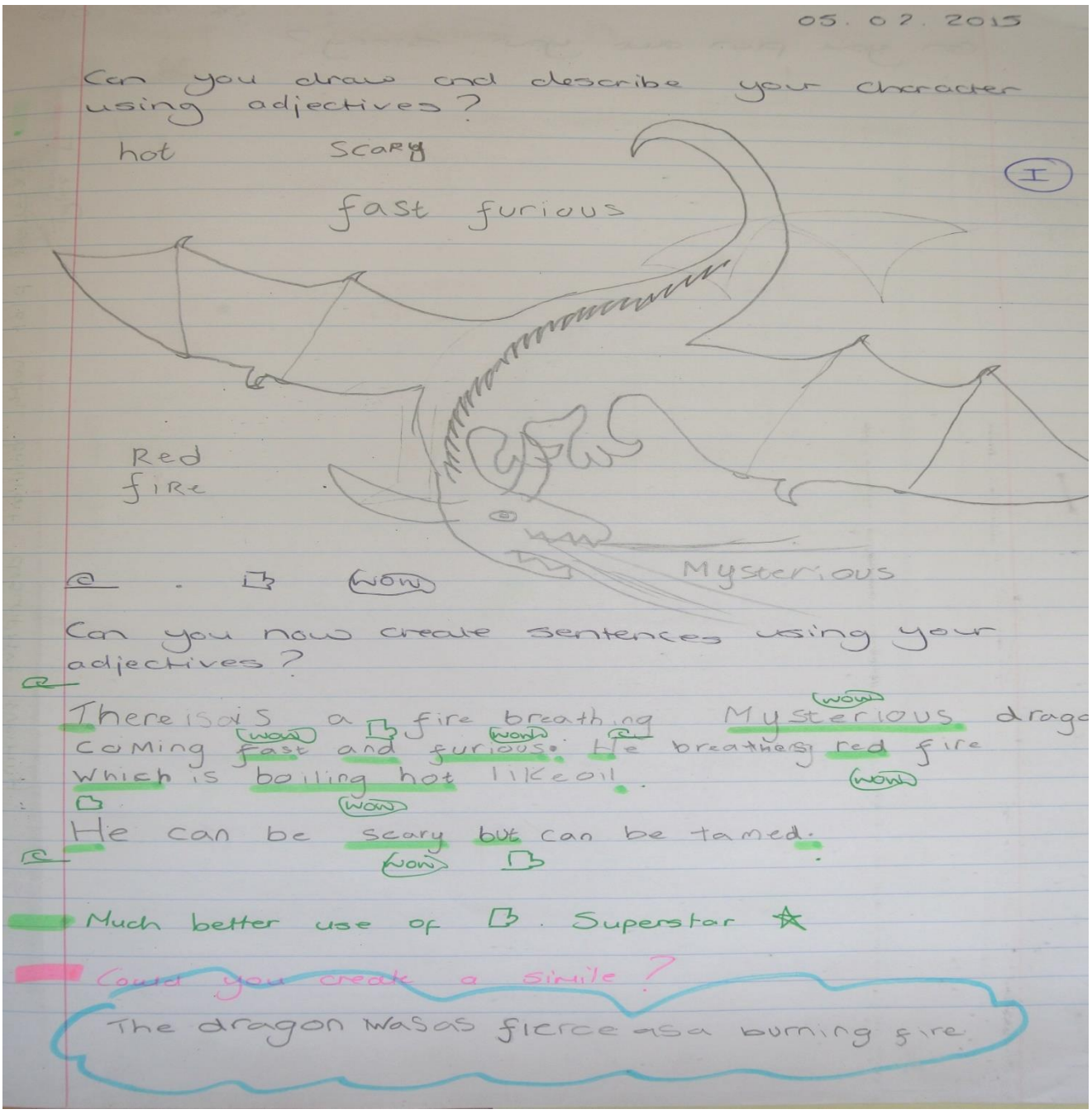
Appendix 2

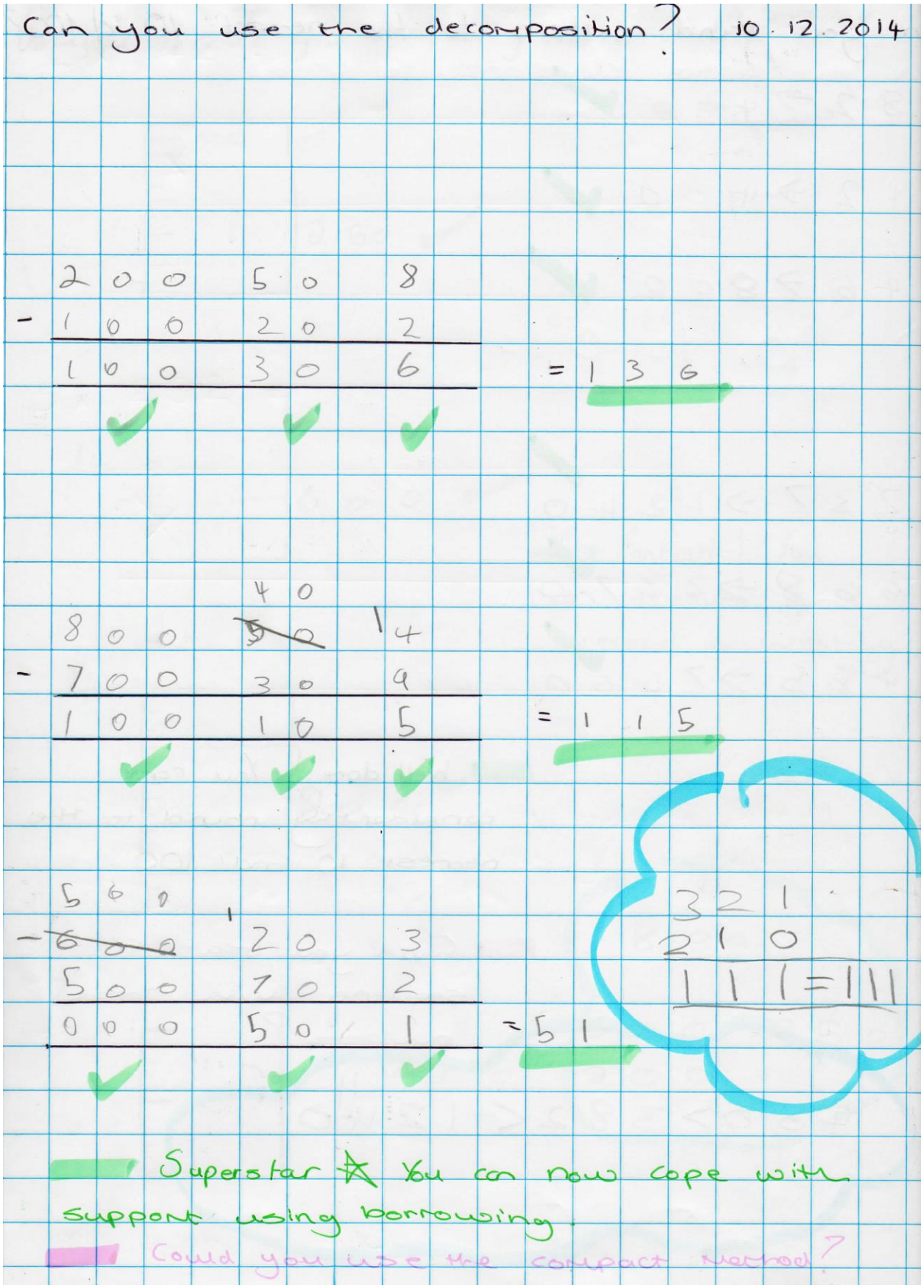
Lesson Objective



Appendix 3

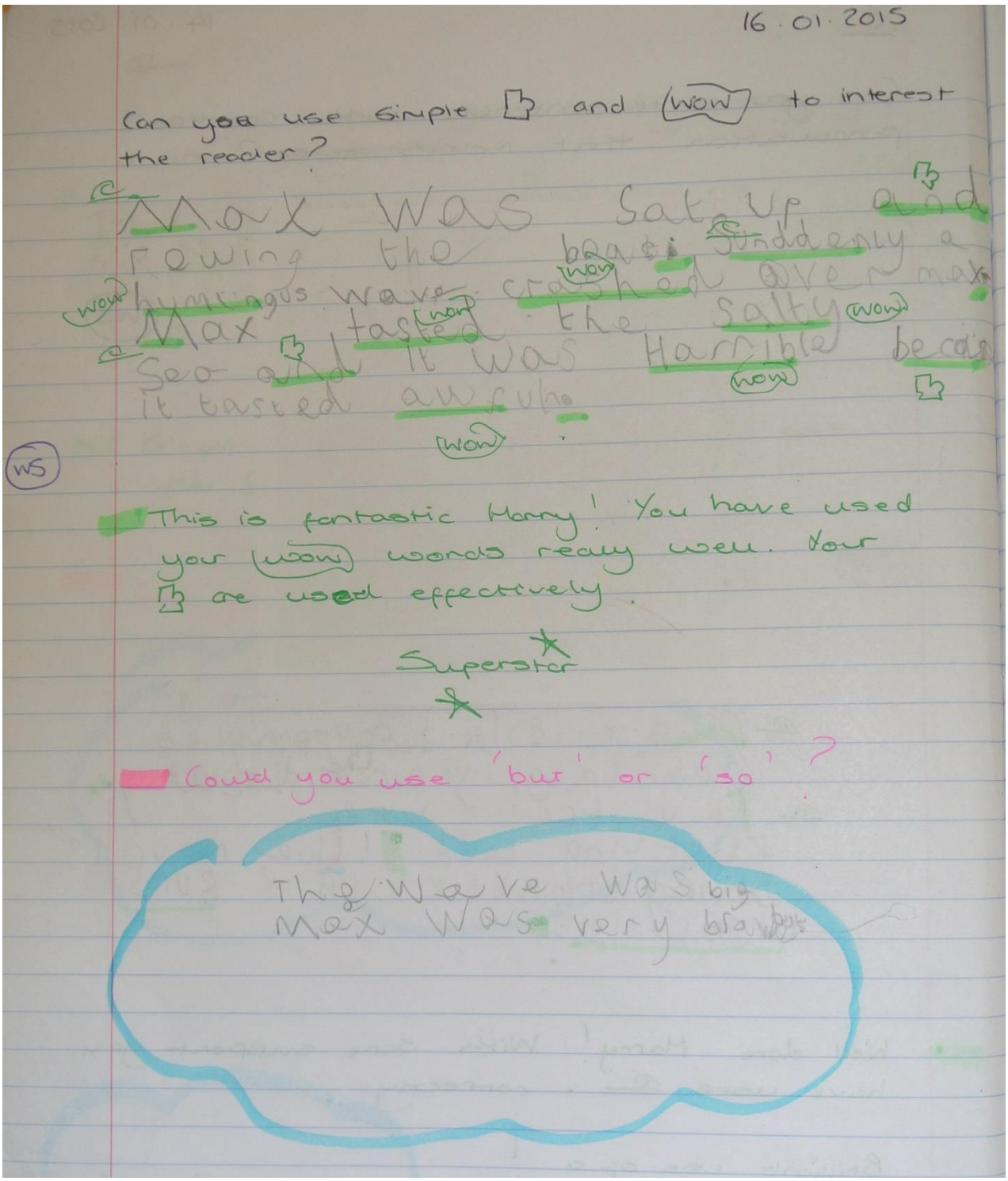
Marking Colours




Can you use the decomposition? 10.12.2014
200 50 8
- 100 20 2
100 30 6 = 136
40
800 90 14
- 700 30 9
100 10 5 = 115
560
- 600 20 3
500 70 2
000 50 1 = 51
321
210
111 = 111
Superstar ☆ You can now cope with support using borrowing.
Could you use the compact method?

Appendix 4

Blue To You



Can you count in multiples & recall multip
& division facts?

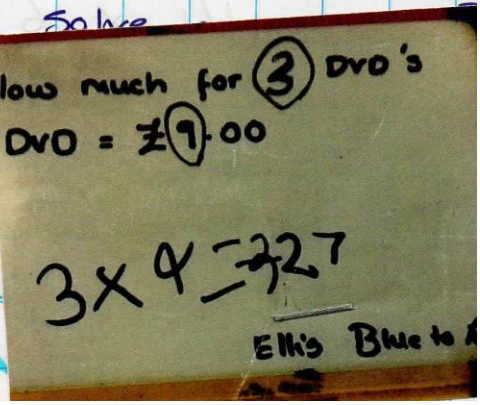
1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

* Ellis explained that
the tens went up a
units went down. Als
pointed out in his l
grid it went digonal

You were confident in countin
in multiples of 9. You were ab
to see patterns.

