MARKING POLICY

Date approved by the Curriculum & Learning Committee	14.11.16
Signature of Chair to the C&L committee	L Waterson
Signature of Academy Principal	A Moorcroft
Date of Review	4.12.17

Contents

1.   Rationale

1.1   Marking promotes students learning and raises standards; it does not merely measure them. The quality of marking can have a significant impact on attitudes to learning, self-esteem, confidence and attainment. Marking can inspire and stimulate challenge, encouraging students to work hard. Quality marking enables teachers to focus on how to improve the learning of individual students from individual starting points; it helps teachers create personalised lesson planning and helps with curriculum development.

2.   Aims of the policy

2.1   To provide clear guidelines on a whole school approach to marking and written feedback.

2.2   To achieve consistency across the subject departments and the school.

2.3   To provide a system which is clear to students, staff, parents and carers

3.   Whole School Policy

3.1   Books should be checked and students' work acknowledged regularly and routinely, in the context of the frequency of lessons experienced. Written feedback (Quality Teacher Marking) should be specific to the student and should be given regularly.

3.2   Written feedback should include strengths about the subject content and an area for improvement following the WWW, EBI and Student Response Structure. However, it is expected that support with literacy will be on-going.

3.3   When students are undertaking assessments, they should be provided with clear success criteria prior to the assessment in appropriately differentiated language.

3.4   Modelling of exemplar student work is encouraged as a means of getting students to further understand the success criteria.

3.5   When a student receives written feedback on an identified assessment or other identified key piece of work, there is an expectation that they will reflect and act on the feedback during **Directed Improvement and Reflection Time (DIRT).**

3.6   DIRT should be undertaken in accordance with the Quality DIRT marking guide.

3.7   Pieces of work that are identified by the departmental assessment map and Schemes of Learning for DIRT marking should be marked using the assessment stamp to provide a framework for quality DIRT.

3.8   During DIRT students should respond to EBI's in green pen and indicate the improvements they have made as a 'student response'.

3.9   In order for Quality Teacher Marking to take place, not all classwork will be marked by the teacher. Students can expect to receive a variety of written and verbal feedback. Self and peer assessment is acceptable provided the accuracy of marking is checked and acknowledged by the teacher afterwards. 3.10   As part of written feedback, (Quality Teacher Marking) teachers should make clear reference to how the piece of work relates to the student's target grade.

3.11   All teachers should use the literacy policy marking codes and check for accurate use of Standard English including the use of subject specific language and terminology.

3.12   All teachers should ensure that work produced by students is of an acceptable standard, and if not, students should improve their work to an acceptable standard: **'If it's not excellent it's not finished'.**

4.   Marking for Literacy

4.1   In order to promote consistency, The Marking for Literacy Policy should be adhered to alongside this whole school marking policy.

4.2   **Using the SPaG symbols to identify literacy errors**

All staff and students should be made aware of the different literacy indicators and should use them alongside their DIRT marking or when self/peer assessing. The SPaG codes should be used throughout the exercise book of each student and not solely when a piece of work is being DIRT marked.

4.3   The following SPaG symbols should be used to identify literacy issues:

Sp   This word is spelt incorrectly. Copy out the correct spelling x3.

P   Punctuation has not been used correctly. Please correct this.

C   You have not used a capital letter correctly. Please correct this.

//   You have not paragraphed correctly. Your teacher has inserted this symbol where a new paragraph should have begun.

?   Your sentence doesn't make sense. Please rewrite this in a clearer way.

4.4   **Self/Peer Assessment: The 'Green Pen' approach**

All pupils should be provided with a green pen to self-correct their own work or that of their peers before it is marked by teachers. Subject areas and/or individual staff should identify keywords within the lesson/topic or a target for punctuation or grammar e.g. use of full stops. This helps pupils by raising awareness of key words or skills and informs teacher planning and assessment.

4.5   This can be developed by asking pupils to circle a keyword each time it is used in order to reinforce the spelling. This is particularly effective when introducing new

terminology. This again raises the importance of correct spelling for pupils and makes it easier for teachers to check spelling. In many subjects, the spelling of subject specific words will be given greater priority.

4.6 **Presentation Policy**

The Presentation Policy should also be adhered to to promote consistency and a common approach to presentation.

Students should always:

     i)   *Write in blue or black ink.*

     ii)   *Write out and underline the date in words and key question for the lesson.*

     iii)   *Write in clear handwriting.*

     iv)   *Not graffiti on our books.*

     v)   *Respond to EBI and correct literacy errors.*

4.7 **Teacher marking**

Red ink should be used. Teachers should be aware of their own presentation when marking work.

5. **Responsibilities**

5.1 **Class Teachers**

     a) Mark in line with the School Marking Policy.

     b) Allow opportunities for students to act on feedback during DIRT.

     c) Provide students with high quality written and verbal feedback.

     d) Plan opportunities for peer and self-assessment.

     e) Encourage students to have a sense of pride in their work and to challenge incomplete or untidy work.

     f) To ensure that excellent effort and attainment is rewarded through SIMS and Epraise

5.2 **Subject leaders**

     a) Monitor the application of the Marking Policy to ensure it is consistently applied by carrying out regular departmental Quality Assurance in line the PACE timeline.

     b) To ensure that standards of marking meet the criteria for given by the departmental 360 grade criteria.

c) Ensure that less effective marking is identified and necessary support is provided to ensure improvement via the Teacher and departmental 360 as outlined in the staff handbook.

5.3 **Senior Leaders**

a) Ensure monitoring takes place via a planned programme of whole school work scrutiny clearly set out via the PACE timeline

b) Monitor the quality of marking within each Curriculum Area through effective systems of Quality Assurance

c) Ensure good practice is shared and weakness in practice are addressed

5.4 **Governing Body**

a) Agree and regularly review this policy document