

## **The British International School Istanbul**

### **Marking Policy**

At BISI, we aim to provide a personalized education for each student with our students playing an active role in their education. As such, our marking policy is focussed on helping students reflect or self-evaluate their learning, as well as providing students with personalized feedback that can support and help direct students in their learning. We believe that when marking is defined and presented as transparent scaffolding and a shared experience, this can enable students to be active participants in their learning as well as sharing with others – parents and other staff involved with the students’ learning – the necessary information for continued development. Therefore, our marking procedures are concentrated on celebrating each student’s accomplishments, providing “the next step” in their path to becoming life-long learners, and allowing students to take ownership for their direction and accomplishments.

### **Early Years Foundation Stage**

#### **Aims**

We approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. It is important to provide constructive feedback to children, focusing on success and next steps needed to move children’s learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

Much of students’ work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where through carefully planned questioning children are given next steps to move their learning forward.

#### **The purposes of feedback is to:**

- Aid children’s learning through assessing and informing planning
- Encourage and promote pride in achievements
- Motivate pupils and promote a positive attitude to learning
- Promote professional discussions between EYFS staff

We aim to provide a manageable and effective system of marking and feedback that assists in raising standards of teaching and learning.

#### **Within the EYFS there are numerous opportunities for effective marking and feedback:**

- Written comments on pieces of work
- Positive and constructive comments made during and after practical activities
- Long Observation showing next steps
- When photographs are taken as evidence a short observation is completed to go alongside it

EYFS Staff identify if a child’s work was completed independently or with support. Verbal feedback is given readily to praise and motivate.

#### **Transitioning from EYFS to Year One**

During the Summer Term, EYFS2/Reception teachers use the smiley face system.

- 😊 Secure
- 🙂 Developing
- 😐 Emerging

When children fill in reading logs, they use the smiley face system to reflect on how they felt about their reader.

- 😊 It was just ok.
- 😊 😊 I liked it!
- 😊 😊 😊 I really enjoyed this story.

#### **Monitoring**

The EYFS Coordinator will ensure that these guidelines are being used consistently throughout the EYFS through moderation of EYFS profiles and observation of verbal feedback during practical adult led activities and continuous provision.

### **Primary School**

## **Aims**

### **For the Student**

Our marking policy aims to provide students with the opportunity to:

- Reflect on the learning objective and their accomplishment or understanding of it.
- Be an active participant in their learning through involvement in self-assessment. Students can learn to recognize and learn from mistakes as well as develop the ability to look for the next step in their learning.
- Form a clear idea of what the he or she has learned and what the next step for him or her is.
- Share misunderstandings or difficulties with the relevant teacher in an open and supportive manner.
- Recognize and celebrate successes in their learning.
- Understand that setting goals and targets is a positive step in learning.
- Understand feedback as a positive and constructive method for improvement.

### **For the Teacher**

Our marking policy aims to provide teachers with the opportunity to:

- Respond to the students' needs by adapting our planning and teaching accordingly.
- Identify students' understanding and progress through the curriculum.
- Correct mistakes in learning.
- Provide students with a clear and appropriate next step in learning.
- Create a teacher/student learning dialogue.
- Inform assessments.
- Share with parents and others responsible in the student's education, current progress and develop a working partnership with them.
- Encourage students to consider the presentation, effort, and achievements in their work.
- Allow teachers to appropriately group students when needed.
- Celebrate the student's success with him or her.

### **For the School**

Our marking policy aims to provide the school with the opportunity to:

- Provide a consistency the primary years.
- Provide transparency in learning to the parents and necessary governing bodies.
- Ensure continuity and progression throughout the school.
- Monitor progression pertaining to the British National Curriculum requirements, the Primary Framework, and the Early Learning Goals.
- Demonstrate the goals and standards of education at BISI.

