St Ursula's Convent School

A Humanities College and Teaching School

Marking Policy 2017-18

1. Aim
This policy aims:
- To help students reach or exceed their full academic potential.
- To establish a broadly consistent approach to the way a learner's work is marked, so that pupils feel valued and have a clear understanding of how well they are doing and what to do to improve further
- To help teachers use their marking to inform monitoring and future planning.

2. Objectives
To achieve this aim, there must be a uniform approach across the school. At present, teachers mark as follows:
- Years 7-9 according to threshold progress descriptors, with bi-annual Estimated Current GCSE Grades on a 9-1 scale (ECGG).
- Years 10 and 11 according to GCSE 9-1 grades

All students should know:
- their holistic threshold/ GCSE grade for the last term's unit of work
- their threshold/ grade for the key assessment piece within the unit
- the Green Pen Policy: (thorough proof reading and editing of work before submission)
- their successes within the assessed work and how to improve their work (2 stars and a wish)
- DIT: How and when to use the opportunities to act upon the advice given

3. Strategies
- To plan for good learning, teachers need to be aware of the areas of weakness in student learning, as well as what students already know and understand. The identification of curricular targets and base lining supports this.

  o **Base lining** – at the start of a new unit of work, teachers should ascertain what pupils specifically already know and understand.
  o **Curricular targets** – identified from a range of sources, curriculum targets identify typical areas of weakness in students' learning, and become a focus for improvement. These will be set as:

Years 7-9	Students are intended to 'stay yellow, aim for green'; in other words, to work at expected standard for their threshold and aim to work above it.
	Students will also be given a Progress Target Grade.
Year 10 and 11	Expected Progress Grade and Aspirational Progress Grade

- Together, this knowledge will inform the planning of learning objectives and learning outcomes by teachers for whole year groups, sets and individuals

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:

- **Learning objectives – linked to 'Pitch Perfect'**
  - o ALL, AIM HIGH, AIM HIGHER
  - o These differentiated learning objectives, which are linked to the range of thresholds and target grades of the class, must be shared with pupils.
  - o **All** pupils will aim for the most challenging Learning Objective; support and scaffolding activities and resources must be put into place to ensure that all pupils can achieve this objective.
  - o The learning objectives will focus on learning e.g., on what students "will know" and "be able to do …" by the end of the learning process.
  - o 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** – should also be shared. These will focus on what the students 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 assessed work will be marked should be shared and can also be used for **peer/self-assessment and the formal assessed piece of work.** These criteria may be generated in conjunction with the students or by the teacher/department as appropriate.

Modelling – before starting a task, pupils find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

Formally assessed pieces of work – Within each year of the planned curriculum, departments will identify 3 key pieces of work for more in depth, quality marking that should assess the recent learning. These can be in the form of an exam or a key assignment. These must also be given a progress judgment / ECGG / grade and the results reported and analysed according to the school's tracking calendar. Subjects may need to identify additional opportunities for quality marking to take place.
- **Success criteria** will be shared with students 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 – (see Marking Process, below). Students will also be given the opportunity to improve their work (DIT) on these pieces.

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 – students know their threshold progress /ECGG/ grade for the work and how to make improvements.
R	Regular feedback to inform teachers, students and parents of progress.
K	Knowledge and understanding can be checked and corrected 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 SEND support plan.
G	Gain – students can receive rewards for effort or achievement with their book work.

4. THE MARKING PROCESS

WEEKLY HOMEWORK
- Homework should be set each week according to the HW Timetable.
- Regular feedback should be given to students on their homework.

FREQUENCY OF MARKING
This should take place every fortnight in all subjects.
A focus across all subjects should be literacy and, where appropriate, numeracy, and there should be particular attention to extended writing pieces.
Books will not be marked as regularly during exam week, assessments will take precedence.

