



Marking Policy

Policy Review

This policy will be reviewed annually by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

Responsibility

The monitoring of this policy is the responsibility of the College Leader – Learning & Teaching. Curriculum leaders must ensure their area marking policy adheres to the guidelines set out here.

Curriculum leaders (or delegated staff) undertake the work sampling of their subject in accordance with the whole academy and faculty self-evaluation cycle. The College Leader – Learning & Teaching will be responsible for monitoring this process.

Rationale

To ensure that all students have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of students' achievements that feeds into future planning. It is also a very effective medium for providing feedback to students about their progress.

Aims

The core **aims** in marking of students' work are to:

- Correct errors.
- Provide opportunities to give praise and encouragement for student work.
- Encourage a dialogue to develop between student and teacher.
- Highlight mistakes made through carelessness.
- Encourage students to learn from their mistakes.
- Give students an idea of their level/achievement.
- Encourage students to reflect upon the quality of their own work.
- Encourage students to have a sense of pride in their work.
- Encourage the correct setting out of work.
- Diagnose any response needed on the part of the students and/or the teacher.
- Assist logical progression of work through informing short term planning.
- Facilitate effective and realistic target setting for student and/or the teacher.
- Judge the effectiveness of teaching.
- Provide a record of past interactions for outside audiences.

Principles

- Effective marking is a dialogue between the teacher and the student.
- When marked work is returned to students, time should be allowed for students to read the comments and targets that the teacher has written.
- All marking should be sensitive. It should recognise and praise improvement and should encourage accuracy rather than over-emphasise technical errors.
- Indicating every error in a piece of work is rarely helpful. There are several alternatives:
 - a) Indicating an error the first time it appears but not subsequently.
 - b) Concentrating upon one particular error for a period of time while ignoring others.
 - c) Indicating every error in a limited section of an assignment.
 - d) Follow-up class discussion.



- Students should be made aware of the criteria being used for marking.
- Where appropriate students should be encouraged to assess their own work against the learning objectives and success criteria, possibly with help from other students, a dictionary, a reference book or whatever is appropriate.
- All marks/grades should be recorded by the teacher.

Planning for marking

Introduction sheets (Annex C) should be stuck into student's books at the start of each unit of work. These will include a minimum of:

- A brief introduction to the unit.
- An outline of the Learning Checkpoints.
- An outline of the Common Assessment.
- The AOs covered in the unit.
- Content Audit.
- Key Terminology.

Departments may wish to add more criteria to the above if they wish.

Planning for marking should form part of the teacher's routine lesson planning process and should include:

- Clear learning objectives and outcomes that can be related to student learning.
- How different ability groups of students' work will be marked.
- How students will know what/how their work will be marked.
- Awareness of individual student targets, including those who are disadvantaged, or those with SEND and EAL.
- How students may be able to reflect upon their own progress.
- Teachers should plan for the use of a variety of strategies to ensure that students are part of the assessment process by ensuring that the following takes place:
 - Model answers for students are provided using **WAGOLs (what a good one looks like)**.
 - There is verbal feedback and discussion.
 - Written feedback is provided with time for students to write a response.
 - There are opportunities for peer feedback.

Type and frequency of written feedback.

There are four main types of written feedback that may be utilised:

- Acknowledgment marking – checking that the work has been completed.
- Detailed marking.
- Examination questions/past papers.
- Peer or Self marking.

ALL TEACHER MARKING SHOULD BE IN RED PEN

Acknowledgment marking

Should occur regularly and every time that work is taken in for checking. This will depend on the frequency that a subject is taught but should be approximately **every other lesson**. You may wish to use a stamp to acknowledge that mark has been checked or if you have given verbal feedback.



Detailed marking

Grades/scores by themselves and a grades/score with a comment **do not** raise standards unless there is also the opportunity for the student to reflect upon the teacher's comments. Research has shown that if this does not happen, that students will merely note the grade/level and ignore the comment, thus invalidating the teacher's work and effort and undermining the whole marking process.

Whereas it is the expectation that every piece of work is 'acknowledge marked' it is acceptable to 'detail mark' a selected piece of work within the whole submission. The assessment policy provides key points or 'Checkpoints' and Common Assessments where there are opportunities for detailed marking. Core subjects will have **2 Learning Checkpoints** and **one Common Assessment** each half term. Other subjects will have **1 Learning Checkpoint** and **one Common Assessment** each half term. The purpose of the 'Checkpoints' is to help students to take the next steps in their learning. Checkpoints could be a piece of work that students produce as a result of work they have been doing in previous weeks or it could be based on the evidence in their exercise books or peer/self-assessment.