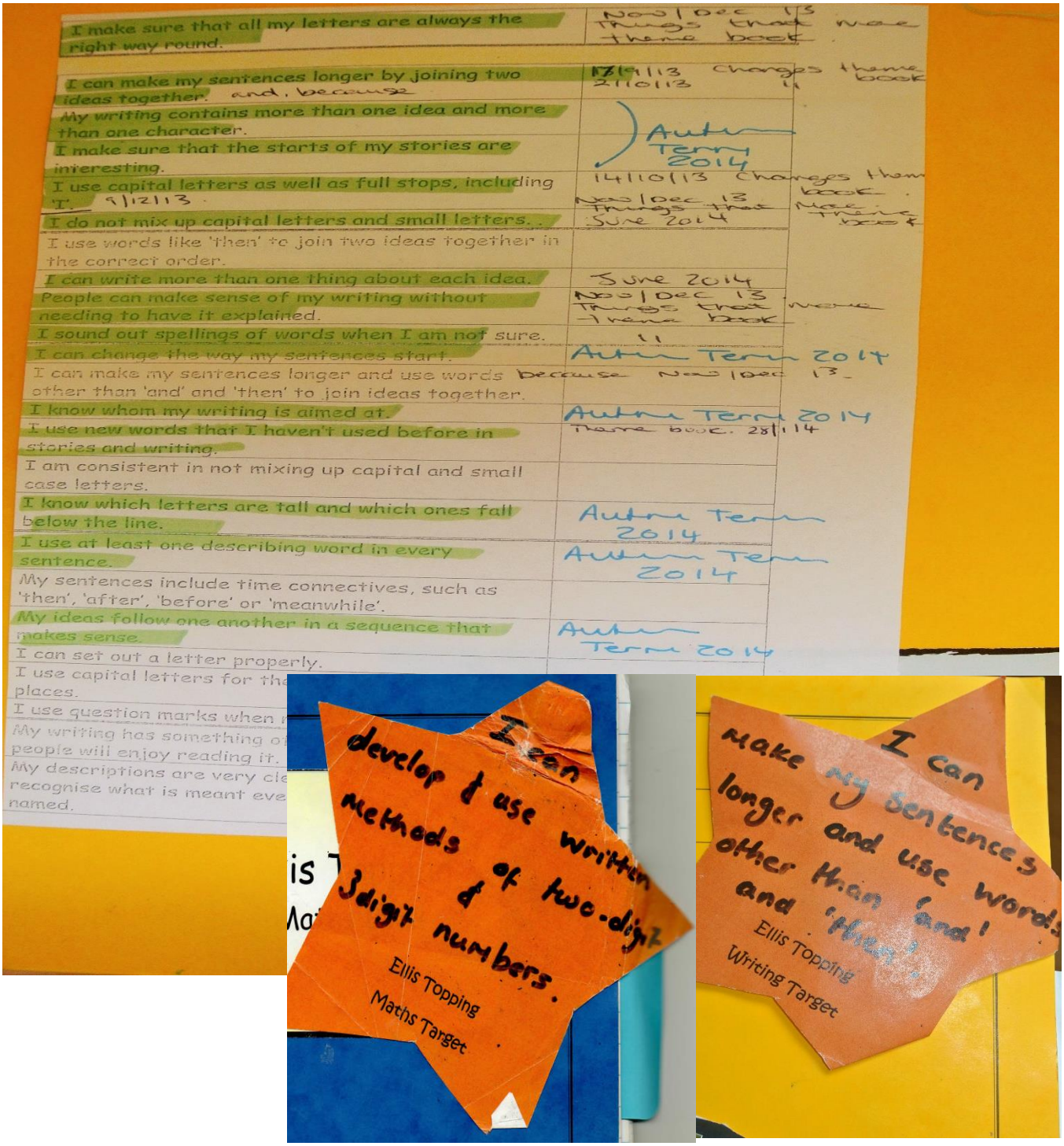
Could you now use your 9x
to help you solve

