

Hummersknott Academy



33.1 – Marking and Presentation Procedure

Adopted Date: November 2018

Review Date: November 2019

Marking rationale - marking should be clear, consistent and understood by staff, students and parents alike.

These are the minimum core standards, within each subject Academy agreed Marking Tokens will be used at least twice per half term to provide detailed feedback. These allow for differentiation in marking, where higher expectations for more able students can be demonstrated.

- Marking should be completed on a regular basis. Where written work is set, there will be clear evidence of this being marked, this will take place in green. Students should expect work to be checked at a minimum of fortnightly intervals. Students should expect to receive marked work back within two weeks of it being taken in.
- Marking tokens will follow the format below:
The task set
Specific pathways success criteria
Skills mastered will be highlighted in green
Areas where this mastery is not evident will be highlighted in pink
An indication of level of progress Developing-Secure-Confident-Outstanding
A 'Pink box' task set to allow students to demonstrate improvements/skills mastery.
- Records of marking and outcomes need to be kept by each subject teacher and these records need to be available for scrutiny
- Subject Leaders will sample students' work and teachers' records regularly (at least once per half term) to ensure that it is being appropriately marked and take action to address weaknesses; reporting findings to their line manager.

Marking Styles and Marking for Literacy

We all have a responsibility to develop and nurture the literacy skills of our students, and we recognise that students will benefit from a collective and consistent approach, particularly those who have literacy difficulties and who may be sensitive to having frequent errors pointed out to them.

- Students need to see consistency in marking across subjects, therefore it is important that:
 - Each department must adopt the pathway 2 marking style, used by all staff and made explicit to students. This style should incorporate an opportunity for student response.
 - Common standards of presentation should follow the guidelines stated on the Presentation page in student planners.
- There is a need to highlight major errors in all students' work. **The following must be addressed by all staff, regardless of subject:**
 - With the exception of note taking, student should be expected to write in complete sentences regularly to encourage skills to be seen as transferable and ensuring that sentences are grammatically accurate i.e. start with capital letters, proper nouns and end with an appropriate piece of punctuation . ? ! ; :
 - Any presentation that is deemed unacceptable should be identified using the code **PR!** so that students can clearly see where presentation is not acceptable.

All written work should be marked for literacy, using the following guidelines. Codes should be written in the margin as follows:

Sp Select a **maximum of three** common English spelling errors to highlight. Underline the word that has been spelled incorrectly, and write the code in the margin. The correct spelling should be written by the teacher either in the margin or at the end of the piece of work. If an error is repeated, it should only be identified once.

Subject specific terminology incorrectly spelled should be identified.

Inappropriate use of 'text speak' should be underlined and highlighted as a spelling error.

// Should be used to indicate that a new paragraph should be used.

O Punctuation missing, or incorrectly used, should be circled.

CL Should be put in the margin where capital letters or lower case letter have been misused.

? If a student's work is incoherent, a question mark should be put in the margin to signal confusion.

Sentence Structure

Students should be encouraged to write using a variety of sentence structures, using commas, other punctuation and connectives where appropriate.

Use of Standard English

In general, when students are giving verbal feedback or answering questions, teachers should try and encourage the correct and appropriate use of Standard English. However, this should be done sensitively so as not to discourage students from contributing. As with written English, students should be encouraged to give extended answers where possible, using a wide range of vocabulary as appropriate.

VCOP mats should be utilised across all subjects in order for students to access them and support their literacy requirements. VCOP mat proformas for each subject are on the HLG Literacy page and can be adapted according to group requirements.

Feedback

Feedback rationale – feedback should be explicit, student friendly and in line with Academy policy.

- Each department will use Academy agreed marking tokens will include a 'pink box' exercise for students to further demonstrate mastery of particular skills. These marking tokens will be used at least twice per half term in line with the Academy's Assessment, Recording and Reporting policy. (See attached exemplar)
- Both strengths and guidance for improvement should be identified in order that students can make progress.
- At least one piece of work per half term will be fully marked and fed back to students using a Marking Token.
- Teachers' comments on work should be legible and clear in meaning. Key or target pieces of work should have an indication of skills mastery in relation to the pathway being followed (Years 7, 8 & 9) or given a GCSE grade (Year 10 & 11).

