



Marking Policy

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Broadlands Hall Marking Policy

Aim

To establish a consistent approach to the way young people's activity and work is marked, so that, via school wide common practices, young people have a clear understanding of how to make progress, all staff can see how to best help each young person and other interested parties may easily see the progress being made. All young people 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 as positive as possible – but not at the expense of objectivity.

In the Broadlands Hall School context, all young people are working to a personalised programme and for many, progress will be in small steps. In addition, some young people 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 young person 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

Targets

For each subject studied, the young person's targets for the half term will be clearly sign posted in their exercise books. For all young people, this will include a core curriculum. Some young people 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 clearly displayed in every classroom and the 'WWW, EBI and Next Step' method. The comments should be quantifiable and specific. In many cases, they will also need to note the degree of assistance that was provided. Generalities are not helpful for progress.

Students with good reading and writing ability who can 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.

Assessment

Assessment 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 sued in partnership with the OR ½ termly / programme targets at the front of their books.

Refused (X)	The young person refused to take place in the lesson.
Encountered (N)	The young person was in the room when it happened, they show no awareness or acknowledgement of the task going on. This could be for many reasons
Awareness (A)	The young person is aware that there is something going on, depending on the level of the young person, it could be a brief change in facial expression or a glance over while they are involved in their own activity
Attention & Response (R)	The young person is now listening or aware of what is going on and may react to events. Depending on the level of the young person, could be a smile as something happens or a vocalization.
Engagement (E)	The young person is now involved ready to join in, again depending on the level will depend on how it is used, it could be use as full physical support, or it could be full verbal prompting, imitating etc.
Participation (P)	There is not a large change from Engagement, but it could be the young person being more cooperative, even leading the activity with slightly physical support. If using verbal prompting, the amount of prompting is reduced
Involvement (I)	The young person is more involved, they may need no physical support, perhaps a nudge or point to start them. With prompting, they again may only need a few words to help them achieve
Gaining Skills & Understanding (U)	This is where you are giving the young person the chance to do it on their own, no physical support and only minimal prompt, they may only need a couple of prompts to get them started or to make sure they complete the task. The young person may even achieve the task but

	cannot repeat the achievement or you think it must be done a particular way.
Mastered (M)	You are confident the young person can achieve the skill, they have demonstrated the skill a number of times.

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 & circled word	Spelling error Write correct spelling 5 times below the Teachers marking.
P in margin & underlined error	Misused or required punctuation Correct your work by the error.
WWW Marking stamp under your work	What Went Well What you have done well in this piece of work.
EBI Marking stamp under your work	Even Better If What you could do to improve your work next lesson.
Next Step Marking stamp under your work	Next step What to do to extend your learning before the next lesson.

PIVATS

Where PIVATS is used to assess a student's 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).

Young Person Reflection and Response

Each afternoon, a learning session is dedicated to young person reflection. During this period, young people should be guided to review their successes from the day. They should make written commentary about what went well and what they would like to go better the next day. This is a time when young people should also go back to their work and complete any next steps in preparation for the next day's lessons.

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 young peoples skill levels. They should not be capped at the young persons ability to write the words but aim to stretch young people’s understanding

For example, classes studying the WOW scheme will have some of key words indicated on the SoW displayed

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