You were ab
your 9x fact
out a numbe



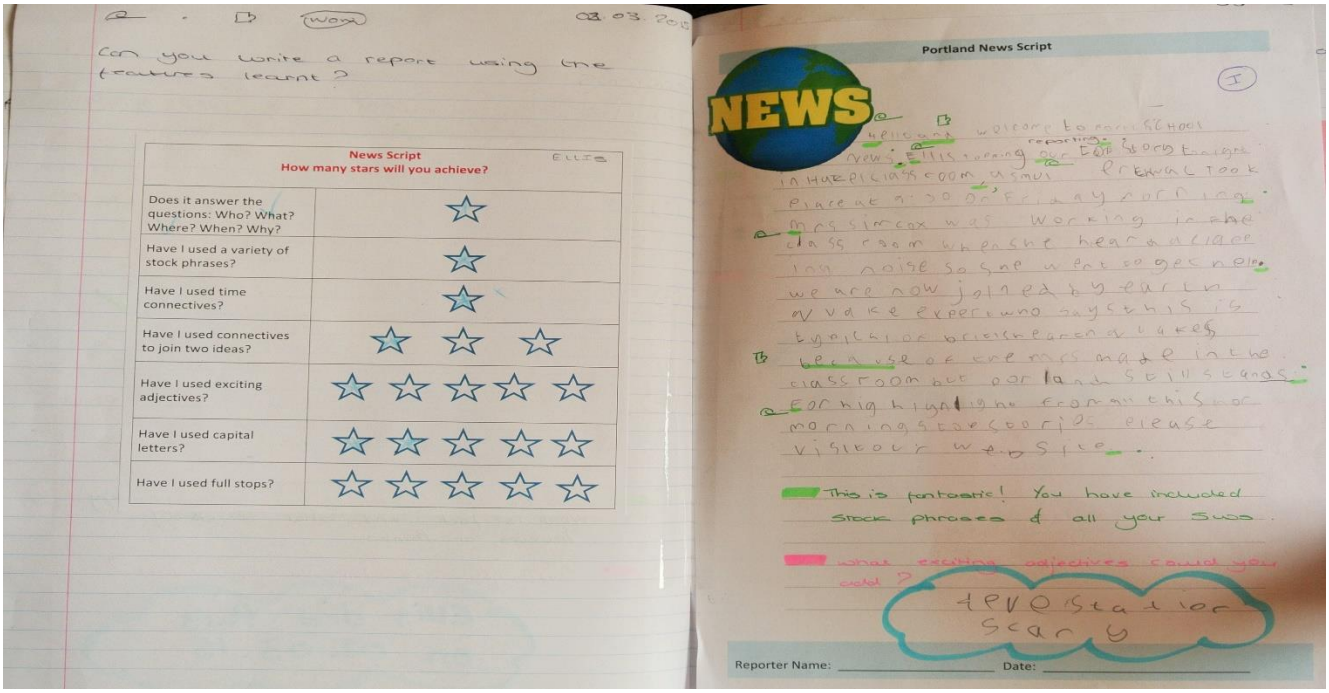
Appendix 5

Target Levelling



Appendix 6

Self-Assessment



Can you write a report using the features learnt?

News Script How many stars will you achieve?	ELLIS
Does it answer the questions: Who? What? Where? When? Why?	☆
Have I used a variety of stock phrases?	☆
Have I used time connectives?	☆
Have I used connectives to join two ideas?	☆ ☆ ☆
Have I used exciting adjectives?	☆ ☆ ☆ ☆ ☆
Have I used capital letters?	☆ ☆ ☆ ☆ ☆
Have I used full stops?	☆ ☆ ☆ ☆ ☆