HOW THE BOOKS SHOULD BE MARKED

HODs will identify how specific homework should be marked using one of the following:
a. Diagnostic marking.
b. Light touch/"tick and flick" marking.
c. Student self or peer-assessment using the same format as the teacher's.
d. Attainment – threshold progress/ECGG /grades.

a. Diagnostic marking
- This should be thorough and detailed.
- This should inform the teacher and student of learning progress, identify the next steps and how they can best be taken.
- Should inform teacher planning.

This style of marking should be used to mark extended writing pieces, formal assessed piece and examinations. Teachers should give:

1. TWO good points/stars – two strengths of the piece of work.
2. ONE "even better if"/wish – 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.

3. In addition, formal assessed pieces and examinations should have a threshold progress/ECGG/GCSE fine grade.

b. Light touch/"tick and flick" marking
- In order to support the giving of quality feedback at key points in the learning process, this style of marking may be used where teachers acknowledge and monitor the completion of other homework
- 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 attainment based comments.

c. Student self or peer-assessment
- This can be used when specific success criteria has been shared with the pupils and they are able to fully and effectively assess the work themselves
- Success criteria should be clear and pupils should use the same format as the teachers when giving feedback. (2 stars and a wish)
- The PA Sheet devised by the Junior Assessment for Learning Board can be used for generic issues (SPAG/sentence structure/vocabulary choice) to ensure successful and pertinent feedback.

e. Verbal feedback
- This can ensure that feedback is instant, incisive and motivates students to improve their work immediately.
- It can provide more specific feedback and encouragement

e. Attainment – Thresholds and grades
- It is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done.
- Students need to be clear about what they need to do to progress in the threshold or within the ECGG / 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:
- Threshold progress descriptors, and grades should be 'translated' into student 'speak' and shared with students.
- Formally assessed pieces of work will be awarded a threshold progress indicator, ECGG or GCSE grade.
- Effort – pupils of all ages and abilities say they like to see effort acknowledged. Effort though crucial for learning success, is distinct from attainment and is personal to the individual. Effort can be acknowledged, amongst other awards, by the granting of merits, stickers and through positive written comments by the teacher.

QUALITY CONTROL/MODERATION
- In order to ensure the consistent application of standards and to support the sharing of good practice, departments will sample (e.g. top, middle, bottom) formally assessed pieces of work for moderation.

- Time for this will be agreed by departments and may include department meetings, twilight time or other non-contact time. It will not always be possible to formally schedule this within the meeting calendar, but it is expected that staff will undertake this activity as part of their professional duties. 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.
- Subjects using portfolio work should ensure that evidence of all marking (formative, peer and self-assessment) is retained and can be accessed by both Heads of Department and SLT during book scrutiny cycles.

TRACKING STUDENT PROGRESS
- Departments will retain centrally the threshold progress/ECGG/grades awarded to formally assessed pieces of work.
- Action should be taken to recognise student success and share related good classroom practice, as well as to support underachievers and address areas of concern. See Data and Tracking in the Teacher Planner.

DEPARTMENTAL MARKING
It is for departments to decide upon a consistent approach to marking in their subject area within the school's Marking Policy. Marking procedures must be explained to students and parents at the beginning of the year. It is always useful to provide them with an overview of what they will be studying for the year.

TARGET GRADE
All exercise books should have the target grade clearly written on the front inside cover, using the Assessment and Target Setting sheet.
The KS3 and 4 Assessment and Target Setting sheets should be updated following each track:
1. Y7-9 –threshold progress indicator / ECGG
2. Y10/11 - Grade current attainment
3. Previous target – evidenced and dated
4. New SMART target set
5. Evidence – agreed and teacher signature

KS3: Students will receive 3 reports a year which will indicate their progress in each subject. However, it is essential that they understand, via marking and feedback, if they are making progress all year round. In using the thresholds, teachers must know the ability range of each pupil in the class and know if each pupil is making at least expected progress

