

Broadlands Hall Marking and Reflection Guide

Aim

To establish a consistent approach to the way student's activity and work is marked, so that, via school wide common practices, students may have a clear understanding of how to make progress, all staff can see how to best help each student and other interested parties may easily see the progress being made. All students should have their work marked regularly to help them reach or exceed their full potential. Marking will also inform planning and monitoring.

'Assessment for Learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.' J.Rowe 2007

'Marking must provide detailed and personalised evaluation points for future developments'
(Ofsted: Good Assessment in Schools)

Marking should be as encouraging and positive as possible – but not at the expense of objectivity.

In the Broadlands Hall context, all students are working to a personalised programme and for many, progress will be in small steps. In addition, some students may not be able to easily access written feedback nor to reflect in writing themselves. It is therefore essential that we have a cohesive range of creative options for marking our students.

The Marking Process

Marking is most effective when the student knows:

- The assessment and outcome objectives of each task and short term programme
- To what extent they have achieved these
- What they need to do to improve their work.

Marking and implementation of this policy is the responsibility of all Teachers and LSAs.

Ideally, marking and formative assessment will occur in every lesson to provide optimum focus and ensure small steps do not go unacknowledged.

Written Marking and Feedback should:

- Contain encouragement and positive feedback
- Be personalised and specific to the individual
- Relate to lesson and programme objectives and progress targets
- Challenge the students to think for themselves and require students to self-correct where possible
- Contain a reference to the student's literacy (reading, writing, speaking and listening) competency.

Targets

For each subject studied, the students' targets for the half term will be clearly sign posted on the front of their exercise books. For all students, this will include: Communications; Numeracy; PHSE and Vocational Skills. Some students studying qualifications that lead to external assessment and/or examination will have additional subject targets.

How student work should be marked.

Teachers/LSAs should use the Marking code system (MUENX) and also the 'WWW and EBI' method. The comments should be quantifiable and specific. In many cases, they will also need to note the degree of assistance that was provided (was read to / was prompted/ was guided/ written for/ guided hand holding pen /given the instructions via signing etc.)

Generalities are not helpful for progress.

Students with good reading and writing ability who are able to comprehend and act on written information:

WWW (examples)

- ✓ You listened well and completed the two 'matching' tasks correctly
- ✓ Your drawing of a sad face was accurate
- ✓ You completed the work in time
- ✓ Your co-operation with others was good and helped us finish making the model.
- ✓ You focused on the task, were patient and your behaviour was excellent
- ✓ Your research about airline careers was very detailed
- ✓ You have mastered calculating area using formula
- ✓ Your drawing of the vase demonstrated excellent understanding of shading
- ✓ Your spelling of the first 10 words was accurate – well done
- ✓ You have demonstrated that you understood the text and picked out quotations to support your point of view
- ✓ You identified most of the correct written words when they were spoken.
- ✓ You explained the benefits in good detail

EBI (examples)

- ✓ Next time, look really carefully at the written words before making your choice so that you are really sure it is the correct word.
- ✓ Try to explain why you believe the statements you make to be true: use 'because' or 'so that' to add this information.
- ✓ Next time, add some comments that analyse the facts you have collected.
- ✓ Next time, make sure your workings out are clearly shown.
- ✓ Next time, use some similes and colour adjectives to make your work come to life.
- ✓ Next time, if you feel frustrated, breathe deeply and take a break then try again to finish the tasks.

The following are not helpful statements and should be avoided unless added to an objective statement:

WWW

- X Well done
- X Good work
- X Super
- X You worked hard today

EBI

- X Try to concentrate
- X You need to get more done
- X Your accuracy could be improved
- X Make corrections where shown.

Students who are not able to access written advice should still have written marking on their work but it should be adjusted so that it may be read to the student and incorporate symbols and photographs (photographs particularly of practical work as often as possible).

Use Symbol writer to type feedback, print it off and stick into the student's book.

Detailed descriptions of the students' successes and areas for improvement are essential for assessing levels and progress.

WWW (examples)

- ✓ You successfully used PECs to show your understanding of 4 out of the 5 activities. You were helped /prompted on 3 occasions to continue with the work
- ✓ You really enjoyed making the buns. You were patient and accurate weighing the ingredients, watching the scales. You were told how much to weigh out and did not read the recipe yourself.

EBI (examples)

- ✓ You should listen very carefully and keep trying until the lesson is over.
- ✓ You should try to read the ingredients list yourself to see how much is needed.

MUENX

MUENX posters will be in all classrooms and students should be familiar with the codes.

The following codes may be placed in the margin of a student's book, indicating a specific task or skill studied, to share the success level with the student

They should also be used in partnership with the OR ½ termly / programme targets at the front of their books.

M	Mastered	You can do this perfectly without help and understand.
U	Understood	You understand what needs to happen and you need some help with this. Help may be with writing or reading or demonstrating
E	Encountered	You observed and took part in this but you did not complete the task yourself
N	Not Understood	At the moment, you are not ready to understand this task or skill and need to keep listening and having a go.
X	Refused	You did not try to do this.

NB: They should be used against key skills NOT against answers to single questions. (For single questions simply use a tick)

Spelling, Punctuation and Grammar

In addition to the subject specific marking above, standard literacy codes should be used across all subjects when students write for themselves. These codes will be displayed on classroom walls and referred to during student reflection sessions.

SP in margin and circle the word	Spelling error	Students should correct the word and write it out 5 times.
C in margin and letter underlined	Misused capital letter	Students should correct the work.
PS in margin. and underline the error	Punctuation	Students should correct the work.
PA in margin	Paragraph too long / too short	Students should amend with arrow or //

PIVATS ** Introduced for June 2016 *****

Where PIVATS is used to assess a student's P-Scale level, the following procedure should be followed to ensure the level determined is embedded and the skills repeatable:

- When the skill is first seen in evidence, a green line should be drawn diagonally across the section it relates to.
- When the skill is seen in evidence for a second time (no sooner than 1-week after the first time the skill was seen) then a red line should be drawn diagonally across the section it relates to.
- When the skill is seen in evidence for a third time, at least 3-weeks after the first time was seen, then the section may be coloured in with a solid highlighter (any colour).

Student Reflection and Response

Each morning, a learning session is dedicated to Student Reflection. During this period, students should be guided to review their successes (and wishes) from the previous day. They should make written commentary (with assistance as required) about what they are proud of, what progress they made and what they will aim to do next to improve. This is a time when students should also reflect on their attitude for learning and how this helped, or could be improved to help, them make progress. This session may be oral/signed for some students and the teacher write the reflection. What is not useful is if the teacher simply writes a reflection without involving the student.

Explicit Vocabulary Development

Each classroom should have key words for the ½ term displayed (with symbols if required). The key words should be associated with the study programme for the ½ term and should be appropriate for the students' skill levels. They should not be capped at the students' ability to write the words but aim to stretch students' understanding

For example, classes studying the WOW scheme will have some of key words indicated on the SoW displayed plus key words from their Art, Maths, Physical Development and History Sow.

Each classroom should display vobabulary. Teachers and LSAs should refer to the words frequently, pointing them out at the same time.

Assessment

See separate Assessment Policy