



Marking Policy

Person responsible: Sherree Watkins

Date adopted: 6th March 2020; reviewed 19th March 2021

Date of next review: March 2022

Governor's signature: David Bishop

A handwritten signature in black ink that reads 'D Bishop'. The signature is written in a cursive style and is underlined with a single horizontal stroke.

Marking and Feedback Policy

Overview

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout our school.

This marking approach takes account of our students' individual needs and will enable students to recognise their achievements and know what they need to do next in order to improve.

Marking is an essential part of planning, assessment, teaching and learning. Responding to students' work through constructive feedback promotes positive attitudes and behaviour and leads to an improvement in standards.

Parents and carers will be informed about marking and outcomes of assessments at Parent's evenings and through Annual Reports.

Principles and Aims of Marking and Feedback

- To increase the awareness of Staff of the individual student's current stage of development and identify the next steps of progress and planning.
- To highlight and celebrate success, achievement and effort in students' school work.
- To promote a positive self-image and encourage students to value and take pride in their work.
- To give learners accurate feedback on their current progress and achievement towards the learning intention/target to support improvement and progress.
- To identify next steps in learning.
- To ultimately be seen by students as positive in improving their learning.
- To provide evidence for assessment, recording and reporting.
- To enable learners to peer and self-assess and to provide opportunities for Assessment for Learning.

Marking and feedback should:

- Take into account the student's individual learning needs, be appropriate and consistent across the school.
- Ensure all students, regardless of ability, are involved in the feedback and marking process.

- Be recorded appropriately when given in verbal form.
- Allow time for students to read, reflect and respond to feedback.
- Marking will be used as part of a dialogue to improve teaching and learning.
- Give clear strategies for improvement.
- Give recognition and appropriate praise for achievement.
- Involve all adults working with the students in the classroom, where appropriate.

Verbal Feedback

This involves discussion about the learning with the student. It is the most valuable form of feedback for all students, regardless of age or ability, as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. Verbal feedback may take place during focused group work or be spontaneous.

Self-Evaluation and Peer Assessment

- Students should be trained in the process of self-evaluation/peer-assessment, looking for success, measured against criteria and suggesting improvements.
- Students should agree to the **Marking Partnership Code** (see appendix 2) when completing peer assessment in order to safeguard all students' self-esteem and well-being.
- Feedback/peer assessment can be oral or written according to the ability of the student and appropriateness of task.
- Students should be supported to give an improvement suggestion and given time and opportunity to act upon improvement suggestions.
- The quality of the improvement suggestions and peer assessment made by the students should be monitored and overseen by the teacher/adults working with them.

Marking and Feedback in Action

- A SOLAR PDF showing the student's overview of progress for each subject against the SOLAR descriptors should be attached at the front of their relevant workbook. These should be dated and initialled on the Stars for EMERGING, DEVELOPING or SECURE as the student progresses through their current SOLAR Level.

- Staff will mark in green pen.
- Any member of Staff who has annotated or marked work, should also initial it.
- Students will mark and develop their work in red pen. Peer assessment will also be completed in red pen.
- Subjects that are taught 2-3 times per week will be marked weekly. If the subject is taught only once a week, books need to be marked every fortnight.
- All work should be dated.
- Marked work will include Learning Objectives that can be used to assess students' efforts against.
- Marked work should include a code to indicate what support has been given.
- Marking will include what the student has done well.
- Regularly students will receive a **yellow improvement target sheet** which is stuck into their books. This will detail specific tasks or feedback which will enable progress. Due to the needs of the individual, it may be more appropriate to use verbal feedback and just briefly note the feedback on the improvement target sheet.
- Students will be allowed time to go back and act upon improvement targets.
- Photographs included in workbooks should be marked in the same way as detailed above if they show students making progress and meeting learning objectives.

Monitoring

The Senior Leadership Team and Heads of Faculties will monitor Teaching and Learning as part of a continuous cycle of monitoring. As a result, the quality and effectiveness of marking and feedback will be determined through lesson observations, book scrutiny, drop-ins, moderation sessions and during Faculty Meetings.

Appendix 1

ALL MARKED WORK MUST HAVE A CODE TO INDICATE THE LEVEL OF INDEPENDENCE/SUPPORT THE STUDENT HAS RECEIVED

When giving support to a student, the appropriate code should be written in green. This is so that all Staff who look at work books are aware of the support given to the student in order for them to complete the work.

Support Codes:

VF – Students have received verbal feedback.

IND – Students have completed the work independently.

PWk – Students complete the learning activity within pairs.

GWk – Students complete the learning activity within a group.

Scr – Scribing, writing what a pupil has said for the student to copy down.

Read – Parts of text are read to the student.

OLM – Oral language modifying, rephrasing a question or text so that a student understands.

Sp – Students are supported with their spellings.

LC – Students are given limited choices of answers or ideas to choose from.

GL – Guided Learning, students are supported through a range of strategies to access the learning outcomes.

Appendix 2

Our Marking Partnership Code

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Be fair to our partner. We will not talk about their work behind their backs because we would not want them to do it to us and it would not be fair.