



Compass Learning Centre

Marking & Presentation Policy 2021-22

Statutory Policy: NO				
Governors' Committee Responsible:		Teaching & Learning Committee		
Link Governor:		Chair of Committee		
Link SLT:		Deputy Head		
Person Responsible:		Deputy Head		
Date Reviewed:		October 2021		
Next Review Date:		October 2022		
Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i>		SEN Policy Learning & Teaching Policy Assessment Policy		
Policy Suite:				
HR	Curriculum	Student Behaviour & Welfare	Finance	Premises & Health & Safety
	✓			

Our aim is to help all our learners unlock their potential in life and work

Signed: *Alison Glazier* Headteacher Date: 01/10/2021
 Signed: S Osborn Link Governor Date: 07/10/2021

Equality Impact Assessment – initial screening record

1. What area of work is being considered?	Marking & Presentation																																				
2. Upon whom will this impact?	Students, Teachers, T.A.'s																																				
3. How would the work impact upon groups, are they included and considered?																																					
<table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Gender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Disability</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Transgender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Age</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Rurality</td> <td></td> <td>√</td> <td></td> </tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
The Equality Strands	Negative Impact	Positive Impact	No impact																																		
Minority ethnic groups		√																																			
Gender		√																																			
Disability		√																																			
Religion, Faith or Belief		√																																			
Sexual Orientation		√																																			
Transgender		√																																			
Age		√																																			
Rurality		√																																			
4. Does data inform this work, research and/or consultation. And has it been broken down by the equality strands?																																					
<table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Gender</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Disability</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Religion, Faith or Belief</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Sexual Orientation</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Transgender</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Age</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Rurality</td> <td></td> <td></td> <td>√</td> </tr> </tbody> </table> <p>Data for all pupils: Educational research by Prof J Hattie, Paul Black, Dylan Williams</p>		The Equality Strands	No	Yes	Uncertain	Minority ethnic groups			√	Gender			√	Disability			√	Religion, Faith or Belief			√	Sexual Orientation			√	Transgender			√	Age			√	Rurality			√
The Equality Strands	No	Yes	Uncertain																																		
Minority ethnic groups			√																																		
Gender			√																																		
Disability			√																																		
Religion, Faith or Belief			√																																		
Sexual Orientation			√																																		
Transgender			√																																		
Age			√																																		
Rurality			√																																		
5. Does the initial screening highlight potential issues that may be illegal? No																																					
<div style="border: 1px solid black; height: 60px; width: 100%; padding: 5px;"> Further comments:- </div>																																					
Do you consider that a full Equality Impact Assessment is required? No																																					
Initial screening carried out by N/R adopted from various policies																																					
Signed: <i>Mark Fisher</i> Dated: 01.10.2021																																					
Comment by Headteacher:																																					
Date ... <i>Alison Glazier</i>																																					

Marking and Presentation Policy

Foreword:

Marking is one of the most crucial forms of assessment. It is when we can really show children that we value their efforts; it is when we can judge our own effectiveness as teachers; it is when we can make strategic decisions about the next steps children have to make. More than all that, it is an opportunity to have an individual dialogue with every child. Marking is all about the teacher responding to the individual and gaining knowledge about that individual. Analysis by Professor John Hattie, Paul Black and Dylan Williams has identified feedback as the major factor in pupil progress. Assessment for learning is a core component of personalised learning.

Many of the children and young people at Compass have found it difficult in the past to deal with criticism and rejection. Many are severely challenged by the need to review and revise their work. Others struggle to accept that their work does not meet their own exacting standards and their need for perfection. Part of our role as teachers and support staff at Compass is to understand the complex causes that underpin these attitudes. Through understanding we can help our pupils to come to terms with their feelings in a safe environment. From this base of security and understanding pupils will be better able to evaluate their efforts in a more measured and realistic way and hence to take the necessary steps towards improving their work. Marking, therefore, is an essential part of the cycle of assessment at Compass and should be completed for all pupil work. It should always be discussed with the pupil. Through this dialogue, teachers will improve their evaluation of how well pupils have understood the work set for them and will come to a better appreciation of whether the success criteria for the lesson have been met.

The marking and presentation policy for Compass is based firmly on the principles that:

Feedback to children and young people should be positive and supportive. It should be provided in a safe atmosphere of reflection based on the dignity and personal development of the pupil. It should encourage some self-evaluation by the pupil. It should be an integral element of the teacher's efforts to encourage pupil progress.

Introduction:

Marking at Compass is an essential element in teachers' assessment of pupil progress. It contributes to an evaluation of pupils' understanding of the learning objectives, thereby informing teachers' future planning. It provides evidence for pupil progress. It allows teachers to reflect on the tasks they have set pupils and the effectiveness of the links between these and the planned outcomes.

Marking serves four purposes:

- Assessment;
- Correction;
- Encouragement; and
- Support and development.

Marking should always be a positive experience for pupils:

- Enhancing learning;
- Offering opportunities for dialogue;
- Building on success; and
- Providing praise.

Marking should offer pupils responsibilities:

- For their own self-evaluation and hence development;
- For the support and progress of their peers, where appropriate;
- For improving and refining their own work; and
- For making increased efforts based on increased motivation.

Why we need to have a marking and presentation policy:

- So that pupils' work is valued and recognised by staff;
- So that pupils know and understand the codes and symbols used by staff marking their work;
- So that corrections and points for development are clarified and undertaken by pupils;
- So that there is clarity and consistency across the school, leading to improved understanding of the system of assessment and evaluation;
- So that pupil progress is encouraged and enhanced.

