



# MARKING POLICY Year 2016/2017

SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)

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**Andalusia Academy Bristol** recognises that the marking of pupils' work is essential for their progress and attainment. As well as continual oral feedback, written feedback will give pupils a clear understanding of how well they have grasped knowledge, concepts and skills and then explain how they can progress in their learning. Marking will therefore help pupils improve their work and will inform teacher planning. Pupils have a right to have their work looked at by a teacher however not all work will require in depth assessment.

### 1. Aim

To ensure a rigorous approach to the way that learners' work is marked with consistency both within and across subjects.

### 2. Objectives

1. Provide written feedback which informs learners about their attainment and progress.
2. Ensure all learners are aware of their current level/grade and target grades.
3. Ensure learners are aware of what they need to do in order to make progress.
4. Ensure the process is manageable in terms of time and resources.
5. Provide opportunities for peer and self-assessment.
6. Identify pupils as soon as possible who are at risk of not achieving their target.

So that marking is both informative and manageable the school has adopted a policy of quality marking which is set out below.

### 3.1 EYFS

Progress is recorded primarily in the child's online Learning Diaries (Tapestry). Some work is recorded in books and folders.

### Writing

Work which is not recorded on 'Tapestry' (online Learning Diaries) are recorded in Writing books. Each pupil has three writing targets, which are reviewed and updated periodically. Work which is not recorded on 'Tapestry' is kept in Maths folders. For Phonics, Writing and Maths, any comments to pupils are written in the following colours:

**Go for Green** Fantastic writing! You can write simple sentences. You have used finger spaces

**Think Pink** Check...Please can you go back and put capital letters at the beginning of your sentences. **Next Steps:** Use Capital letters at the beginning of a new sentence

The date and the Learning focus is written by the Teacher or Teaching Assistant. Next to the child's work, there will be an indication of whether the pupil carried out the work independently or with support. The following codes are used:

I = independently carried out

WS (or a 'WS stamp') = WORK CARRIED OUT WITH Teacher or Teaching Assistant support.



### 3.2 Primary

Where possible every piece of work and ESPECIALLY every assessed (formative and summative) piece of work should have the following correctly displayed at the top of the page:

- Date - underlined
- WALT - underlined
- Success criteria (should include pupil target)
- RUR/APP/ACE according to the task being completed
- Teachers should use green pen for positive statements ('What Went Well' or WWW) and red/pink pen for invitations to improve ('Even Better If' or EBI)
- Comments should be informative and relate to the WALT.
- Children should be encouraged to self-assess their learning using the success criteria
- Children should be encouraged to peer-assess work using AfL strategies such as 'two stars and a wish' and post-it notes for feedback. They should be encouraged to peer-assess using the success criteria.
- Any feedback from the child to the teachers comment should be written in purple (Respond To Feedback or RTF)
- Targets should be SMART and visible in the back cover of students exercise books. Pupils should know these targets, be constantly reminded of them and be actively working to achieve them.

### 3.3 Steps for using Target Logs:

There are four key steps to making target logs work:

**STEP 1:** As soon as the learners get their work marked work back from the teacher, they should read and then copy the 'target' that the teacher has given them into their target log. This provides a record of each target given to a learner over time. No more than three targets for a learner to work on at a time.

**STEP 2:** When the learners embark on their next piece of work, the teacher directs them to flip up their target log from the inside cover of their books. The teacher asks them to have a brief discussion with their partner about how they're going to address this target in the next piece of work.

**STEP 3:** After completing the piece of work, each learner has to underline or highlight precisely where in their work they have addressed the target. If they have more than one target, then they indicate each one using the number indicated in the 'target identified column'. If the teacher finds that a learner is not addressing the target correctly, they will make time as soon as possible to talk through the problem with that learner.



**STEP 4:** When the teacher marks each newly completed piece of work she can quickly check whether the existing targets have been met. If this is the case, the teacher signs off one of the boxes in the 'Completed' column. We recommend, therefore, that the learner demonstrates that they've hit the target at least three times before it's signed off. Once a target is signed off, an additional and more challenging target should be added.

### **3.4 Literacy, Numeracy and Reading**

Writing **MUST** be quality marked in accordance with the guidelines set out in this policy. Time must be allocated for pupils to respond to feedback before the next writing task is undertaken so that mistakes are not repeated and they are given an opportunity to progress.