MARKING OVERVIEW – RESPONSIBILITIES	
Role	**Responsibility**
Teachers	• **Ensure that students have the target grade clearly displayed on the front inside cover of their exercise book/folder.** • **Mark books at least once every fortnight; formal assessed pieces and other key pieces to be deep and diagnostically marked.** • **Award students a threshold progress indicator/ECGG or grade for the section of work (agreed by the department) in their books/folders (class and homework).** • **Advise students on how to improve their threshold progress/ECGG or grade for the section of work in their books/folders.** • **Provide designated improvement time (DIT) to allow pupils to act upon advice given and improve the quality of their work.** **Share good practice with book marking in meetings.**
Teaching Assistants	• Read through the comments written by teachers in order to guide any SEND students in the class. Use the notation of Sp, Gr, P and // etc. during the lesson if required. This can be marked on students' work.

Students	• **Put your best effort into book work.**
	• **Green Pen your work carefully before submission**
	• **Read comments written by teachers**
	  DIT: Respond positively to comments written by teachers, complete corrections and respond to the teacher's comments as directed
	• **When advised, self-assess work using success criteria.**
	• **Peer-assess work fairly and responsibly, giving 2 good points (Stars) and one (Wish) "even better if". (2 strengths and one improvement).**
	• **Catch up on book work after absence.**
	• **Keep standards of presentation of book work high.**
	• **Do not graffiti on the cover of the exercise book or journal. It should only show your name and class details.**
	    If you forget your book, you should complete work on paper in class and copy this up into your book at home. This should be shown to the teacher in the following lesson.

Parents/ Carers	• Read through the comments written by teachers once every fortnight. • Support the school in checking that students are organising their books and check that students are packing the correct books and equipment for each day of the week. Provide a school bag that can accommodate books comfortably.
Heads of Department	• **Standardise and monitor the marking of their department members closely and action any issues immediately. This should take place formally 3 times a year and the results noted on the Teacher Profile and via monitoring in Line Manager meetings.**
SLT	• Check on the marking of books 3 times per year. • Provide feedback to ensure marking consistency across the school.
Governors	• Be aware of the book marking policy. • Listen to feedback on the implementation of the new policy.

How students are assessed for threshold progress/ECGG or graded

Year 7-9: Thresholds

ASPIRATION OF ATTAINMENT AT KS4

Stars are far away and are a guide. The end of Key stage 4 is a long way off at the start of Year 7 but we need to be guided by the destination that the prior attainment points to. These thresholds must not become the common focus in conversation – they are a framework to set expectations.

	Cohorts prior to September 2016	Cohorts starting St Ursula's from 2016 onwards	Target grades
Rigel	Fine points score of 5.4 or higher	A student who came to STU with an average standardised KS2 score of 100+	Expected progress of grades 8- 9.
Polaris	Fine points score of 5.0 or higher	A student who came to STU with an average standardised KS2 score of 105-109.9	Expected progress of 6-7.
Sirius	Fine points score of 4.7 or higher	A student who came to STU with an average standardised KS2 score of 100 – 104.9	Expected progress of 5-6
Capella **(aspire 4+ group)**	Fine points score up to 4.6	A student who came to STU with an average standardised KS2 score of less than 100	Expected progress of 4-5

The Threshold is the planned pathway through the curriculum that subject specialists know will get them to where they need to be at the end of Year 9 -sufficiently developed to continue into KS4 and have adequate time to encounter the GCSE course and progress to full potential.

The 'threshold' is both an acknowledgement of the starting points we should build at the start of KS3 and an aspirational framework for the range of grades they are capable of getting in the NEW GCSE expectations. It does not account for the 'talent' a student may have in a subject area, the power of the relationship with inspirational teachers of a subject or a particular familial interest which accelerates the progress of a student in a given subject. **These are all reasons why a student's Threshold may be adjusted upwards in a particular subject, in consultation with SMT.**

It is possible from Year 8 onwards for students to be on different threshold paths from another subject – for example if they have shown a particular aptitude for a subject like Music or PE – they ought to be on a higher Threshold route – teacher expectations and differentiation must then follow to ensure the pupil is exposed to the right level of challenge and content to ensure their rate of progress concurs with a higher aspiration at KS4. Whilst having due regard for Attainment 8 expectations, we realise that a 'projected profile' should take account of richer data that is available. **We would not normally move a student down Thresholds.**

