PENRYN COLLEGE

Marking Policy

Approved by: Full Governing Body – April 2018

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Our Policy is underpinned by 2 core principles:

1. Students need to know: "WHERE AM I NOW? WHERE COULD I BE? HOW DO I GET THERE?"
2. Teachers use their professional judgement to ascertain the type of marking that is most appropriate for each piece of work, taking into considerations the nature of both their subject and the learning abilities of their class.

Our Policy is also informed by what our students, parents, and staff tell us about marking:

Students tell us:

- Tell me what I need to do to improve
- Make sure I understand your feedback
- Give me plenty of DIT time to practise and to see other pupils' work
- Don't give me too many targets
- Help me understand how I am getting better over time

Penryn College Core Expectations- Marking

- Comments identify what the pupils have done well, what needs to be done to improve, and how to do it.
- Students' books show their main assessment grades over the year as specified in the department's assessment schedule (Blue Overview Sheet in the front of exercise books).
- Comments encourage students to respond to marking and use DIT time actively (at the very least following each assessment).
- We use the agreed whole school literacy marking code every time we mark.
- We give feedback using WW and EBI if appropriate
- Students' books contain regular feedback. The Marking and assessment policy specifies written feedback occur every 4-8 lessons. However, if you see a class only once fortnight, feedback according to department policy.
- Students receive feedback swiftly. Where possible, and as a general rule of thumb, students' work and tests will be marked and returned within a week of being handed in.

RATIONALE

The critical purpose of feedback and marking is simple; it is about:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success

- Supporting improvement

- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Students need to both understand and respond to this.

Why we need to mark:

We believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the students' own work, in relation to the Learning Objective and marking criteria

- specific ways in which the Student's work could be improved, and crucially, being given the opportunity to do so

- improvements that the student has made compared to his/her earlier work

- helping students reflect on their progress

We want our students to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- ✓ feedback and marking forms a useful dialogue with clear teacher and pupil roles
- ✓ clear provision is made for opportunities to reflect and act upon improvement comments, moving learning forwards (Our Check2reflect programme offers useful guidance here)
- ✓ improvement is cyclical, valued and clearly evidenced
- ✓ the students are made aware of Learning Objectives and of the criteria that their work will be assessed against, in age-related vocabulary
- ✓ the learning needs of individual children are understood and work is matched and **marked appropriately**
- ✓ feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner

AIMS & OBJECTIVES

Effective feedback & marking should:

- establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.
- ensure all students are provided with regular feedback to help them reach or exceed their full academic potential. Written feedback will occur every 4-8 lessons (Faculty guidance is in Appendix 1)
- recognise, encourage and reward student's effort and achievement and celebrate success over time provide an accessible dialogue between the teacher and child, and clear, appropriate feedback about the strengths of their work and areas for development - and where appropriate – guidance as to how complete the Dedicated Improvement Task (DIT)
- improve students' self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning – where appropriate, outlining 'What Went Well' (WWW) and where/why the work would be 'Even Better if' (EBI)
- give students a clear picture of how well they have met learning objectives or targets
- identify students who need additional support/challenge
- help students to develop an awareness of the standards they need to reach in order to achieve a particular Grade for that aspect of the subject curriculum
- involve parents more directly in reviewing their child's progress and help in reporting to parents
- celebrate and reinforce expectations
- inform future planning

TYPES OF MARKING

Marking may take one of 3 forms:

1. **Marking for Literacy** ('light touch' literacy marking) to show that the work has been seen and to identify obvious communication errors:

   - S (X 3 or 5): you have spelt the word wrong and need to re-write it 3 times (if it is an unfamiliar word) or 5 times (if it is a familiar word)
   - P: you have missed out or used a punctuation mark incorrectly
   - G: your sentence does not make sense because it has not been written correctly

   The Penryn College Marking Code for Literacy provides more detailed guidance on marking for literacy where it is relevant.

2. **Marking of formal assessments.** This may well involve referencing grading criteria. Blue Overview sheets will be used to record a grade in the student's book and staff will complete Yellow Reflection sheets (which will be stored either in a student's book or on their iPad.) This will detail elements of success, areas to improve, and specifying a DIT activity. WWW and EBI may be used in the written feedback.

3. **Non-written marking,** just an abbreviation to show that assessment took place or feedback was given during the lesson:

   - VF: verbal feedback
   - PA: peer assessment
   - SA: self- assessment
   - TA: target achieved
   - I: independent work

   Where possible, students will record the key points from this type of marking in their own words.