- There should be ample opportunity for pupils to produce high quality writing across all subjects.
- Every writing opportunity should be an assessment opportunity
- At the end of each week, pupils progress against the objectives covered that week should be recorded at the back of the planning sheet and the school tracking system should be updated to reflect this.
- Absent pupils must be given the opportunity to catch up through one to one with a peer/teacher or TA and as a result may receive additional work to be completed at home provided the support at home is available. All action taken must be recorded at the back of the weekly planning sheet.
- There must be at least two summative assessments per unit for literacy; one should be a speaking/listening exercise and the other should be written. Clear success criteria must be provided for this
- **By the end of Key Stage 1 pupils should be able to produce at least one A4 side of writing (without missing lines)**
- **By the end of Lower Key Stage 2 pupils should be able to produce at least 2 A4 sides of writing (without missing lines)**
- **By the end of Upper Key Stage 2, pupils should be able to produce at least 3-4 A4 sides of writing (without missing lines)**
- Reading should continue to be assessed during Guided Reading sessions which should be taking place every day and according to the agreed template.





- Teachers must create at least one other opportunity to listen to the children read during the week and arrange additional sessions for those who need more support to read via the SENCO. The teacher may listen to pupils read during other subjects while pupils are on task or at break or lunch.

Type of Feedback	Teacher will start with the following prompt:	Cases where this type of feedback maybe used:
Reminder	<b>Remember...</b>	When you are looking for in a pupils writing is not seen eg. No capital letters or full stops at all. Persistent incorrect answers in maths.
Scaffold	<b>Check....</b>	When there is a lack of consistency in what you are looking for in pupil's writing in their Numeracy work. Eg. Inconsistent capital letters and full stops or lack of consistency in working methods used in maths.
Example	<b>Show me...</b>	When you would like to take them a step further and want them to show you a bit more. Eg. 'Can you choose two sentences and join them with 'and' or can you now complete the same addition sum using column addition method.' Teachers must provide a worked example here and then a prompt for the pupil to respond to in the same way.
Challenge	<b>Now try this....</b>	A brief extension task is given as a question/prompt when a pupil has competently met the objective of the task and/or demonstrates good understanding.
Key Stage	Frequency of Marking	
Year 1	Daily marking	
Year 2	Three times a week	
Lower Key Stage 2	Weekly	
Upper Key Stage 2	Fortnightly	





**The amount of homework and therefore the time expected to complete the homework may vary as the children progress through the school. Please see the rough guide below:**

Year 1 = 20 minutes per week (A range of short fun activities to engage children with the learning)

Year 2 = 30 minutes per week (not completed in one go)

Year 3 = 40 minutes per week (not completed in one go)

Year 4= 50 minutes per week

Year 5 = 1 hour per week

Year 6 = Minimum 1 hour per week plus whatever else is reasonable and necessary for successful completion of the SATS

### 3.5 Marking Key

	Symbol/Abbreviation	Definition
Step 1	I	Independent
	WS	With support
	WP	With partner
Step 2	/	Needs to practise
	∟	Working towards objective
	△	Walt/objective met
	NOW	Not own work
Step 3	<p><b>Written comment/feedback</b>            (+ any strategies if relevant i.e. used fingers/number line/word bank etc...)            Go for Green Fantastic writing Aisha! You can write simple sentences. You have used finger spaces            Think Pink Check...Please can you go back and put capital letters at the beginning of your sentences. Target: Use Capital letters at the beginning of a new sentence</p>	

Definition	Symbol/Abbreviation
Spelling error	sp
Missing word/phrase	^
New paragraph needed	//
Capital letter needed	CL



Punctuation error	Circle with P on top
Does this make sense –grammar issues	Circle with G on top
Sentence Structure	strt

#### 4. Secondary

##### 4.1 The role of the teacher

There should be a minimum of 2 pieces of quality marking per term (in green pen by the teacher) and an assessment. The type and extent of written feedback will vary from subject to subject.