REVIEW OF STUDENT THRESHOLDS
Reviews will be carried out in a number of ways
- After the new Year 7 Intake DATA is verified in January of each year we will (Deputies, KS Learning Managers and AH for Data) review each student's data and other baseline and check for anomalies and 'fine tune' where students are on the border of two thresholds.
- Where there is recommendation from subject leader with evidence and work sample discussed. This is evidenced by their exercise books and not simply tests. If a student is not achieving in tests but is in class, then an appropriate intervention and focus must be placed on dealing with that barrier.
- A cognitive acceleration/ 'work ethic' change which results in significant and sustained achievement of the top band of the Threshold a student is operating in might raise expectations of the end goal. It may or may not be appropriate to raise their Threshold range.

HOW PROGRESS WITHIN A THRESHOLD IS JUDGED
Whatever the threshold the student is on, it is still possible to show strength of progress within the Threshold that they sit within. The number (1-4) describes individual within the threshold and relates to colour indicators which will, in a very visual way, alert to concerns.

Above expected	1
Expected	2
Below Expected	3
Significantly below expected	4

: 1 = Above expected, 2= Expected, 3 = Below expected, 4=Significantly below

Year 7-9: ECGG

Students sit formal exams twice a year (towards the end of the autumn and summer terms). As a result of these, students are given an Estimated Current GCSE Grade. This grade is a professional estimation of what GCSE grade a student would receive if they took the Year 11 standard exam at this point in their education. An ECGG:
- Is only an estimate (GCSEs vary in difficulty year on year, as do mark schemes)
- Is not a predictor of future attainment (as many factors can influence a student's final GCSE result, both in and out of school)
- Should be based on externally available materials where possible (e.g. by using an exam board's KS3 tests) or, where not possible, should replicate the question styles of a GCSE exam, even if the content is less.

ECGG grades should show progress within each grade by using a fine grade system as follows. We would estimate that:
- - the pupil is beginning to work at this grade but is not consistent
- =: the pupil consistently works at this grade
- +: the pupil shows signs of being at the top of this grade, and being near to the next grade.

KS4

Y11 GCSE grades: - A*/8-9 - A/7 - B/6 - C/5 - D/4 - E/3 - F/2 - G/1 - U For A*-C subjects, students are fine graded as follows: - 1= the pupil is secure in this grade - 2 = the pupil is not totally secure in this grade - 3 = the pupil is in danger of moving down to the next grade For 9-1 subjects, students are fine graded as follows: - + the pupil is secure in this grade - = the pupil is not totally secure in this grade - - the pupil is in danger of moving down to the next grade	**Y10** will use 9-1 grading and reporting as described in the Year 11 section opposite.

Policies and Codes used by pupils and teachers -

Green Pen Policy.

- To encourage you to self-edit – to remove errors and improve the quality of your work
- To ensure that you look back and reflect on your work
- To distinguish your corrections from those of your teachers

Please can you make sure that you are including the green pen policy in **ALL** Homework tasks, key assessment pieces and as directed by your teacher during lessons.

TASKS:

1. Use your green pen to proof read your work and correct errors:
a. Proof read out loud to check punctuation and fluency.
b. Look at the **quality** of your work, paragraphing, vocabulary choice, sentence structure, spelling and grammar.

2. If you need extra guidance or help, now is the time to tell your teacher – ask for help or advice.

3. Indicate you have used the green pen policy by signing the piece of work with your initials.

'DIT'

DESIGNATED IMPROVEMENT

This is specific time given to you to improve the **quality** of your work following feedback from your teacher or peers by using a purple pen.

Remember to aim high and really try to improve your work by **acting upon their advice.**

Literacy Marking Code.