### **Equal Opportunities**

At BISI, all students' achievements and learning will be recognized regardless of race, nationality, or gender. As well, all levels of abilities and needs will be responded to appropriately to. Teachers and staff work hard to modify and adapt teaching according to the needs of each student and this will be reflected in the marking of students' work.

### **Marking Procedures**

In line with our school philosophy on equal opportunities, teachers will adapt marking accordingly to match individualized learning needs.

### **Key Stage One**

- During year one, learning objectives are used as the daily work's title and are either provided for the students on strips to be pasted in, or copied by students into books.
- Teachers will mark work using a smiley face system, colouring it in green for meeting the objective, yellow for working towards it, and blank for not reaching any of the objective.
- During year one, a mark for presentation will be introduced using N if the work is done neatly.
- Verbal feedback can be noted by a VF on the page.
- Teachers may choose to annotate work to show either that the child worked with assistance or to note a child's move from assisted to independent work.
- \*Handwriting, mental math, and reading comprehension exercises do not need learning objectives in KS1.

### **Key Stage Two**

- In years three to six, learning objectives are used as the daily work's title are written by students into books and underlined with a ruler. When students are using pens, the title should be underlined in red. \* Year three may still choose to provide objectives on strips to be pasted in.
- Teachers will use the marking system of:
  - A, B, or C for presentation
  - 1, 2, or 3 for effort
  - Green, Yellow, or Red for meeting the objective
- During year three, teachers will introduce students to marking their own work with this system.
- Years four through six, all students will mark their own work using this system.
- In years five and six, students who do not feel they have met the objective are encouraged to provide a comment regarding what they find difficult or which elements of the objective they do not understand.
- After students have marked their work, teachers will use the same system to provide a teacher mark and include a comment on what the student has done well at and in relevant subjects, a specific goal for their next piece of work. Often, it is important to provide scaffolding prompts – a question to stimulate students toward their next step.
- Teachers are encouraged to make a note on work done with assistance on relevant work.
- Teachers are encouraged to note VF when verbal feedback is used as marking.
- As well, teachers are encouraged to provide students with opportunities for peer marking.
- Teachers must provide students with time to complete their self-assessment and time to reflect on their teacher's marking of their work.
- Handwriting now requires learning objectives as students should be focused on either a particular letter or a particular element of handwriting.
- Mental maths does not require learning objectives.
- Reading comprehension and Reader Response do not require learning objectives unless a specific learning focus is given.

### **Whole School**

- All teachers will focus marking on relevant learning objectives and specific learning targets rather than correcting every error.
- Teachers may choose to highlight elements of student work to emphasise students meeting targets or an excellent part of the work.
- Marking codes should be accessible to all students – it is encouraged for teachers to display these. For example: either in the classrooms, as a paste in sheet in their books, or on table cards.
- The marking system should be discussed with the students and staff should ensure that parents and any other relevant agencies are aware of and understand it.
- After work is marked, teachers and students should ensure that answers or work needing correction is still visible in order to develop the understanding both that "mistakes are okay" and that we can learn from our mistakes.
- When marking writing, teachers may choose to use common literacy symbols such as "///" for new paragraph or "sp" or spelling mistake. However, teachers need to ensure that students can understand each symbol.
- Not all work must include comments. However, at least one piece of work per subject per week must be "quality marked". Other work can simply use the marking system for simple feedback.
- Teachers may choose to use either house points, stickers, or other classroom based rewards to celebrate quality work or student success.
- The school will provide staff meetings throughout the year where teachers can discuss and monitor marking of work using the Assessing Pupil Progress program.

### **Staff Roles**

- All staff are entitled to mark work done with him or her and should use the appropriate marking methods.
- Teachers are responsible for using marking to inform their teaching, planning, methods in the classroom, and assessments.
- During staff appraisals, teachers may be asked to share examples of their marking with the appraiser.
- During staff appraisals, students may be asked to explain samples of work including marking of work with the appraiser.
- Subject coordinators, curriculum coordinators, the Deputy/Director may ask to view samples of marked work to monitor subjects or procedures.