Overall objectives of our marking and presentation policy:

- To provide straightforward guidance to staff;
- To ensure that pupils are clear about how and why their work will be marked;
- To promote a culture of mutual support between staff in order to improve performance and encourage increased pupil progress;
- To enhance the experience of learning at Compass and to make it more positive;
- To support the continued development of sound learning and teaching practice.

Marking for improvement:

The purpose of all feedback and marking is to encourage the pupil's improvement. The child or young person therefore needs to know the objective of the task from the outset. How far this objective was achieved, and crucially what needs to be done next in order to improve, are the core purposes of marking. We need to provide this as often as we can by:

- Planning time for pupils to read and respond to marking; **'DIRT TIME' (Dedicated Improvement & Reflection Time)**
- Making objectives clear through written objectives or the use of stickers in exercise books or folders;
- Referring to the success criteria in our comments;
- Highlighting successes: giving three successes against the learning objectives helps to provide balance against the improvement point;
- Confining general comments to the extent to which the objective was achieved;
- Bridging the gap, through providing specific comments that point the way to the next step the pupil needs to make

It is the "next steps" and how we engage pupils with making that improvement that provides the most important rationale for marking. This does not and indeed should not involve large amounts of teacher prose. It needs to relate to the objective of the task or the individual targets of the child. This type of response needs to be differentiated.

Marking guidelines for staff:

- Staff will ensure that planned learning outcomes are made explicit to pupils.
- Marking should be done in an atmosphere of reflection away from distractions;
- Feedback and marking should be provided as soon as possible after completion of the work but this needs to be completed **at least every 2 weeks. Students are to feedback in PURPLE.**

- **Staff WILL mark in a GREEN pen to ensure clarity;**
- Marking should be easy to read. Where literacy levels are low staff should read their comments to the pupil;
- Staff should mark work with reference to pupils' targets;
- **The tracking sheet should be updated regularly (termly) in the front of the students books**
- Staff will have regard to the need to differentiate marking to meet the emotional needs of pupils as well as their academic needs;
- Staff should have regard to the literacy levels of individual pupils and write comments accordingly;
- **The marking of spelling errors should be limited to no more than five corrections of key subject words** and/or high frequency words or the spelling of words with common patterns as appropriate to the pupil's needs;
- Comments should reflect how to make progress to how to make the next step in learning;
- Comments should include an appropriate balance of praise and suggestions for further development;
- Appropriate time should be given to complete any marking, either with the member of staff, independently or peer marked;
- Wherever possible staff should use pupils' names in their comments to give a more personal touch;
- Staff will give verbal feedback, but this does not take the place of providing written comments, other than in exceptional circumstances;
- Staff should date their comments;
- Classrooms should have appropriate displays of "pupil speak" descriptions that will support pupils' understanding of how to improve and achieve the next level;
- Once every half term staff will level pupil work. This may be an individual piece or may be done across several pieces.
- Work scrutiny will be carried out regularly to provide supportive advice and encourage consistency of approach.
- **Teacher feedback needs to be in the form of 2* and a wish. 2* refers to praise and the 1 wish is for a target or improvement to reach next time.**

Presentation guidelines for pupils:

- Pupils should know and understand the codes and symbols used in the Compass marking policy;
- Pupils should be encouraged to work in black or blue ink with any drawings completed in pencil;
- Any mistakes should be crossed out neatly, with one horizontal line through the error. This applies to staff and pupils;
- All work should have the full date on the right hand of the page;
- Any tables or charts should have ruled lines, have a heading and be clearly labelled;
- Pupils should be allowed time during lessons to allow them to respond to comments written by the teacher. This should be encouraged by staff to encourage pupils to take responsibility for developing their own learning and to ensure comments are taken notice of;
- All pages in books should be used. This avoids wasting paper.
- Learning objective needs to be written and underlined at the top of the page.

Evaluation, Monitoring and Review Mechanisms:

It is the intention to employ a circular model which will set objectives, assess impacts and reconfirm/reset objectives through the mechanisms of specific action plans and the school development plan. Compass's learning and teaching policy is under continuous evaluation using this model.

Linked and Associated Policies:

This policy should be read in conjunction with the following policies which relate to it directly:

- Learning and Teaching Policy;
- Special Education Needs Policy;

Marking for literacy:

You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. **Some subjects may correct spellings that are subject specific rather than all spelling errors.** Judgement must also be used with very reluctant writers and learners as focus on errors can be a major disincentive to progress.

Build up to this gradually.

With less able students, it will be necessary to write the correct version for them. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Student involvement:

You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the marking for literacy codes which are displayed below.

Mark	Means
Sp	...in the margin, shows a spelling error. There may be a circle around or a line under the error. Try this spelling again.
P	...in the margin, shows a punctuation error. There may be a circle around or a line under the error.
G	Grammatical error.
C	Find the missing or misplaced capital.
//	New paragraph. Mark in where the paragraphs should be.
√	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve expression.
FS	Write in full sentences.
EX	Develop your explanation further using key vocabulary.
D	You need to add more detail. Add in the point you forgot to include.
WW	Wrong word. Try and find and correct it.
V	The piece of work has been marked verbally.
GW	Guided work (completed with a member of staff)
IW	Independent work