##### Each piece of quality marking should contain the following aspects:

- Encouraging and constructive comments in green pen, which are personal to the learner.
- Learning objectives and outcomes that form the basis of written feedback.
- A curricular target informing the learner of how to they can improve their performance. These targets may be phrased as questions or prompts to stimulate pupils to move on with their learning.
- Effort should be awarded with a house point or praised by the teacher.
- Student reflection, in purple pen, planned into the lessons.

##### In addition:

- A mark scheme and exemplar work to make pupils aware of the standards required.
- The opportunity to assess themselves and their peers on a regular basis, at least once a term, with mark schemes and grading criteria provided. Students will comment on their own and others' work (NOT in purple pen) - when doing so all work will be marked PA (Peer Assessment) and SA (Self Assessment).
- The teacher should ensure that grades from assessed pieces of work are recorded in an appropriate place.
- Pupils should receive a grade for assessment entered on KSM every two terms.
- As part of the feedback pupils should write the target in the appropriate subject target page in their exercise books. (Time should be set aside in class for this).
- Students will be provided with time to reflect on feedback provided and make improvements so as to demonstrate they have understood teacher comments. This will be done in purple pen.
- All learners should have a subject target grade and their current level on the front of their books or folders.





- Pupils will be rewarded for academic achievement through the school rewards policy, e.g. house points, post cards home and awards.

### Student books

- Students will format work correctly - clear title identifying class work and homework with date.
- Peer and self-assessment is clearly identified- Labelled **SA/PA** in margin and signed and dated by student.
- Students to stick in and label additional work sheets.
- Students can expect to redo poor quality work.
- Any graffiti should be covered or removed from books.
- All diagrams should be done in pencil.
- All lines should be drawn with a ruler.

### Displaying student work

Displaying student work encourages pride and self-worth as well as giving others an example of what is expected in this subject/topic. Therefore work used for display should be accurate and/or marked to reflect this.

### Teacher target:

#### Should be

- subject related
- informed by a students work
- consistently high quality

#### Should have

- numbered-levels or 'Steps' levels where appropriate
- clear links to the objective or topic
- student friendly language

#### Should

- give straightforward advice on how to improve (in green pen)
- support students to make progress
- impact on pupil progress and attainment



#### **4.2 The role of the form tutor**

- To check appropriate subjects have been written in their planners.
- To check that subject target grade and their current level on the front of their books or folders.

#### **4.3 The role of the Faculty Leader**

- They ensure the school marking policy is effectively implemented in their department.
- They ensure regular work scrutiny and check that marking is carried out in line with the agreed quality assurance schedule and feedback is given to teaching staff. The appropriate feedback forms are to be completed and passed on to line managers.
- They plan opportunities each term to moderate key marked pieces of work which ensure consistency.
- They provide mark schemes where necessary.
- They provide level and grade descriptors and check these are understood by all pupils (these maybe displayed on classroom walls or in the front of exercise books).
- They monitor marking to assess pupil motivation plus impact on self –esteem, giving rise to rewards such as house points.

#### **4.4 The role of the Leadership Team is to:**

- Monitor the implementation of the school marking policy through work scrutiny.
- Monitor departmental book reviews termly to assess quality and extent of written feedback.
- Evaluate the implementation of the policy and provide diagnostic feedback on how formative feedback can be further developed across the school.

#### **4.5 Marking for Literacy:**

It is the responsibility of all subjects to encourage a high standard of literacy across the school. In order to achieve a consistent approach to the marking of literacy the following symbols are used. Teachers should refrain from always correcting mistakes themselves but allow pupils to go back and make corrections themselves.



## Marking Code

Symbol	What it means-
<i>Sp.</i>	There is a spelling error here. Use the classroom dictionaries to help you check and improve your spelling.
<i>NP.</i> 	A new paragraph should start here. This will help the reader (and you) understand what is being written.
<i>Gram</i> 	The grammar (construction) of the sentence is wrong and a rule of written English is being broken.
	There is missing or incorrect punctuation. <i>Ask if you need the rules of punctuation re - explained</i>
	A word or two is missing here.
 ?	This section is unclear, and we do not know what you mean.
	Work might also have a tick on it, which means that the work has been seen or checked by the teacher. There might also be a comment to help you or praise your efforts!
<b>SA</b>	Write SA as an abbreviation when you have self-assessed your own work.
<b>PA</b>	Write PA when you have marked your classmate's work.