



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

MARKING POLICY

OCTOBER 2018

GRB and LE reviewed 14/7/18

MARKING POLICY

Version:	4
Approving Committee:	Non-Statutory
Date Ratified:	NA
Reference Number	
Name/Department of Originator/Author:	MPS: Assessment lead G Blair
Name/Title of Responsible Committee/Individual:	Graham Blair – Deputy Head
Date Issued:	October 2018
Review Date:	July 2018 (GRB & LE)
Target Audience:	Staff Parents/Governors/LA

Version	Date	Control Reason
Version 1	12/10/2016	Update post Ofsted action plan
Version 2	27/01/2017	NC levels replaced with progress steps aligned to GCSE 1-9 scale
Version 3	July 2017	Post monitoring visit
Version 4	July 2018	Review post monitoring visit



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

Assessment

This pack contains the finalised documents that have been revised and created by MPS.

Please ensure they are being used consistently across the Service.

- 1. Marking Policy**
- 2. Marking Summary Sheet**
- 3. Campus Progress Tracker**
- 4. Termly Tracker (optional)**
- 5. Marking Dialogue**
- 6. Level Converter**
- 7. Book Scrutiny**

Please ask Leo Engers or Graham Blair if you have any further questions.

MPS Marking Policy



Mayesbrook Park School

Alternative Provision for young people in Barking and Dagenham

Aim

- This policy aims to help students to reach or exceed their full academic potential.
- To establish a broad consistent approach to the way student's work is amended for learning challenges, so that students feel valued and have a clear understanding of how well they are doing. Marking will help students to improve their work and will inform accurate teacher planning and monitoring.
- To enable a dialogue between the teacher and the student around progress and challenge

Objectives

To achieve this aim, there must be a consistent approach across the service.

All students should be aware of:

- Their overall progress step/progress for the unit of work;
- How to improve their work.

Strategies

- To plan for good learning teachers need to be aware of areas of weakness in student learning as well as what students already know and understand. The identification of curricular targets and effective afl support this

Curricular targets – identified from a range of sources, curriculum targets identify typical areas of development in students' learning, and become a focus for improvement.

- This knowledge will inform the identification of curricular targets; objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers. Sometimes not aware of what they know
- ***To support learning students 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.***
- Objectives and outcomes may also be combined e.g. **"We are learning to... by...."**
- **Success criteria** – the marking criteria against which different pieces of assessed work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessments. These criteria may be generated in conjunction with the students or by the teacher/department as appropriate.

Learning milestones – not all work can or should be marked in detail. With each unit of work departments will identify a finite number of key pieces for more depth, quality marking.

- A minimum of **six** such pieces (2 per term) will be identified at the Erkenwald and Mayesbrook Park campuses, at Seabrook the positive return students have at least one piece in each subject of the six week programme marked in detail
- These pieces of work focus on the assessment of progress in relation to specific objectives.
- **Success criteria** will be shared with students and at the end of the marking process it should be clear to the student "what they have done well" and "what they need to do to improve".

- Comments will be positive progress focused 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 student feedback. An interim grade will be awarded and students will be given the opportunity to improve their work.

Marking for a purpose– in order to support the giving of quality feedback at key points in the learning process, other work should be marked for a purpose e.g. spelling. 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 such work variously through oral feedback as well as the use of an effort comment, ticks, simple marks (10/10), stickers, initials, and/or brief based comments

Formative marking – both the marking of milestone pieces and for a purpose marking are examples of formative marking. They inform the teacher and student of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging student attainment and therefore progress made at a given point in time.

Attainment – Grades/ are often a little subjective and are not always required. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some students and result in complacency for others. However, it is still important for teachers, parents and students to know periodically how well the learning is going and what still need to be done. Students need to be challenged and be clear about what they need to do to progress from one progress step to the next, and equally should be clear about the expected progress they should be making through the key stage. Our cohort need this to be done accurately and with sensitivity.

In order to support this process:

- Grades should be discussed with students and their parents.
- Key pieces of work or learning milestones will be awarded an attainment grade expressed in terms of GCSE step.
- At the end of a unit a formal assessment will take place and a GCSE will be awarded
- Effort – students of all ages and abilities say they like to see effort acknowledged
Rewarding effort is crucial for learning success, but is distinct from attainment levels and is personal to the individual. This will be recorded and reported via the tracking system. (Praise given and use of reward system)

Why is the marking of books so important?

- M** Motivation – students are more likely to be motivated to make improvements if marking is regular and formative
- A** Assessment for Learning is key to successful teaching and learning –that unit to point of AfL (IMO)
- R** Regular feedback to inform teachers, students and parents of level or grade
- K** Knowledge and understanding can be checked for gaps and progress ensured by the by the teacher .
- I** Independent learning – comments by the teacher in the form of questions can promote research
- N** Needs of individuals – SEND students are catered for as teachers mark and guide according to ability and IEP objectives
- G** Gain- students can receive rewards for effort or achievement with their book work.