- The feedback should enable the students to understand in detail how to improve.
- Students should be consistently supported by the feedback given.
- Students should expect to receive their feedback within two weeks of the task being set.
- General comments such as 'Good', 'Good work' etc. by themselves should be avoided as they are meaningless without the student knowing exactly what is 'good' about that particular piece of work.
- Whenever books/files are returned students should be given DIRT Time (Dedicated Improvement and Reflection Time) to react to feedback and complete improvements or consolidation work in purple.
- When work is returned with a marking token then DIRT Time (Dedicated Improvement and Reflection Time) should be given at the beginning of that lesson for students to read, digest comments and complete the 'pink box' task

Assessment for Learning

Assessment for Learning will be evidenced by the following:

- Pathway Stickers – on all exercise books/folders
- All staff marking will take place in Green
- All self-assessment/peer marking/amendments/improvements by students will take place in Purple
- At least 2 pieces of work assessed using Academy marking tokens (using the conventions stated above)
- Evidence of DIRT Time (Dedicated Improvement and Reflection Time) being used
- Basic marking for Literacy (using the conventions stated above)
- An indication of whether the work was carried out in class or as homework (see attached sheet)

Presentation

Written Work

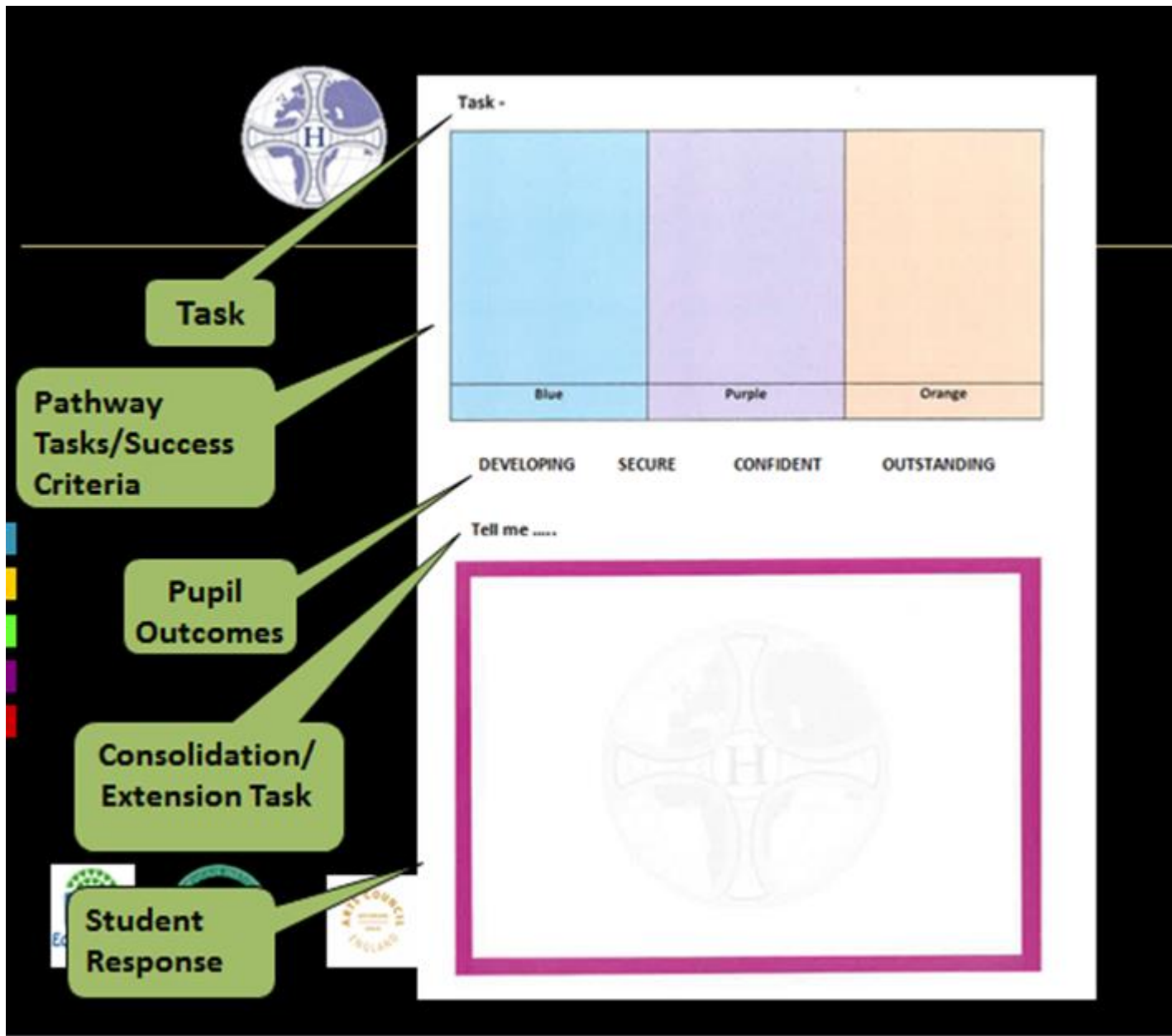
- Accurate presentation of written work is essential and should be stressed on a regular basis.
- The Hummersknott standard is printed in student planners but some of the key elements are as follows:
 - Every piece of written work should have a clear heading or title and the date, both of which are underlined using a ruler.
 - Students should write in blue or black only (biro or fountain pen). Purple pens will be provided for amendments/improvements as part of DIRT Time.
 - All diagrams and graphs should be drawn in pencil and a ruler should be used to draw straight lines.
- Students should be acquainted with any subject specific presentation policies and this should be regularly reinforced in lessons.