ROLES AND RESPONSIBILITIES

Class teachers will:

- ✓ Ensure feedback is regular, constructive and positive
- ✓ Check that all students understand the feedback
- ✓ Comments will identify what the students have done well, what needs to be done to improve, and how to do it. Staff should use WW and EBI in their feedback where appropriate.
- ✓ Provide opportunity for students to actively engage with your written feedback by planning activities that allow them to act on your comments, providing students with Dedicated Improvement Time (DIT)
- ✓ Use the agreed whole school Marking for Literacy code
- ✓ Ensure students keep their assessment tracking sheet (Blue) up to date
- ✓ Implement the college's core expectations

Students will:

- ✓ Have DIT to consider marking and label this DIT clearly
- ✓ Respond to any questions / tasks posed by the teacher
- ✓ Be able to articulate the key learning points in the marking
- ✓ When verbal feedback is given, note the main points of it in their own words

Tutors will:

- ✓ Give DIT time for students to act on any questions and suggestions contained in marking
- ✓ Provide opportunities for students to check and respond to SPAG identified by teachers' marking
- ✓ Review students' books and act upon and discuss comments made by teachers during mentoring opportunities

HODs and HOH/Y:

- ✓ Ensure that that marking guidelines are implemented consistently and that marking promotes good progress
- ✓ Ensure there are clear systems in place to track learning over time and that these are implemented by staff and understood by students
- ✓ Include scrutiny of marking across their teams as part of monitoring, ensuring individual teachers have evidence of good practice
- ✓ Ensure the team have and use Blue Overview sheets, Green Unit Overview Sheets and Yellow
- ✓ Reflection sheets in all students' books or IPads to show progress over time
- ✓ Ensure that teachers who need to develop their marking receive relevant training and are clear about how to improve
- ✓ Ensure that the team's Teaching and Learning plan addresses marking issues as necessary

TAs will:

- ✓ Ensure that students understand and are able to respond to teachers' feedback
- ✓ Support students where necessary to make good use of their DIT
- ✓ Give students formative feedback on their work, either verbally or in writing
- ✓ Mark for literacy
- ✓ Support students to ensure they present their work helpfully and according to college expectations

The Teaching and Learning team will:

- ✓ Routinely include marking as a focus during Departmental Health Checks, drop-ins and observations, communicating good practice and any issues with the teacher and HOD.
- ✓ Ensure that good practice is collated and shared
- ✓ Feedback to teachers routinely on how their marking is supporting the progress of pupils

CATCH UP PROTOCOL

Aim:

- To ensure students catch up following any absence
- To ensure students complete incomplete work

(Protocols for known absence are already in place)

Subject Staff:

- Ask any student who has been away/ who needs to complete work to leave a space in their book for the catch up work
- Ask them to write the title of the missing work down immediately. Write catch up in the margin to show this is catch up work
- If they can do the work independently they should; if not they should copy someone's else book so their notes are at least complete
- Work should be complete by the next lesson or agreed deadline and can be checked then OR when marking students' books

- If work has not been caught up, put the student in to detention/ keep them after the lesson to catch up, and if deemed appropriate by the teacher – issue a Behaviour Manager Point.
- Review the learning in lessons frequently and over time with the class so those absent can understand; target absentees for 1:1 conversation as appropriate to check their understanding

Tutors:

- Following an absence, insist the student uses Tutor Time or Personal Study (PS) time to do missed work
- Remind the student to check the VS for any HWK set
- Ask to see the students' books to check their catch up
- Refer the HOH if students are repeatedly failing to do this

HOH/ SLT:

- Ensure that target students especially those whose attendance is a concern are doing catch up

APPENDICES

Appendix 1 - Frequency of Marking by Faculty

Subject		Specific	Notes
English		8 lessons (books in fortnightly)	
Maths		8 lessons (books in every2/3 weeks)	Flexibility needed due to certain maths homework being set and marked on VS.
Science		KS3 8 lessons KS4 12 lessons (Books in fortnightly)	Any variance would be due to split classes.
PE		KS4 4 lessons (books in monthly)	
MFL		Year 7 9 lessons (Books in every 3 weeks) Year 8 single/double linguists – 6 lessons (Every month – double linguists have separate books) Year 9 single linguists- 8 lessons (Every month) Year 9 double linguists- 8 lessons (Every month-separate books) KS4 6 lessons (books in fortnightly)	Flexibility needed for split double language classes.
Humanities	Geography	KS3 4 lessons (Books in fortnightly) KS4 6 lessons (Books in fortnightly)	
	History	KS3 4 lessons (Books in fortnightly) KS4 6 lessons (Books in fortnightly)	
	RE	4 lessons (Books in monthly)	
Technology		KS3 mid project review at 4 weeks (8 lessons) KS4 project reviews at 4 weeks (12 lessons)	High proportion of practical lessons where verbal feedback is given.

Creative Arts	KS3 Drama booklets Music Folders Art Homework sheets (All half termly) KS4 Drama/Music/ Media- 6 weeks (Books in fortnightly) Art - (termly end of project)	Art continual feedback on practical work during lessons and tutorials following marking
ICT	4 lessons (monthly)	Marked on the VS

Appendix 2 - OFSTED Outstanding Criteria in relation to marking

Outstanding is:

- **Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.**
- **Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.**
- **Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.**
- **Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.**
- **Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.**
- **Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.**