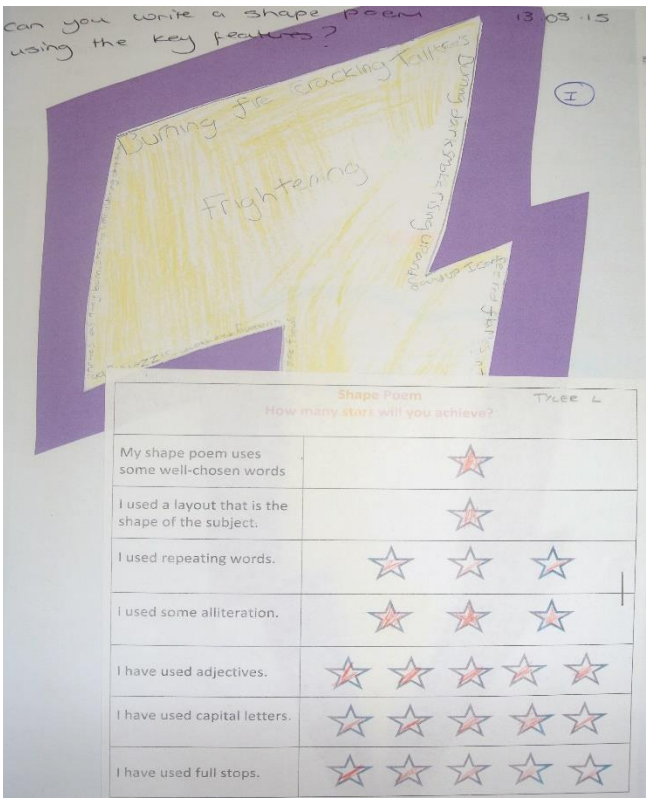
Portland News Script

NEWS

This is fantastic! You have included stock phrases & all your 5wos.

What exciting adjectives could you add?

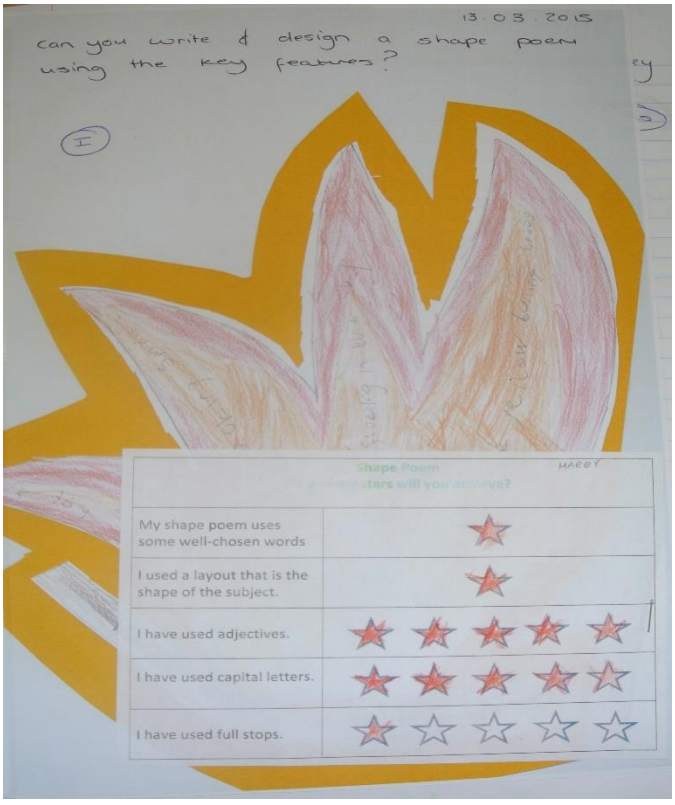
Reporter Name: _____ Date: _____



Can you write a shape poem using the key features?

Burning fire cracking Flames Frightening

Shape Poem How many stars will you achieve?	TYLEE L
My shape poem uses some well-chosen words	☆
I used a layout that is the shape of the subject.	☆
I used repeating words.	☆ ☆ ☆
I used some alliteration.	☆ ☆ ☆
I have used adjectives.	☆ ☆ ☆ ☆ ☆
I have used capital letters.	☆ ☆ ☆ ☆ ☆
I have used full stops.	☆ ☆ ☆ ☆ ☆

