



Island Learning Centre

MARKING POLICY

(Primary and Secondary Provision)

Date Adopted: TBC

Review Date: September 2017

MARKING POLICY

The purpose of this policy is to set out clear expectations and guidelines with regard to the assessment and marking of students' work so that:-

- There is a consistent approach across all subjects to the marking of students' work.
- That marking is suitable and accessible to both primary and secondary students.
- All staff are provided with detailed guidance on how they should assess and mark students' work.
- Students' work is marked in a manner which:
 - i) values the work they have done and the effort they have made;
 - ii) provides constructive feedback which recognises what they have done well and how they can improve;
 - iii) monitors their progress and provides prompt feedback, which in turn encourages completion of work on time and to a good standard;
 - iv) involves the student in a dialogue about their progress and empowers them to move on and improve.
- Teachers are enabled to use the process and outcome of assessing/markings work to monitor progress and to inform future teaching and learning.
- There is a clear understanding of the amount and type of marking teachers can reasonably undertake.
- Parents know what they can expect with regard to assessment and marking of their children's work.

What work should be assessed?

Work completed in class	which should be regularly monitored to ensure it has been completed in a satisfactory manner and understood. This may be " <i>light-touch marking</i> " by the teacher. It could also include self and peer marking
Formal assessments	using the relevant criteria-referenced scheme and written feedback
Course work	using the relevant criteria-referenced scheme and written feedback.



ILC marking and feedback principles (secondary provision)

The type, extent and detail of assessment/marking will depend on the type of work the student is involved in. It should be fit for the specific purpose.

Any of the following approaches may be seen in ILC marking and feedback:

- Ticking or signing/dating classwork to acknowledge you have seen and monitored the work – with more feedback where needed. Dating and signing when work has been marked helps us to evidence that this policy has been adhered to.
- Marks out of total or percentage – for simple tests and formal assessment.
- NC levels, solo taxonomy or GCSE/KS4 grades – for formally assess pieces of work at identified intervals.
- Indicating where students gave or received in depth verbal feedback on a specific piece of work. Can be indicated with a ‘verbal feedback given’ stamp, date and initial.
- Indicating what parts of work were completed independently from the teacher with an ‘independent work’ stamp, date and initial.
- Self and peer assessment/marking when appropriate – which should be initial and dated.
- Constructive written feedback which identifies strengths, says what is good and why and sets out clearly what the student needs to improve. This should usually be linked to a learning objective and be phrased in a way which invites/encourages a response and actions from the student. This should be completed using the STARS marking outlined below
- SPaG – literacy, i.e. – capital letters, punctuation, grammar, key words etc. This will also be applied dependent on ability
- Strengths – positive comments will be made about your work including content and presentation, dependent on subject and the learning objective
- Area for improvement - constructive feedback and guidance on how the work could be improved – this is likely to be done with verbal interaction
- Target – a formative or summative assessment on the piece of work and current working level and advice on the next steps to raise attainment
- Reflection – through dialogue, a negotiated target for the next time following the marking taking place

Please note: Areas for improvement need to be SMART (Specific, Measurable, Achievable, Relevant and Time-Bound. For example ‘To work more independently’ would not be a suitable SMART target; whereas ‘Please complete this exam question independently to show how much knowledge you have retained’ would be. Students should be encouraged to sign and date when their areas for improvement have been completed. A detailed guidance for staff sheet is included in this policy as Appendix1.

Feedback and marking practice (Primary Provision)

Classwork in primary is assessed using the 'Two Stars and a Wish' approach detailed below;

Two Stars and a Wish										
I	VH	AS	PC	CH	MP	Sh	PD	V?	Ph?	E
										
										
										
How was your learning in this lesson?						  				

- T** Totally independent work
- VH** Verbal help given (maintained more than 80% understanding independently)
- AS** Adult scribed
- PC** Pupil has dictated words to an adult, who has then scribed them for the child to copy in own handwriting
- CH** Conceptual help given (child not understanding the concept being taught/practiced)
- MP** Motivational help
- Sh** Showed/shared work with another child
- PD** Pupil dictated
- V?** Video has been made of this work to further evidence it
- Ph?** A photograph has been taken of this work to further evidence it
- E** This work is suitable to be used as evidence for objectives/targets

