

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Marking and Target Setting Policy

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Bishop Hedley

Marking Policy

Bishop Hedley Catholic SCHOOL

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Approved by the Governing Body on 09/10/18

Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

The school marking policy is linked to the National Literacy Framework (2013), Successful futures (2015), Guidance on Inspecting Literacy and Numeracy in a Secondary School (Estyn, 2013), as well as the policy for literacy and numeracy. The aim is to ensure that marking is consistent throughout all departments within the school, thus giving pupils clear direction in their learning.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- to ensure that, as Prof. Donaldson mentions, mark what matters;
- To help pupils make **visible signs of improvement or progress** as a result of the **feedback**;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for students to read, reflect and respond to marking as appropriate;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and group target setting; use consistent codes across the school;
- ultimately be seen by students as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement. In addition to the subject specific marking, it is important that marking also reflects literacy and numeracy progressions. The purpose of the marking therefore is to identify errors, and strengths, to guide pupils in developing and mastering their literacy and numeracy skills. A common message regarding these areas is also required.

How do we mark pupils' work?

All teacher marking is to be completed using green ink.

All pupil marking and feedback is to be completed using red ink.

Where appropriate a teacher's verbal feedback should be recorded by a pupil using a purple pen; this is optional.

There are three whole school strategies that are to be used to support marking and to ensure that marking helps keep the pupils 'on track' to achieve their end of key stage targets:

- **Summative Assessment (Appendix 1a and 1b)**
- **Book look (Literacy)**
- **Book look (Numeracy)**
- **Book look (FSM/ALN)**
- **Book look (With pupils)**
- **Sample DIRT (Appendix 2)**
- **Sample DIRT (Appendix 3)**

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. All staff must mark pupils' books **at least once per half term**. Not all books need to be marked during the same week. Staff must sign and date the book to indicate the date of marking. In addition, staff must use the common school marking code to give feedback to pupils regarding their progress. This is in-line with the school ARR policy. Teachers must comment on 'Progress' (fine-graded as either A1, A2 or A3 or level etc.) as well as recording their attitude to learning on SIMS (1 to 4). All staff must use '**Assessment Sheets**' to clearly identify the pupils' progress. All summative grades are to be recorded in SIMS. It is the responsibility of the teacher to ensure that any pupil who is absent has their book marked immediately on their return.

The school makes use of three forms of marking/feedback:

Verbal Feedback

It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Students of all ages need oral feedback from time to time.

Summative feedback

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the students, as a class or in groups. Where pupils have assessed their own work, they will identify the assessment using SA (Self-Assessment) and will initial the work. Similarly, Peer Assessment will be noted by PA. Feedback will be recorded on a summative assessment sheet. (See Appendix 1) **The format of this should be appropriate to department.**

Formative feedback / marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention. **The format of this should be appropriate to department.**

What is Quality Marking?

Teachers focus first and foremost on the learning intention of the task, the emphasis being on both successes against the learning intention and improvement needs. 'Quality Marking' should enable staff to identify where a pupil is in their learning and should also provide guidance for moving the pupil forward in their work. Quality marking should contain diagnostic comments

clearly identifying pupils' strengths in conjunction with positive comments. When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Highlight examples of where the student has met the learning intention/success criteria;
3. Highlight areas of the work which could be improved;
4. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.

Not all errors need be identified. Staff should use professional judgement to identify areas for improvement for pupils to focus on. It has been agreed that staff make a **maximum of 3 corrections in spellings per page or to correct the first 5 spelling errors of a piece of work**. Spelling corrections will differ depending on the literacy levels of pupils. Marking of pupils' work for those with literacy skills below their chronological age, shall focus on common, high frequency words. Corrections in spelling errors for pupils with higher levels of literacy focus on subject specific terminology as they are expected to have mastered common high frequency vocabulary. These strategies will also link to the whole school literacy strategies for developing pupils' spelling through departmental spelling tests, spelling rules and pupil corrections. Errors should be identified by marking a code in the margin.

For subject specific terminology, as appropriate, mistakes can be written correctly by the member of staff and pupils then write the correction three times in their books.

