

## Keyham Lodge School

### Marking Policy Base

Excellent teaching and assessment are central to pupils' high attainment. Research indicates that feedback has the highest impact on pupil progress. Consequently there must be consistent and accurate marking through each year group and the Key Stage. Marking is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are learning. Marking should sit within the school's comprehensive assessment procedures that are carefully linked to ensure that teaching, learning and the curriculum are responsive to pupils' needs and clearly focused on raising achievement.

#### **Aims:**

- To show pupils that their work is valued.
- To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
- To recognise achievement, presentation and effort.
- To give learners accurate feedback on their progress and achievement and addressing misconceptions where they are seen.
- To agree and set challenging targets for improvement.
- To encourage pupils to reflect on their performance.
- To enable learners to self-evaluate their work and take responsibility for setting their own targets, in order to improve and extend skills
- To provide ongoing assessment to inform future lesson planning
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.

#### **Principles of marking and feedback**

- Marking will be against the learning objective/success criteria and individual targets
- Any misconceptions will be addressed.
- Learners will have the opportunity to reflect on their feedback and question comments.
- There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
- The following pens will be used as follows:

<b>Stationery used:</b>	<b>Task undertaken:</b>
Pink pen (or the colour appropriate for the learner i.e purple for dyslexic learners)	Teacher feedback
Blue/Black Pen or pencil	Response to teacher feedback

#### **Base Marking:**

Due to the nature of some of the lessons undertaken in Base, marking may differ to that of other departments within the school. During lessons, verbal feedback is often used throughout the lessons as communication is one of the main areas we promote in Base. Where work is put into books, staff will light touch the work and also create reflective questions based upon the Learning Outcome or success criteria. The questions will complement the work we do in Base in terms of creating reflective learners who can evaluate their work and set personal but achievable goals independently. In depth marking may be seen occasionally in books. Peer assessment is also often used but done verbally during or at the end of the lesson.

## The Main Types of Formative Marking and Feedback

1. *In-Depth Teacher Marking*
2. *Peer/Self-Assessment*
3. *Verbal Feedback*
4. *Light touch/Acknowledgment*

### 1. In-Depth Teacher Marking

This should result in good quality written feedback and should use the **“two stars and a wish”** framework in the primary phase and the **“two strengths and a development opportunity”** framework in the secondary phase. These are complementary approaches which will provide familiarity to learners who move from one phase to the next.

<p><i>*-“Star” - positive comment which relates to the learning objectives/ success criteria;</i></p> <p><i>*- “Star” - second positive comment which relates to the learning objectives/ success criteria;</i></p> <p><b>W</b>- <i>“Wish” - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.</i></p>	<p><b>S</b> -<i>“Strength” - positive comment which relates to the learning objectives/ success criteria</i></p> <p><b>S</b> – <i>“Strength” - second positive comment which relates to the learning objectives/success criteria</i></p> <p><b>DO</b>- <i>“Target” - One area where the success criteria was not met / or a suggestion /question to allow opportunity for further progress.</i></p>
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Where appropriate, a teachers will indicate a challenge (**CH**) to extend the learning from the lesson.

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*CH – extension task, linked to objectives/  
success criteria*  
**W**– “Wish” - One area where the success  
criteria was not met / or a suggestion /question  
to allow opportunity for further progress.

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success criteria*  
**DO**– “Target” - One area where the success  
criteria was not met / or a suggestion /question  
to allow opportunity for further progress.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given; Dedicated Improvement and Reflection Time (DIRT). The ‘Target Achieved’ school stamp or stickers (with date) should be used to recognise that learners have acted upon their targets.

## 2. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. In Base this is often done verbally.

## 3. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. We use this type of feedback more frequently because of the nature of the subject.

**VF**

## 4. Light Touch/Acknowledgement Marking

Teachers will acknowledge **all** work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

## Presentation

It is important that all teachers encourage high quality presentation in all students. The presentation in the students’ books/folders should reflect the teacher’s high expectations of the students in their class.

- All students should write in ONLY blue or black pen or a pencil unless peer marking or completing their reflections.
- All drawings should be done in pencil
- All work in books should be dated with dates
- Dates and titles should be underlined with a ruler
- Any mistakes should have a neat line through them
- Books should be kept graffiti free

Teachers should acknowledge and reward good presentation and ensure where standards are not being met, that presentation targets are set.

## Summary and Frequency Guidelines

	<b>TYPE OF MARKING</b>	<b>METHOD OF IDENTIFICATION</b>	<b>FREQUENCY: SECONDARY PHASE</b> (guideline may depend on the subject area)
1.	In-depth teacher marking	* S * S W DO	Infrequently
3.	Verbal Feedback	<b>VF</b>	As appropriate on a lesson-by-lesson basis. Used frequently and should be seen in learning walks.
4.	Light Touch/ Acknowledgement Marking	Ticks, teacher initials, simple Literacy corrections and reflective question or comment used.	All work recorded in books

## Scrutiny

Scrutinies will be ongoing over the course of the year.

## **Policy Review**

This policy will be reviewed termly in the first year and annually thereafter. Changes will be made to ensure that this policy reflects best practice and is up to date.

AML September 2022