

	<h1>Marking Policy</h1>
Person(s) Responsible:	
Approval:	Governing Body
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Policy Originator:	Chris Delahaye
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Context: Young people who are attempting to return to school will need every successful step, no matter how small, recognised and celebrated appropriately. Positive attitudes to learning are based in confidence that you can do some things well and, therefore, you have the courage to attempt something new.

Aim: Our aim in marking is to build confidence and self-esteem, so that learning can be enjoyable and not threatening. It is also to provide feedback to students to clearly identify what they have achieved and to celebrate their success. We aim to also share with them what they need to do to achieve still further and maximise their potential. We will also provide opportunities for them to reflect on their learning and use self-assessment to “encourage them to think more deeply about the work they have completed” [Ofsted Report March 2015]

We aim for students to respond to our marking feedback to ensure they improve their knowledge, understanding and skills. We strive to achieve an ongoing dialogue between students and their teachers through marking and assessment for learning.

Teaching Standards: We recognise that a teacher must:

- make use of formative and summative assessment to secure students’ progress
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Principles: Our policy for marking is based on the following principles:

- students should receive regular feedback on the work they have produced
- students should be given a clear indication of what they have achieved and their next steps for progression
- work should be marked using exam assessment criteria or a framework appropriate to the subject and/or phase
- there is a common approach to marking (including marking for literacy) that is understood by all members of our school community

- students have regular opportunities to evaluate their own work and the work of others through a range of assessment for learning activities
- students have regular opportunities to reflect on their learning, respond to teacher comments and be involved in setting their own targets for improvement
- the school seeks to identify and share good practice and also to support any training needs with regards to marking on an ongoing and cyclical basis. Marking sampling programme centred around raising the standards of teaching and learning and sharing good practice is carried out twice annually in Autumn and Spring terms. This is described in more detail in the Teaching and Learning policy.

Objectives: The objectives of the whole school marking policy are:

- To reward and recognise student effort and achievement
- To provide feedback to students on what has gone well
- To inform students on their next steps for learning and set targets for future work
- To provide planned and regular opportunities for peer and self-assessment that allow students to deepen their learning
- To promote a positive self-image
- To encourage pupils to take a pride in their work
- To provide evidence for assessment and reporting
- To agree a shared understanding of what makes effective marking
- To share practices for the monitoring and evaluation of marking
- To encourage staff to use marking to inform and where appropriate, adapt planning and approaches to teaching and learning.

Guidelines: The following guidelines should be used by all staff to inform their marking procedures:

- Exercise books/student work should be marked at least every two weeks.
- Comment should be made using the principle of “two stars and a wish”. Two praise comments should be included that are subject-specific and identify what the student has done well. There should be one diagnostic comment which identifies for students how they should improve their work. This should be a summative comment at the end of the piece of work. This should be shown using the following structure and codes:

 www: a strength of the work relating to the learning outcomes (what went well)
 www: a strength of the work relating to the learning outcomes (what went well)
 ebi: a step up task to encourage student’s response should be included. This could be a question to respond to, corrections, redo, redraft, etc. It should be clearly indicated by use of a red colour pen. (even better if)
- Staff should use the marking /feedback template provided in the books to summarise.
- Staff can still annotate student work as appropriate.
- School grading WT,D,S,E or GCSE levels should be assigned to pupil work where appropriate, e.g. an open-ended project-based task or summative task that engages directly with assessment objectives (AOs). It is expected that the mark scheme used should be official, provided by exam board, or at least created with the basis on official mark schemes.
- Teachers should address literacy errors using the codes below. These have also been provided to students so they understand what the codes mean and should be included in exercise books. It is not expected that every error is corrected, but that marking supports literacy by making students aware of errors and how to correct them.

Sp	Spelling correction. Word underlined. Correct version shown.
//	Start a new paragraph.

CL	Capital letter needed – circle the letter to be changed.
o	Full stop or comma missing
two ticks	Excellent section of work

- Students should have opportunities to respond to teacher comments to improve their learning. Dedicated time (DIRT TIME) should be made available to pupils after books have been marked to make corrections and improve their work by responding to teacher comments. It is understood that approaches to marking dialogue will need to be differentiated to support the needs of individual students and a toolkit of good practice examples will be provided to support this policy.
- Students should have regular opportunities to self and peer assess work to gain knowledge of the criteria used to assess their work, identify for themselves what they have done well, set targets for improvement and deepen their understanding. Peer and self-assessment should not replace teacher marking. It will be successful only if students are taught how to do it effectively and have a clear criteria to use. Peer and self-assessment should be verified by staff.
- Marking should be initialled and dated.
- Some work will be marked in greater depth and will offer more opportunity to comment fully on strengths and areas for development. However, all pupil work should be acknowledged.
- It is recognised that much valuable feedback takes place in lessons. If verbal feedback is the main focus of assessment in a lesson, then this should be recorded in the student's exercise book. This could be recorded by teacher, student, peer, LSA or ESA as appropriate.
- Staff should address the whole school policy for presentation in their marking. We expect that students will show a pride in their work. This means that:
 - a piece of work should have a date and a title.
 - dates and titles should be underlined
 - the learning objective/learning outcomes should be typed and stuck in books
 - students write in blue or black pen
 - worksheets should be stuck into exercise books

Students will be made aware of this presentation policy and a copy should be included in their exercise books.

- Students will write in blue or black pen. Marking should be done in a green colour that is easily distinguishable from student work and reflection or peer/self-assessment. Where possible, student reflection, self-assessment or peer assessment should be done in red/pink pen.
- Marking will be formally monitored twice annually via a work sample using an agreed criteria. This criteria will be updated to reflect any local or national changes. Any updates will be shared with staff. Feedback on work samples will be provided to staff in terms of strengths, areas for development and next steps
- In the case of little or no work being completed during a lesson, a teacher, LSA or ESA commentary should be made to explain the work that was to be covered and the reason why it was not completed. Efforts should be made to revisit the work. However, if this proves difficult for an individual student, then teachers should move on with the learning and either revisit the work or provide alternative materials at a later date.

Where staff work across sites, every effort should be made to mark student work before leaving the site to ensure exercise books are available for the following session. In depth marking of student work should be done by the main subject teacher. The role of the LSA could be to acknowledge work, provide formative feedback as part of support in the lesson or provide a commentary on where work is incomplete.