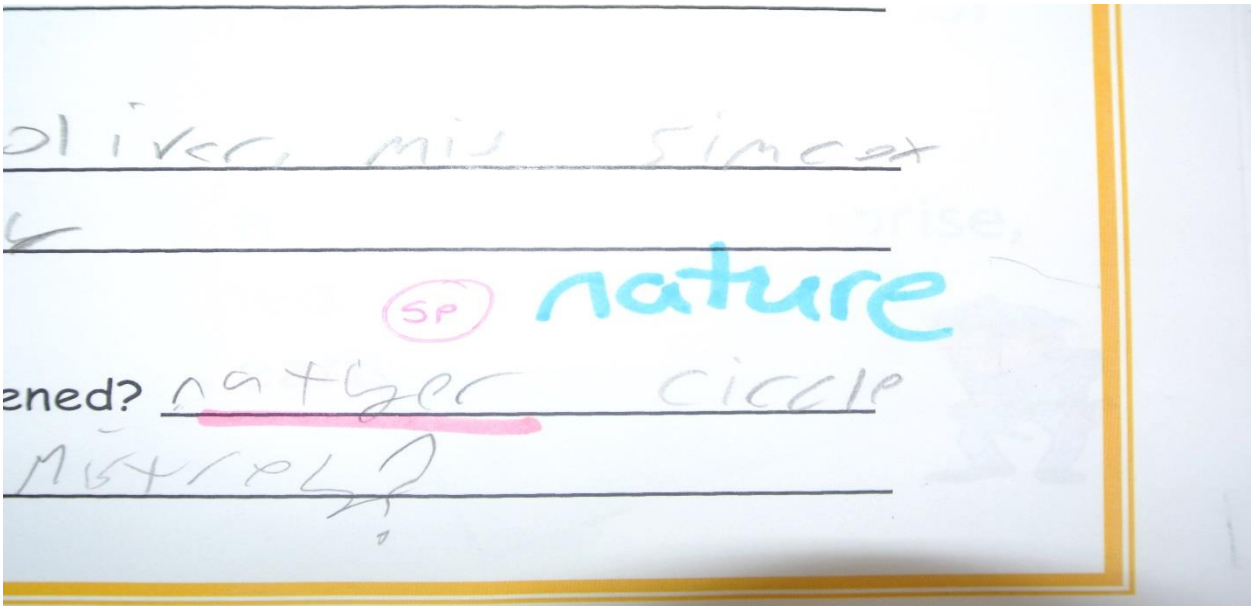


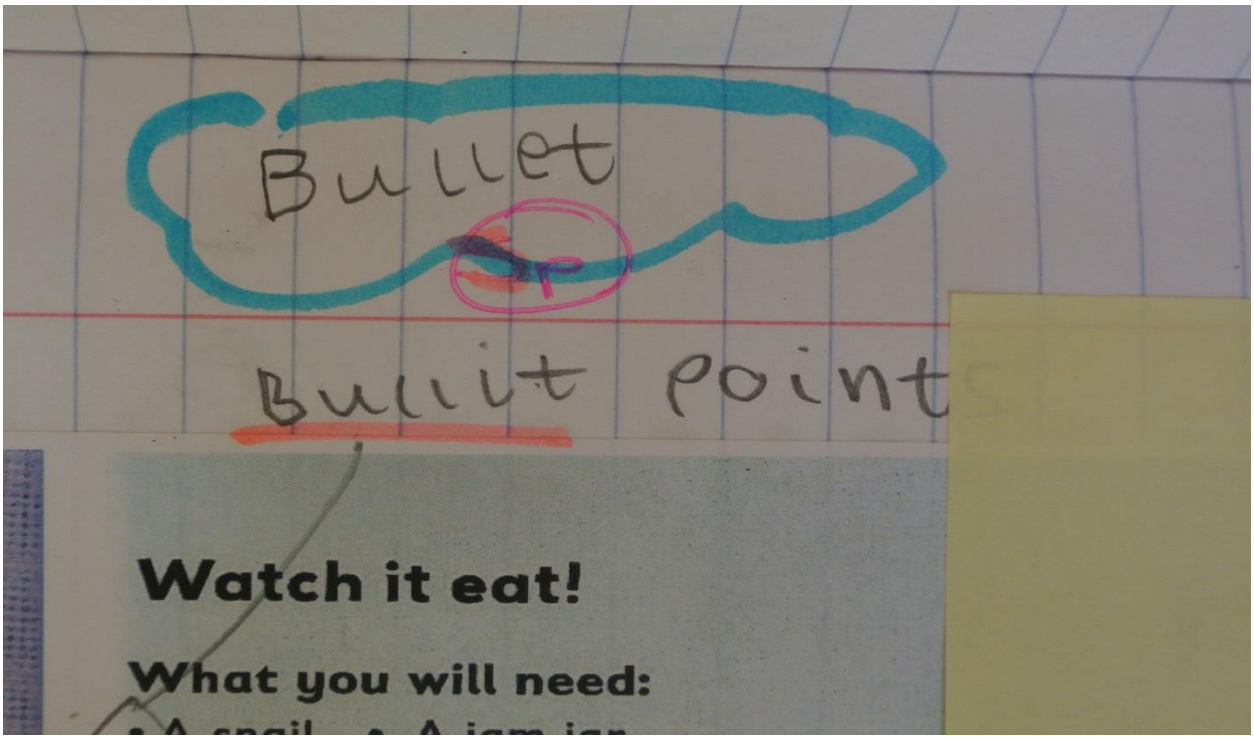
Can you write & design a shape poem using the key features?