SP	check spelling. • Regular spelling tests should be routine at both KS3 and KS4 in all subjects, with poor performance followed up • Spelling logs should be used to allow students to record frequently mis-spelt words, either generic or subject specific
//	new paragraph
P	punctuation required (mostly a comma or full stop)
C	capital letter here
T	tense confused
^	word missing
FS	full sentence required
?	meaning
V	use a better word
L	subject specific language required
GP	have you green penned your work?
VB	verb conjugation (MFL)
	other subject specific symbols may also be used

All the above is standard and applicable to all departments with the exception of the English Department whose major concern is teaching literacy and will need to observe different elements of challenge and correction on a regular basis.

Presentation Code.

Always use a black pen – this is a requirement in all external examinations
Draw in pencil
Use a ruler where necessary
Always provide a heading and date for your work
Draw a neat line through an error
Underline all headings
No correction fluid
No gel or felt pens
No graffiti or doodling on your books or journal

SPEAKING AND LISTENING SKILLS

Students should be able to identify the success of any oral/Speaking and Listening activity or presentation (e.g. PowerPoint) in the classroom.
Below is a document to assist the in-class assessment procedure:

SPEAKING AND LISTENING ASSESSMENT STUDENT PARTICIPATION			
SPEAKING AND LISTENING OBJECTIVES	KEY CRITERIA	EVIDENCE	SCORE 1-5 *
1. My information is interesting, informative and relevant to the activity set	• I display good subject knowledge and understanding. • There is clear evidence of my research. • This encourages class discussion		
2. My information is convincingly interpreted; my ideas and feelings clearly conveyed	• My content is accurate. • My audience can understand my point of view/can ask relevant questions		
3. I demonstrate excellent use of good Standard English	• My use of language is challenging, appropriate to the subject and confident		
4. I speak with clarity and fluency. I include technical terminology	• My language is clearly spoken, uses interesting vocabulary and avoids 'fillers' (er, um, like, kind of)		
5. My voice is confident, clear and my body language is self-assured.	• I stand tall, my head is held high with good eye contact and my voice projects outwards • I look up and do not read from the paper/power-point		
6. The audience engage with the classroom discussion/presentation	• Others listen closely and provide interesting and perceptive responses. • Everyone is involved.		
7. The class respond with challenge to my thinking	• The audience initiate and develop ideas presented on the topic in discussion		
8. Group work – all members have dedicated roles	• Everyone contributes to the group; everyone is involved. The group have worked well as a team.		

* 5 =Outstanding   4 =Very good   3 = Good 2 = Satisfactory 1 = More development needed

Assessing Student Writing:
- Encourage students to plan ideas before they write and organise logically to create some sense of whole text structure
- Students should address purpose and audience throughout
- Instruct students to carefully select language for clarity and impact
- Students should have a clear sense of depth and detail
- There should be efficient use of writing structures for written tasks where appropriate E. g PEEL, PETER, PEE, SOY. These should be modelled and used for the development of student response
- Students should skilfully link sentences and paragraphs to create fluency
- Students should be encouraged to use a variety of sentence styles
- They should be helped to use punctuation for accuracy and impact
- All work should be edited using a green pen to show independent reflection
- Handwriting should be neat and legible

Assessing Student Reading:
- Encourage students to show a confident engagement with a variety of texts
- All should be able to explain a writer's viewpoint offering supporting textual detail and quotation
- Students should identify and comment upon features of a text – eg structure, language and devices - using relevant evidence
- All students should read widely for interest and as a model of carefully crafted writing in order to improve their own written work
- Students should read aloud with engagement and expression
- Wider reading should be supported, perhaps by relevant reading boxes in the classroom.