How students progress is shown

Key Stage 3 and 4
GCSE scale Each scale is broken down into 3 steps.
0
-1
-2
1
2
3
4
5
6
7
8
9

Quality control – in order to ensure the consistent application of standards and to support the sharing of good practice, standardisation of marks and moderation, Subject leaders will sample (e.g. top, middle, bottom) milestone pieces and end of unit assessments for moderation. Time for this will be agreed by departments and may include department meetings and/or twilight time. Examples of standardised work should be retained and shared with students as part of the learning process, and can form part of the department’s marking evidence base for Ofsted.

Tracking Student Progress – Campuses will retain centrally the grades awarded to milestone pieces and end of unit assessments. Action should be taken to formally recognise student success and share related good classroom practice, as well as to support underachievers and address areas of concern.

Curriculum Marking

It is for curriculum areas to decide upon a consistent approach to marking in their subject area. Marking Procedures must be explained to students and parents at the beginning each half term. Every student will receive a progress tracker which will be updated each half term.

Marking for Literacy – in order to promote consistency a common approach to the marking of secretarial errors is used

- SP = spelling
- // = new approach
- ?? = not clear
- ^ = something missing
- (P) Punctuation errors

GREEN PEN POLICY

The purpose of checking work with a green pen is to encourage a student to self-edit and to accommodate reflective learning

Green pen is used to distinguish the corrections from those of the teacher

Green pen editing should include the following:

Amendments to:

- Spelling
- Punctuation (e.g. full stops, capital letters and commas)
- Paragraphing
- Language improvement/development (inclusion of subject specific key words and concentration on more descriptive vocabulary)
- Ideas to be extended where appropriate

PURPLE PEN MARKING FOR STAFF

Staff will mark work in purple as a contrast to the student green pen so that dialogue and student response can be clearly seen.

THE MARKING PROCESS FREQUENCY OF BOOK MARKING

Wherever possible, this should take place a **minimum of weekly** in all subjects.

Students should be given opportunities to self or peer assess using the same format as the teachers: see below.

TARGET LEVEL or GRADE

All exercise books should have the **target level or grade** clearly displayed on the progress tracker and to cover

HOW THE BOOKS SHOULD BE MARKED – 2 good points and one even better if!

At the **end** of each piece of learning milestone assessment, teachers need to give: -

1. A **current progress step e.g. 1-/1=1+**
2. **TWO good points** – two strengths of the piece of work.
3. **ONE “even better if”** – one improvement that could be made to raise attainment. This could be in the form of a question so that students can carry out extra research.

Assessment Working Group

July 2018

MPS Marking Policy



Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

1. **Marking lesson layout in book:** Title, Date, Learning Objective or Learning Question

2. **In depth marking for key pieces:** A minimum of two pieces per term will be linked to specific learning objectives or curriculum targets. Success criteria will be shared with students before or after the marking process. It will be made clear 'what they have done well', and 'what they need to do to improve'

We will use the following;

WWW – what went well.....

EBI – even better if.....

There will be two WWW points and one EB.

3. **Marking for a purpose:** light touch marking will develop the skills of peer and self-assessment. Teachers will acknowledge such work using oral feedback, effort comments, ticks, simple marks (10/10), stickers, stamps, initials and/or brief attainment comments

4. **How students are graded:** There is a guide in the policy.

We use the 0-2 - 9 system with an expectation that students will make three progress steps over a year and these will be recorded as 1-/1+/1+ etc. We are also investigating finer grading systems to better record the small steps our students make.

5. **Marking for literacy:**

SP = spelling

?? = not clear

∧ = something missing

(P) = punctuation

6. **Green pen for students:** Students will use a green pen to correct work following teacher instruction, to peer mark, to respond to a teachers questions or marking

7. **Purple pen for teachers:** staff will mark in purple pen as a contrast to the student green pen so that dialogue and student response can be clearly seen.

8. **Frequency of book marking:** This should be at least weekly to encourage student participation in the marking process, enable students to see how they can improve, to quickly correct misconceptions, to ensure progress.

9. **Target level or grade/attendance:** All exercise books will have target levels or grades of core subjects, plus attendance and reading/spelling age clearly displayed on the front inside cover of exercise books

10. **Students will be encouraged to respect and be proud of their books:**

Exercise books should only have student name and class on the front cover. There should not be graffiti in books.

Progress Tracker



Please note that one sub-level of progress per term is good progress.