Exercise Books

- Pathways should be clearly indicated on the front of exercise books using the stickers provided.
- All sheets should be stuck into exercise books in the appropriate places.
- Books should not be decorated with stickers or graffiti.
- Regular checks on the quality of the exercises books should be made and students challenged when standards slip.
- If subject specific presentation sheets are available they should be stuck into exercise books for student guidance.
- It should be clearly evident which work was completed in class and which was completed as homework.

Layout of typical Academy Marking Token

(taken from power-point presentation given to Year 7, 8 & 9 parents – October 2015)





AfL – What will it look like by the end of term?

- ❖ Pathway Stickers – on all exercise books/folders
- ❖ All staff marking in **GREEN**
- ❖ All Self-assessment/amendments/improvements by pupils in **PURPLE**
- ❖ At least **2** pieces of work assessed using Academy marking tokens
- ❖ Academy marking tokens to include:
 - ✓ Task
 - ✓ Specific pathways success criteria
 - ✓ Skills mastered will be highlighted in **green**,
 - ✓ Areas where this mastery is not evident will be highlighted in **pink**
 - ✓ Indication of level of progress Developing-Secure-Confident-Outstanding
 - ✓ **Pink Box** task set to allow students to demonstrate improvements/skills mastery.
 - ✓ Pupils complete pink box task in **purple**
- ❖ Year 10 & 11 - evidence of feedback via pink box activities – ideally in response to past question work/homework.
- ❖ Evidence of DIRT Time being used
- ❖ Basic marking for Literacy to include:
 - ✓ **Sp** Select a **maximum of three** common English spelling errors to highlight.
Subject specific terminology incorrectly spelled should be identified.
 - ✓ **//** Should be used to indicate that a new paragraph should be used.
 - ✓ **O** Punctuation missing, or incorrectly used, should be circled.
 - ✓ **CL** Should be put in the margin where capital letters or lower case letter have been used
 - ✓ **?** If a student's work is incoherent, a question mark should be put in the margin to signal confusion.