Assessing /Improving Student Spelling:
- Spelling tests should be routine at KS3 in all subjects, with poor performance followed up
- Correct spellings of key words/subject based terminology should be displayed in classrooms
- Spelling logs/Glossaries should be used to allow pupils to record frequently misspelt words, either generic or subject specific
- Spelling should be corrected initially by the student with a green pen
- Corrections should be carried out by the teacher by using 'sp' or ringing the misspelt word.
- If the word is repeatedly misspelt in the same piece, only write the word correctly once and 'ring' the word thereafter. However, this must be followed up.
- Persistent misspelling of a word – the teacher should write the correct word in the margin so that the student can visualise the correct spelling
- Encourage students to see common letter combinations to assist with the spelling of new or commonly misspelt words:
  - ➢ 'ie' words – believe/ fiery
  - ➢ 'ei' words – deceive/receive

St. Ursula's Convent School –

Dyslexia Friendly Status Marking and Assessment

Aims:

St. Ursula's is committed to providing Quality First Teaching and a dyslexia friendly environment as a basic entitlement for all learners.

As a school, we value the needs of all learners and foster a positive attitude towards pupils with specific learning needs including dyslexia. We aim to teach all learners how to build on their strengths and minimise their weaknesses by bypassing their barriers to learning so that they are empowered to be the best that they can.

Dyslexia Friendly Status Marking and Assessment Guidance

Typically, students with dyslexic-type difficulties will present with the following:

Difficulties	Assessment/Marking guidance.
1. **Writing organisation**: They will tend to be more able and may be at easy discussing ideas than putting them into words. Research shows dyslexic students tend to think in a holistic, non-linear way i.e. a big picture, which is difficult to convert into the sequential, linear nature of words.	**When assessing their knowledge and understanding,** it is recommended: - They're more closely observed during discussion and practical work - They are encouraged to plan for writing using mind mapping and other visual techniques such as flowcharts.
2. **Processing Speed:** They will tend to take more time in their writing, often due to laboured spelling and/or handwriting, as well as an inability to organise their thoughts in a linear, sequential way. A supporting timing system can be used to track their progress and build up evidence for formal assessment/examinations:	- Discretely provide the student with **up to 25%** extra time by pre-arranging a system whereby they can spend time in the following lesson 'finishing off'. - Set up a system where they mark where they were up to during the standard tie given, such as by placing an asterisk in the margin
3. **Spelling**: They will most likely struggle particularly with spelling. They will be conscious of this difficulty and generic comments criticising these areas of their writing will have a negative impact. A more constructive approach is to:	- Some pupils get so worried about spelling that they don't write much and no one knows that they have good ideas and that they understand things. Sometimes it helps to encourage pupil to write down the first letters of the word and draw a small line after the letter. They can go back and complete the word later. - There are times when they don't know that their spelling is not quite right but they don't know how to get it right. Advice the pupils when going over her writing to use a pencil or highlighter pen to mark the words that she wants to check. Then she can find out how to spell the words. - Mark the content rather than presentation.

	• When marking **praise for two correct spellings, target two incorrect spellings and use these errors as teaching points.** Suggest a way of avoiding the mistake in the future – for example, the similarity of the spelling to other known words, or the 'tricky bit, that has to be learnt. • Teach the spelling of subject specific words. Do not overload pupils. • Give all pupils a list of subject specific words to be stuck into their exercise books for reference. • Have list of subject specific words on display in the classroom
4. **Handwriting/Presentation**: They will often struggle particularly with handwriting, sentence construction and punctuation. As with spelling, they will be conscious of this difficulty and generic comments criticising these areas of their writing will have a negative impact. A more constructive approach is to:	• Provide specific, simple advice on improvements, such as "Try to write on the lines." • Discreetly Provide opportunity for the writing to be word processed • Provide use of a scribe, away from the rest of the group, for all or part of the writing. • Discreetly ask them to read through parts of their work that are particularly illegible.
5. **Proofreading:** Thy will often have a clear vision of what they intended to write and will tend to habitually 'fill in the gaps' when they proofread. They may also produce long rambling sentences. They will struggle to independently see their ideas are not fully or accurately expressed.	• Make time for a 'learning conversation' in which they can read through their work with a teacher or TA - Post-ins could be added for parts they have missed.