Student Name: Example Date of admission: 01/11/2020 Campus										
	Baseline	Autumn Interim	Autumn	Autumn Target	Spring Interim	Spring	Spring Target	Summer Interim	Summer	Summer Target
English	1-	1-	1-	1=	2+	3+	1+	3+		2-
Maths	2+	3-	3-	3-	3-	3+	3=	3+		3+
Science	2+	3-	3-	3-	2+	4-	3=	4=		3+
Art	2=	2=	2=	2+	2+	3-	3-	3-		3=
Tech	2=	2=	4=	2+	4=	4=	3-	3=		3=
Music	1+	1+		2-	3-	3+	2=	3+		2+
PE	1+	1+	3=	2-	3+	3+	2=	2+		2+
Citizenship	1=	1+	2=	1+	3=	3+	2-	4-		2=
Reading Age	14/0		14/0			14/0				
Spelling Age	14/6		14/6			14/6				
PASS	96		96			93				
Attendance	74.5		88			94				

Termly Tracker and Reflection (optional)

Please complete at the beginning of every half term when setting targets and at the end of every half term when students are reflecting on their progress.

AU 1		AU 2		SP 1		SP 2		SU 1		SU2	
Name:				Class:				Subject:			
Current Level:						Target Level:					

Termly Targets	Teachers and Students should write the date below when the target has been achieved.					
<input type="checkbox"/>						
<input type="checkbox"/>						
<input type="checkbox"/>						

Student Reflection on Targets



Mayesbrook Park School
Alternative Provision for young people in Barking and Dagenham

- what went well with your learning?
- How could your learning have been better?
- What are your next steps?

Marking Dialogue

Please complete twice each term when marking in depth.

Teacher Comment-What Went Well?

CURRENT LEVEL:

SIGNED: _____

DATE:

	R A G	Comments
Progress		
Effort		
Presentation		

Student Comment

WWW:

EBI:

SIGNED: _____

DATE: _____

Teacher Comment-Even Better If...

TARGET LEVEL:

Conversion table progress steps

Old National Curriculum Sub Levels	% marks	Old GCSE Grades	New GCSE Grades	New GCSE steps
			9	9= / 9+
		A*	9	9- / 9=
		A*	8	8= / 8+
		A	8	8- / 8=
		A	7	7= / 7+
8a		A	7	7- / 7=
8b	84 - 90	B	6	6= / 6+
8c	78 - 83	B	6	6- / 6=
7a	72 - 77	B	5	5= / 5+
7b	66 - 71	C	5	5- / 5=
7c	60 - 65	C	4	4= / 4+
6a	54 - 59	C	4	4- / 4=
6b	51 - 53	D	3	3+
6c	47 - 50	D	3	3=
5a	41 - 46	D	3	3-
5b	35 - 40	E	2	2+
5c	29 - 34	E	2	2=

4a	23 - 28	E	2	2-
4b	19 - 22	F	1	1+
4c	16 - 18	F	1	1=
3a	13 - 15	F	1	1-
3b	10 - 12	G	1	0+
3c	7 - 9	G	1	0=
2a	4 - 6	G	1	0-
2b	0 - 3	Entry level	Below 1	-0.1+
2c		Entry level	Below 1	-0.1=
1a		Entry level	Below 1	-0.1-
1b		Entry level	Below 1	-0.2+
1c		Entry level	Below 1	-0.2=

Book Scrutiny

Teacher:	Subject:	Completed by:	Date:							
BOOK SAMPLE:			Book 1	Book 2	Book 3	Book 4	Book 5	Book 6	Book 7	Book 8
<input type="checkbox"/> Is there evidence of progress since the beginning of the academic year?										
<input type="checkbox"/> Do students have targets in their books using the termly tracker or equivalent?										
<input type="checkbox"/> Is there evidence of effective differentiation?										
<input type="checkbox"/> Is students' work marked regularly? In a purple pen?										
<input type="checkbox"/> Does the marking relate to learning objectives?										
<input type="checkbox"/> Does the marking identify students' strengths and make explicit what they have done well? WWW										
<input type="checkbox"/> Does the marking provide explicit guidance for students on how to improve, in relation to their targets? EBI										
<input type="checkbox"/> Have students been given opportunities to revisit/correct aspects of work they misunderstood?										
<input type="checkbox"/> Is there evidence of students self-assessing and peer evaluating?										

<input type="checkbox"/> Have students responded to marking/ entered into a dialogue with the teacher using a green coloured pen?								
<input type="checkbox"/> Does the presentation show care and attention, and high expectations?								
<input type="checkbox"/> Is there evidence of at least two pieces of levelled work in a term?								

<input type="checkbox"/> Is there evidence of marking for literacy?								
<input type="checkbox"/> Are comments presented neatly and clearly for children to read, adhering to the school's marking policy?								

Student	Strengths	Areas for Improvement
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.		
----	--	--