

Marking Policy

2016/09/01 Version Number: 01 (Transferred)

A Price

Review Date: 2016/09/01



1.0 Terms of Reference

- 1.1 This Policy has been written for all staff at Northern House School (PRU); pupils, parents and carers. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website.
 - 1.2.2 Reference copy in the main School Office.
 - 1.2.3 Shared Area – Electronically.
- 1.3 Edition, review and frequency;
 - 1.3.1 Edition 1 released January 2016
 - 1.3.2 The Objectives will be reviewed annually
- 1.4 This Policy has been written for all staff, parents, carers students and governors at Northern House School (City of Wolverhampton).
- 1.5 The policy is broken down in to the following sections:
 - 1.5.1 Purposes of Marking
 - 1.5.2 Principles of Marking
 - 1.5.3 Shared Principles
 - 1.5.4 Ground Rules for Giving Feedback
 - 1.5.5 Quality Teacher Marking
 - 1.5.6 Frequency
 - 1.5.7 Acknowledgement Marking
 - 1.5.8 Layout of Work
 - 1.5.9 Monitoring

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2.0 Purposes of Marking.

2.1 At Northern House School (PRU) we value the purposes of marking, in that it;

- Helps to improve learning;
- Encourages pupils;
- Assesses what a student has learnt and understood;
- Helps to track progress;
- Recognises achievement;
- Informs planning; and,
- Helps develop the next steps to be taken.

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3.0 Principles of Marking.

3.1 The principles of marking include;

- Provides opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work;
- Teachers agree next steps with the pupil; and,
- Teachers follow up the agreed targets with the pupil to see how much progress has been made.

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4.0 Shared Principles.

4.1 The marking of pupil's work, either written or verbal, should be regular and targeted. Marking procedures and marking standards should be consistently applied, and for 1:1 tuition where necessary.

- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the assignment;
- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding; and,
- Teachers use the information gained together with other information to adjust the future teaching plans.

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5.0 Ground Rules for Giving Feedback.

5.1 The ground rules for giving feedback at Northern House School (PRU) are;

- It must relate to the learning intention;
- Success criteria is in order to assess against;
- Strengths are identified first, followed by areas to develop; and,
- Examples from a pupil's work will be used in feedback.

Oral Feedback

- 1:1 and/or in a group – this should be on-going and intrinsic to every lesson.

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6.0 Quality Teacher Marking.

6.1 Quality teacher marking will be against the learning objective. This should be displayed throughout the lesson and will follow the principle of identifying success and improvement. Reference to students' individual targets and ILPs and IBPs should be integral to the marking of pupil's work. On occasion a summative approach can help to present a picture of a pupil's progress.

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7.0 Frequency.

7.1 Quality teacher marking takes place at least once a day in all subject areas.

7.2 For some practical activities, a record of objective and success criteria will be placed in pupil's books. This work requires self/peer/teacher assessment. Both adult and pupil should make comments. This means a record of work carried out is evident and the same importance will be placed in evidence of progress in practical activities and subjects such as Science and ICT. Photographs may be taken and placed in the pupil's file, if appropriate, in order to provide evidence of practical sessions and assignments.

7.3 The marker will NOT respond to everything, for example spelling unless stated. Respond to objective and success criteria. Reiterate expectations throughout the lesson so that students understand what is being assessed.

7.3.1 When marking work use a green pen to show success and growth, and purple to show challenge questions. The same colours should also be used to annotate lessons plans.

7.3.2 Time will be given to the child at the next opportunity to respond to the target or written information. (TAs to support where applicable).

7.3.3 **Purple and Green only to be used to mark in pupil's books so it gives a visual picture of how well the child is achieving and what he/she must do next improve their work. (Pens will be provided by the school to ensure consistency).**

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8.0 Acknowledgement Marking.

8.1 Acknowledgement marking will take place when the work carried out is not going to be assessed specifically against the criteria and may be part of an on-going topic or stream of linked lessons. This will be acknowledgement that the work has been read and will be with either a stamp or teacher initials.

8.2 All children will be aware of the learning objective and the success criteria at the outset of the lesson and this will be referred to as they move through the activity.

8.3 Marking will be monitored regularly by the Senior Leadership Team (SLT) and external verification will be sought to ensure consistency, and will be reviewed at least half-termly by the SLT (book scrutiny) to QA. Evidence of pupil's responses need to be in place.

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9.0 Layout of Work.

9.1 It is important that the children work to the best of their ability in all areas. Each piece of work requires a date. Work in mathematics should be carried out in pencil.

9.2 Teachers should expect all work to be tidy and insist on this from the start. This should be reinforced in every lesson where appropriate.

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10.0 Monitoring.

10.1 Samples of children's work from each class will be monitored half-termly to ensure the marking policy is consistently applied.

10.2 The desired outcomes from this policy are improvement in the children's learning and greater clarity among children, staff and parents concerning children's achievement and progress.

10.3 The performance indicators will be:

- Children becoming more responsible for their own learning and understanding what they have to do to achieve their goals;
- An improvement in children's attainment; and,
- Planning and informing future learning.

Signed: on behalf of the Management Board

Date:

Signed:Head teacher

Date:

Date of Next Review: