



BROUGHTON HALL HIGH SCHOOL

WHOLE SCHOOL MARKING POLICY

Principles

“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.”

Marking and feedback at Broughton Hall will be consistent with the principles of Assessment for Learning (AFL), being:

- Informing future planning and thereby support individual ‘target getting’
- Focused on pupil learning
- Based on shared learning objectives
- Given at frequent intervals and following the appropriate timings
- Positive and personal in tone and accessible by all pupils
- Supportive of achievement in all its forms
- Helping pupils to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills

Strategies

To plan for good learning teachers need to be aware of areas of weakness in pupil learning, as well as what pupils already know and understand. The identification of curricular targets and base lining supports this.

- **Curricular targets** – identified from a range of sources, curriculum targets identify typical areas of weakness in pupils’ learning, and become a focus for improvement.
- **Base lining** – at the start of a new unit of work teachers should ascertain what pupils specifically already know and understand. This should not just be a summative judgement such as a level, though this is important, but specific topics and skills which students have not yet grasped.

This knowledge will inform the identification of curricular targets and objectives for whole year groups, classes, sets and individuals. More specifically it will inform the planning of learning objectives and learning outcomes by teachers.

Within our lessons

To support learning pupils need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

- **Learning objectives** – broad learning objectives will be shared with pupils. These will focus on the learning e.g., on what pupils “**will know**” and “**be able to do ...**” by the end of the learning

process. They will be expressed in such a way that they are accessible to all and could be summed up as **“We are learning to...” (WALT)**.

- **Learning outcomes** – will also be shared. These will focus on what the pupils will be doing, making or producing, this might usefully be summed up as **“What I am looking for... “(WILF)**. Objectives and outcomes may also be combined e.g. **“We are learning to..... by.....”**
- **Success criteria** – the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and/or end of unit assessments. These criteria may be generated in conjunction with the pupils or by the teacher/department as appropriate.

Learning milestones – not all marking can or should be marked in detail. Within each unit of work departments will identify a finite number of key pieces of work for more in depth, quality marking. The frequency of these in depth marked pieces of work is related to the number of lessons that are taught in a given week.

- A minimum of **six** such pieces will be identified by foundation subjects over the course of a year, though core subjects will need to identify additional opportunities for quality marking to take place as they will need to mark two per half term.
- These pieces of work will focus on the assessment of progress in relation to specific learning objectives or if required curricular target/s.
- Success criteria will be shared with pupils and at the end of the marking process it should be clear to the pupil “what they have done well” and “what they need to do to improve”.
- Comments will be positive and subject specific. Linking words such as BUT are best avoided. **“Even better if...” (EBI)**, may be a more helpful way of focusing teacher and pupil feedback.
- An interim KS level or grade will be awarded and pupils will be given the opportunity to improve their work. (Note in Mathematics, English and Science the NC level is only required on six of the twelve pieces marked.)

Light touch/“tick and flick” marking –to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers **will acknowledge and personalise** such work variously through oral **feedback as well as the use of an effort grade**, ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments.

Frequency of light touch/“tick and flick” marking – In order to ensure consistency across the school the following guidelines have been established as to the frequency of marking. The number of lessons refers to the class and not to the teacher. If a class is shared it is the responsibility of the two teachers to arrange a schedule that fulfils the frequency of marking requirements. Note the specific requirement detailed for Opening Minds at the end of this document.

Three or more lessons per week – Books/Files/Portfolios marked twice every three weeks.

Two lessons per week - Books/Files/Portfolios marked each fortnight.

One lesson per week - Books/Files/Portfolios every three weeks.

Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning.

Corrections – Ensuring pupils complete corrections or check through corrections made by the teacher when marking is an essential part of the learning process. Examples of corrections and improvements made should be seen through the students books/portfolios/files.

Other subject specific symbols may also be used and a copy of the Marking Template can be found in the shared area under Whole School Marking. Over correction is best avoided and in many subjects the spelling of subject specific words will be given greater priority.

Attainment – Grades aren't always necessary. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know periodically how well the learning is going **and** what still need to be done. Pupils need to be clear about what they need to do to progress from one level/grade to the next, and equally should be clear about the expected progress they should be making through the key stage. In order to support this process:

- levels and grades should be 'translated' into pupil speak and shared with pupils.
- key pieces of work or learning milestones, will be awarded an attainment grade expressed in terms of an interim KS level or grade.
- at the end of a unit a formal assessment will take place and a KS level or grade will be awarded.