Writing Feedback and Targets

When marking pupils' books, all staff are expected to give formative feedback relating to the writing tasks. At least once per term staff must make a comment relating to pupil progress. This must be accompanied by at least **ONE** subject specific target. Subject specific targets are set against the aims and objectives for the topic and can relate to subject content. Comments on pupils' books must be diagnostic and clearly show pupils how to improve and achieve the next steps in their learning. These targets enable the pupil to 'close the gap' between where they are and where they are meant to be in relation to the success criteria of their end of key stage target. **All comments and targets must be written/indicated on the Summative assessment sheet so that it is clear for all to see.**

Marking for pupils with Additional Learning Needs

Pupils with Additional Learning Needs should be clearly identified in staff mark books /SIMS mark books. It is imperative that all staff use the pupils' IEPs when marking the children's books. Marking must take into account the stage of learning of each pupil. Differentiated work and expectations must also be taken into consideration when marking pupils' books. (This differentiation is seen as good practice.) Targets given to pupils must reflect the generic and/or subject specific targets on the pupils IEP.

How will students respond to the comments that have been put at the end of their work?

DIRT

In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', adequate time should be given for students to read the diagnostic feedback and targets. It is important that staff give children time to read their targets, possibly discuss their targets with a peer, and reflect on the progress they are making. Some departments may feel that it is appropriate for the pupil to note down where this improvement can be seen eg. Art folder, if the action cannot be immediately acted on by the pupil in their exercise book or

assessment folder.

It is important that staff re-visit targets as part of the marking process. Pupils and teachers need to show that they have followed up on comments. Pupils must be challenged to achieve the targets set. **Pupils must** also ensure that there are no gaps in their books and that all work is complete or copied up.

Communication code in Books

In Your work	Means
✓	Shows that something is correct or that a piece of work has been seen or accepted
X	Shows that something is incorrect for example in Maths work or spelling tests
S	Spelling mistake
P	Punctuation error (, . ! ? ; - " ") Including apostrophe error (for omission or possession)
G	Grammatical error (verb agreement e.g. was/were - is/are)
C	Incorrect use of capital letter
N	New paragraph needed (TiPToP)
EXP	Expression is clumsy or unclear
PR	Presentational issues – underline headings/neatness

Outline for Grading Attitude to Learning

Grade	Description	
4	<ul style="list-style-type: none"> I learn with independence and enthusiasm understanding what tasks have been set. I complete tasks with little or no help. I complete all my work showing a high level of effort and I always try to improve the quality of my work I use teachers' and other learners' comments to improve my work. Based on these, my works shows evidence of progress I focus on achieving on and above my personal targets I always complete my homework and I am always prepared to learn by bringing 	Independent

	<p>in appropriate equipment</p> <ul style="list-style-type: none"> • I always use appropriate Habits of Mind dispositions. 	
3	<ul style="list-style-type: none"> • I work well when a teacher has given me clear instructions • I complete my work but I sometimes need reminding of the task by my teacher • I act on advice to make progress in my knowledge and understanding in class and sometimes make comments to support others' learning • I know what my personal targets are. • I use the appropriate Habit of Mind on occasions. 	
2	<ul style="list-style-type: none"> • I show a little interest in my learning but not enough to make the progress I need to. I sometimes make an effort in class. • I complete work with encouragement from my teacher • I think about the advice given and I can sometimes make progress in my work. I rarely offer advice to others about how to improve their work. • I take part in class discussion or group work sometimes, • I can say what some of my personal targets are • I use appropriate habits of minds when prompted. 	
1	<ul style="list-style-type: none"> • I do not show much interest in my learning and progress • I do not often try to complete work or homework. • I do not take notice of advice to help me to improve and there is no evidence of progress in my work • I do not contribute in class and I do not usually take part in classroom discussions or group work. • I do not try to understand what my personal goals are. • I am unable to identify or use an appropriate learning disposition. 	Dependent

Overview of Marking

Type of feedback	Exercise books		Assessment folder or Exercise book
	Peer or self-assessment	Light-touch marking	Detailed marking of an individual summative assessment
Pen colour	Red	Green	Green
Expectation	Students to self/peer – assess work: PA- Initial SA- Initial	Teacher to tick work to: Acknowledge completion of task Date and initial at the end of every light-touch marking Bi-lingual comment when appropriate	Teacher to mark a piece of work and assessment sheet should be filled in to include: ATL Level/Grade Feedback Question/instructions Cross-curricular responsibility- Y,N,D Pupil response and action taken Bi-lingual comment
Who	Student	Teacher	Teacher
Frequency	When appropriate	When appropriate	Once per term (minimum)
Spellings	n/a	Up to 3 spellings per page identified or first 5 spellings (repeat errors or subject-specific errors) pupil to rewrite 3 times	Up to 3 spellings identified or first 5 spellings (repeat errors or subject-specific errors) pupil to rewrite 3 times
Marking for cross-curricular	Tick RAG		Departmental Cross-curricular focus

Monitoring and responsibilities;

This Policy should be used as guidance when giving feedback to learners
Individual teachers will give feedback within the guidelines of this policy.

The leader of learning, line manager and senior leadership team will be responsible for monitoring the policy and procedures, ensuring consistency within each department and accuracy. This will be achieved through regular scrutiny of work, planning and discussion with learners. This will identify areas of strength and areas for improvement.

Date of Review:



**Bishop Hedley Catholic High School
Dept
KS4 Summative Assessment Cover Sheet:**



Name: _____	Date: _____
Assessment#1:	

	Success Criteria	WWW: (Strengths)	EBI (Improvement)
Q	<u>Topic/Skill</u>		
1			
2			
3			
3			
4			
5			
6			
	Total		
EBI (Areas for improvement):			

Student response and action taken: 	ATL: Excellent Good Adequate Unsatisfactory <div style="float: right; border: 1px solid black; width: 20px; height: 40px; margin-left: 5px;"></div>
Teacher comment: 	Mark: Grade:

Appendix 1 – An Exemplar Summative Assessment Sheet from KS4

Assessment 1

Topic:	Assessed by: Teacher
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Success Criteria:	WWW	EBI

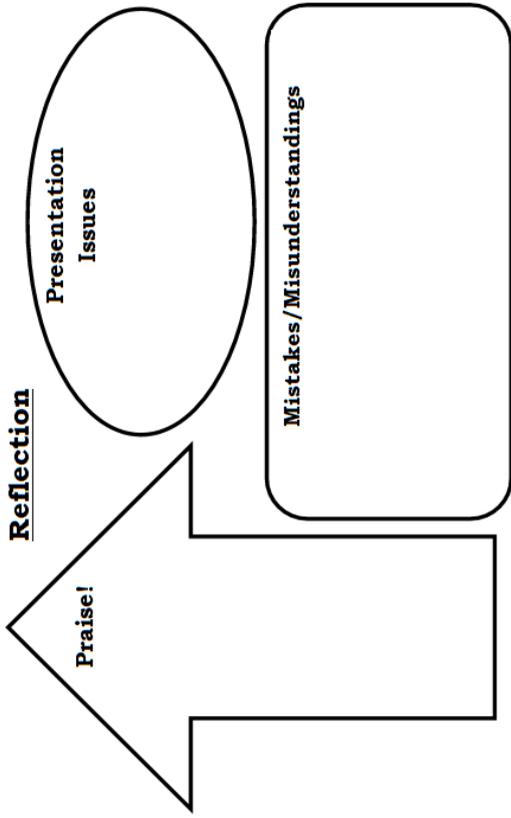
Cross-curricular responsibilities	✓ X	R	A	G

How can I improve: _____

Teacher:

EBI: _____

ATL:	1	2	3	4	Mark/Grade:



Spelling

D.I.R.T.

Teacher Response:

Appendix 1b -Exemplar Summative Assessment Sheet from KS3



Praise:

- Liberty - use of simile and personification! Da!
Aleks - beautiful use of simile.

SPaG errors:

- especially, disease, empty, laugh,
- Apostrophe rule
 - ① Omitted letter
 - ② possession
- paragraphs: Tiptop
- New line for each new speaker.

Misconceptions:

- Do not copy out large sections of text
- The apostrophe rules.
- Write numbers as words.

Missing/incomplete work:

- Alex - Morgan
- Eman - Nathan
- Daniel H. - Joao
- Adam - Cory
- Zuzannah
- Jake
- Gabriel

Presentation Issues:

Jonathan, Daniel Van Ek, Aleks, Gabriel

D.I.R.T

- Use of Point, Evidence, Explain (P.E.E)

Appendix 2 -Feedforward Record example

DIRT

DEDICATED IMPROVEMENT
AND REFLECTION TIME

Select **one** paragraph from your first draft. Use the **DIRT** checklist to self-assess your work and re-draft for improvement. Remember - your assessment should be honest, objective and specific.

- Write in full complete sentences
- Use capital letters and full stops
- Write correct spellings by using a dictionary (not your imagination).
- Use a wide range of punctuation marks
- Use well organised paragraphs
- Use personal pronouns
- Be sure to write according to the writing task (re-read the success criteria).
- Use advanced vocabulary
- Use a wider range of language features

Assessment
FOR LEARNING

Where were your key areas for improvement? How did you respond? What are you still unsure of?

Inspired by @JanieClark95, adapted by @MrsStensEnglish

Appendix 3 – Example of DIRT checklist