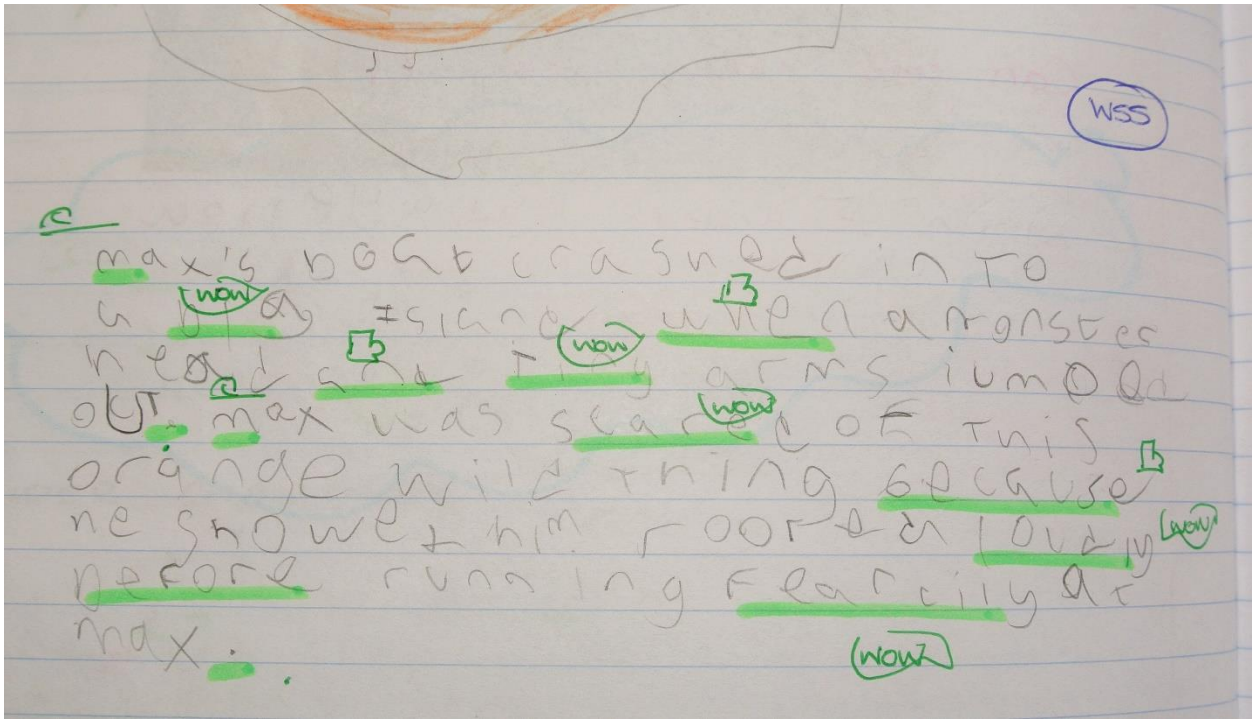
Shape Poem stars will you achieve?	HARRY
My shape poem uses some well-chosen words	★
I used a layout that is the shape of the subject.	★
I have used adjectives.	★ ★ ★ ★ ★
I have used capital letters.	★ ★ ★ ★ ★
I have used full stops.	★ ☆ ☆ ☆ ☆

Appendix 7

Spelling Errors





Appendix 8

Literacy Marking Symbols