Effort – pupils of all ages and abilities say they like to see effort acknowledged. Effort though crucial for learning success, is distinct from attainment levels and is personal to the individual. Effort should be acknowledged by the awarding of an effort grade in line with whole school policy, descending from B at the top end of the scale to D at the bottom.

Colour of Ink – having spoken to pupils there appears to be no concern about the use of red ink for marking; pupils instead expressed concern about over detailed marking which was seen as discouraging and "spoilt" presentation. RED ink or one that contrasts with that used by the pupil is therefore recommended.

Effort:

super**B**
heading for s**U**ccess
prom**I**sing
be**L**ow expectation
Disappointing!
towards success.

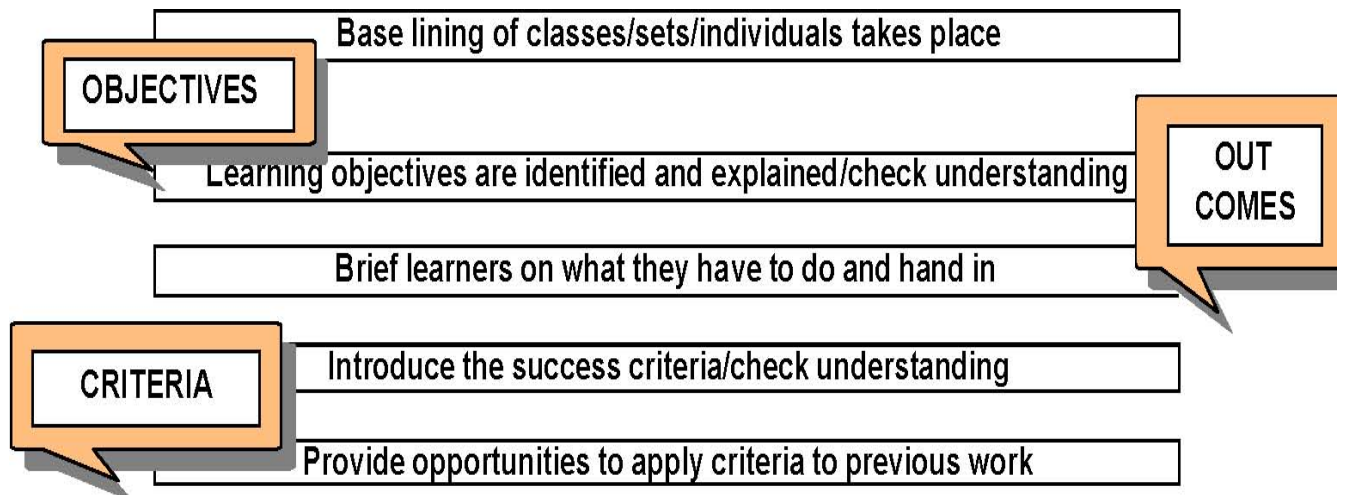
Quality control – in order to ensure the consistent application of standards and to support the sharing of good practice departments will sample (e.g. a top, middle, bottom) milestones pieces and end of unit assessments for moderation. Time for this will be agreed by departments and may include department meetings, cluster meetings, Learning Review days or by accessing the directed time budget. Examples of standardised work should be retained and shared with pupils as part of the learning process, and can form part of the department's marking evidence base for Ofsted.

Tracking Pupil Progress – departments will retain centrally the levels/grades awarded to milestones pieces and in end of unit assessments. This may initially been kept as paper record but ultimately we will be moving towards a whole school on-line record keeping system. Results should be traffic lighted in order to highlight pupils progressing below/in line/or above expectation. Consideration should then be given to the reasons for these variations. Action should be taken to formally recognise pupil success and share related good classroom practice, as well as to support underachievers and address areas of concern.

The Process

Many parts of the process will be familiar even if you haven't previously labelled them explicitly. Clearly objectives, outcomes and success criteria are central. Other steps will have varying degrees of emphasis according to the needs of pupils, time of the year and the professional judgement of teachers.

Departments identify curricular targets



Provide opportunities to apply criteria to previous work

Provide guidance, support and oral feedback to individuals