- Student's classwork in exercise books will be 'tagged' with the above TSaaW slips which includes an element of self-assessment.
- All staff (teachers, HLTA, TA and 1:1 staff from home schools) working in primary are empowered to use this approach to identify the correct letter tag for the classwork.
- The class teacher has overall responsibility for the completion (or delegation to HLTA) of the two stars and a wish target.
- Care must be given to the language used for the 'Wish' element of the feedback. Students must be able to understand the writing (typed if necessary) and language used. For example, children with autism can misinterpret 'Can you write numbers 1 to 10 on the line?' 'Please write the numbers 1 to 10 on the line below' is more specific and less open to misinterpretation.
- Teachers/HLTA should also indicate whether the feedback on the 'Wish' element is for the student or for an adult working with the student.
- Teachers/HLTA staff should use their knowledge of the students to gauge how much scaffolding students need to access the 'Wish' element.
- Teachers/HLTA staff will give students sufficient time to complete the 'Wish' elements during lessons.

Marking for Literacy

At the Island Learning Centre, we recognise the importance of a consistent approach to the marking of literacy. We also recognise that all teaching staff are teachers of literacy no matter their subject area. We have developed a literacy marking policy to provide a scaffold for this consistent approach (see Appendix 2) and a differentiated literacy policy using communicate in print software (See Appendix 3).

Teachers will underline the word that is incorrect and put the corresponding literacy code in the margin. Spelling and grammar mistakes will be reference and addressed in the STARS or Two Stars and A Wish marking with an appropriate activity to practice the spelling of words, their definition and use in sentences in the context of the subject.

All exercise books, portfolios and folders of students work in secondary and primary should contain a version of the literacy marking policy attached in the appendices. This will be dependent on their level of literacy (all students working at sentence level or above). All staff working in both provisions must understand and apply this policy to students writing.

How often should work be marked/assessed?

Students have a right to expect that the work they do is assessed and marked regularly. At the Island Learning Centre this means the classwork and homework should usually be marked within a week of completion. We advise when students have completed at least 5 lessons/a weeks' worth of work, the marking and feedback principle should be exercised. In non-core subjects, we advise that work be marked every 2 weeks.

Coursework should be monitored and/or marked at regular intervals during the process of completing the coursework, so that progress and quality of work can be monitored and timely feedback given to enable students to complete work to the best possible standard. Monitoring/marking of such work should not be left to the end or so late that students have little or no time to complete missing work or improve.

Teachers are not expected to mark every piece of classwork but rather concentrate on work that must be improved to ensure progression or development of a skill.

How will we ensure that regular assessment, marking and feedback take place?

Students will:

- Clearly label and date work;
- Write the date the work was done;
- Put a title and learning objective (it is appropriate for students to stick in objectives if they find writing difficult).

Subject teachers or relevant support staff, e.g. Learning Support Assistant (LSA) will:

- Assess and mark students work and give feedback in line with this whole Centre policy;
- Liaise closely with the class teacher or HLTA regarding marking;
- Consult with students about what sort of marking/feedback gives them the most help to improve (Pupil Voice).

Subject leaders will:

- Ensure all subject staff are aware of whole Centre policy and agreed department expectations;
- Agree and apply any subject specific approaches to marking (which must not conflict with, but compliment the whole Centre policy);
- Monitor the quality of marking across all members of the department on a regular basis to ensure that students are receiving appropriate feedback which will have an impact on their learning and that the whole Centre policy is being followed, including through moderation as a team and work scrutiny;
- Report to the Senior Staff at half termly Line Manager meetings, on agreed pro-forma;
- Take steps to improve marking/performance of individual teachers, in consultation with the Senior Staff, with references to Professional Standards and Performance Management targets.

Senior Staff/Line Managers will:

- Carry out random checks on marking via learning walks and book checks with students;
- Include Middle Leaders in such learning walks as part of their Personal Development;
- Monitor quality of marking as part of the Subject Reviews and work scrutiny;
- Work with and support Subject Leaders and individual teachers to monitor/improve quality of marking and feedback, with appropriate action where improvement does not take place, including link to Performance Management;
- Provide Continuing Professional Development (CPD) sessions dedicated to the development and improvement of innovative marking and feedback strategies, some bespoke, for our students;
- Review this policy regularly to ensure it is relevant and fit for purpose.



ILC Literacy Marking Policy

Code	Reason
SP	    Underlined word spelt incorrectly
C	    Capital Letter missing or capital letter used incorrectly
^	  Word omitted
//	  New paragraph
Gr	  Grammar error
P	  Punctuation error
Ap	  Apostrophe missing
S	   Meaning or sense error
EW	     Tick shows good word or phrase
VEW	      Tick tick shows very good word or phrase

