

Policy Title:	Marking Policy
Function:	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status:	Approved
Audience:	Students, Parents, Governors, Principal, Teachers, Support Staff, Local Authority
Ownership / Implementation:	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Implementation Date:	1 st September 2013
Review period:	Annually
Last Reviewed:	February 2013

Rationale

Marking should be positive, developmental, incorporate a variety of strategies, be understood by students, their parents/carers and all who are involved in learning in the School.

The whole school marking policy is intended to ensure that staff and students understand the way work will be marked.

Principles

All marking and assessment should be:

- Specific.
- Linked to prior work and be part of a learning dialogue.
- About helping students to learn better.
- Applied consistently across school.
- Involving students in peer- and self-assessment.
- Underpinned by a confidence that every student can improve.

Ways of Marking

In any one term, the learning dialogue should occur via a teacher-, self- or peer-assessed route– at least once for each. The Improvement Prompt box has been adopted (February 2014) to introduce a standardised system of feedback, review and dialogue between teacher and student.

Not all work will receive full written feedback. It is accepted that some departments will put a greater emphasis on technical aspects of language.

The Purpose of Marking

The marking of individual work gives feedback to students, teachers and parents on how far a student has achieved the aims of class work or homework.

Marking allows students, teachers and parents to know when a student has met or is close to meeting their target grade or level.

Marking should praise success and motivate students but should also be used to identify where improvements can be made

The marking of work allows teachers to identify where the objectives for the lesson or scheme of work have been met and so can aid planning of lessons and mid term planning.

Marking can act as an early indication of a student changing their performance. Marking is the source of recordable data for summative reports, Interim Progress Checks and parents' evenings.

Appendix

Staff should:

- Use the agreed common symbols (see below).
- Aim to give feedback on work at least every two weeks (this may be verbal and should be shown as VF given).
- Use the Improvement Prompt box consistently.
- Use the improvement prompt to personalise learning and frame it in such a way as it invites an obvious response.
- Plan review of marking into their lessons e.g during register time or as a starter activity.

Symbol	What the word means
WW	Wrong word
S	Spelling
C	Capital letter
G	Grammar
T	Tense
//	New Paragraph
P	Punctuation
WO	Word order
A	Article
^	Missing word
?	Not sure what you mean
!	Illegible

Further Advice

- If possible try to write a comment on each page.
- If it is a praise comment, denote it with a star. Try also to link it to a level if possible i.e. "* Level 4 Using keywords correctly."
- If it's something you wish them to be mindful of in the future then denote it with a "Target." i.e. "Target. Underline titles with a ruler."
- At least every six lessons to two weeks please make sure there is a red box improvement prompt. For this write "Improvement Prompt" as the heading and then assign them a task based on something they need to do to improve. Draw a red box around this and enough space for them to complete the task. The task could be done as a starter activity in the next lesson.
- Where possible link the improvement prompt task to a level i.e. "Improvement Prompt. To secure a level 4 you need to use key words correctly, write descriptions of three adaptations using correct scientific key terms."
- or "Improvement prompt. To now progress to level 5 explain each adaptation (give a reason for them)".
- At the bottom of each improvement prompt box leave a space for students to write a few sentences commenting on their learning. Denote this with "Teacher Comment". This is to evidence that there is a dialogue between teacher and students about their learning. A typical teacher comment might be "How did this

improvement prompt improve your learning?” or “What did you learn for doing this improvement prompt?” Leave a few spaces for the student to write a written response, denote this with "Student Response". A typical 'student response' might be 'I found this too hard because...' or 'I found this too easy because...', 'I have now learnt to...', 'I think this work is now level _ because...'

- Please make sure that students are underlining titles and dates. And that your 'Target' comments are addressing presentation.

Guidelines

1. Marking should provide feedback on work and be made against clear criteria understood by all members of the department.
2. Students should know the criteria against which their work will be marked.
3. Work should be marked promptly and regularly. Improvement prompts must be given at least twice a half term.
4. All Landmark Assessments and Interim assessments will include Improvement prompts as part of the written feedback. All marking should be in red pen where possible.
5. Teachers should write the improvement prompts in red pen and noted as Improvement Prompt.
6. Students should, where appropriate, write their improvement tasks at the end of the work in a red box. Underneath the box students should make a feedback comment to the teacher about how useful the improvement prompt was.
7. Corrections to grammar and spellings must support the whole school policy.
8. Moderation of landmark assessments should be carried out to ensure standardisation.
9. Examples of marked work should be copied and placed in a departmental portfolio.

Acknowledgement Marking

Is intended to acknowledge that the teacher has seen or read the work. An acknowledgement mark, tick or comment should be included on all homework and class work. Acknowledgement marking may be given by ticks, marks or comments. It may be appropriate to comment on the effort made by the student. A student's book or file must receive a written comment at least once every two weeks to three times a term in addition to any grades, marks or levels given on interim and landmark assessments. This may include peer marking.

Landmark Assessments

Will be completed at least once each half term. The work should be labelled as a Landmark Assessment with the date of the assessment. Interim landmark assessments (i.e. level assessed tasks) should be kept in books or folders together at the back of the book or if appropriate where they were currently working. Landmark Assessment (i.e. end of topic tests) will be kept by the teacher. All Landmark Assessments will be awarded a grade or level. This should be recorded on the work and on the Compass Record Sheet at the front of each book or folder.

All Landmark Assessments will also have Improvement Prompts written by the teacher or student (with teacher guidance) on the work.

Interim Assessments

Will be completed regularly and should be dated and given a title. Interim Assessments will be awarded a grade, mark or level. This should be recorded on the work. All Interim Assessments will have Improvement Prompts written by the teacher on the work. Where possible students will implement these improvement prompts (time should be given in class or as a homework).

Recording Marks

All teachers must keep an accurate record of the marks, levels and grades they are giving on the department or faculty database. Marks will therefore be available to the Subject Leader, Assistant Principal or Principal when requested.