ANY WORK THAT STUDENTS' HAVE ACTED ON AS A RESULT OF TEACHER FEEDBACK SHOULD BE COMPLETED IN GREEN PEN.

All departments will use 'green sheets' to indicate a 'Checkpoint' (Annex C). Marking on green sheets will indicate to students what they have done well in (www), what they need to do to improve (ebi/feed forward) and a section for students to improve their work (act on feed forward).

The Common Assessment is a summative exercise, a formal test of what has been learned in order to produce marks, or grades, which may be used for reports of various types. These will assess a wider range of skills to allow for a class group, departmental and whole school tracking, and the production of whole school, student progress reports for parents.

All departments will use 'blue sheets' to indicate a 'Common Assessment' (Annex C). Marking on blue sheets will indicate to students what they have done well in (www) and what they need to do to improve (ebi/feed forward). They may also give students the opportunity to reflect on their learning for the unit of work they have completed during the half term.

Assessment Stickers) should be stuck on the front of each exercise book which indicate how students have performed in each of the Learning Checkpoints and Common Assessments.

Knowledge exercises / past papers.

These should be set and marked at appropriate intervals (in line with the departmental scheme of work). Such questions and past papers should be marked, moderated and standardised and an appropriate KS level/GCSE or 'A'Level grade appended. Development comments should be added so that mistakes can be identified and the steps for improvement outlined. They may be used as a Common Assessment and in such cases, the blue 'Common Assessment' sheets will be used.



Peer or Self marking

This can be useful activity, **but only if students have been taught how to use a mark scheme correctly.** Peer or Self marking:

- Is pupils judging how well they've done and what they need to do to improve.
- Is about getting pupils to think about their learning and progress.
- Helps pupils to become independent learners.
- Is a part of every lesson.

PEER AND SELF ASSESSMENT SHOULD BE COMPLETED BY STUDENTS IN GREEN PEN.

Literacy Marking

Literacy marking symbols are used to identify errors in students' written work (see Annex A). These are used when marking checkpoints and key words are identified to aid students with feed-forward. (Annex D)

Where persistent errors are made, literacy targets are set (see Annex B) and activities are planned for, and delivered to, individuals and groups of students to address their areas of need and development.



Annex A

Symbol	Meaning
C	There is a missing capital letter somewhere on this line.
P	Incorrect punctuation somewhere on this line.
G	Incorrect grammar somewhere on this line.
sp	You have made a spelling mistake. Use a dictionary to correct it.
WW	You have used the wrong word. You need to re-read the sentence and correct it.
?	This sentence doesn't make sense. It might be too long.
//	You need to start a new paragraph here.
^	There is a word missing here. Re-read the sentence and write in the missing word.
T	The incorrect tense has been used somewhere on this line.



Annex B – Literacy Targets

Spelling	Punctuation and Grammar	Sentence Structure	Whole Text Organisation
Learn the following spellings: using 'look, cover, write, check'.	Remember to use a capital letter at the start of every sentence.	Remember to re-read each sentence as you write to check that it makes sense and that it is not too long.	Remember to begin a new paragraph for a new time, place, topic or speaker.
Create your own mnemonics (memory tricks) to remember the following spellings:	Use capital letters at the start of proper nouns (names of people, places and titles).	Try to begin your sentences in different ways, not always with 'I' or 'The'.	Try to use connectives like firstly, secondly, next, then etc. to sequence your paragraphs.
Revise when to use the common homophones 'there', 'they're' and 'their'.	Use commas to separate items in lists. The comma should be used instead of 'and'.	Remember that every sentence needs a verb (a doing or being word).	Plan your writing in relevant detail so that you can make clear links between sections/paragraphs.
Revise when to use the common homophones 'two', 'too' and 'to'.	Use punctuation at the end of every sentence.	Don't confuse an adverb with a verb.	Use headings and sub-headings to divide your writing into clear sections.
Remember that when changing words ending in 'f' from singular to plural, we usually remove the 'f' and add 'ves', e.g. leaf – leaves; scarf – scarves. Correct your mistakes.	Remember to use a question mark at the end of every question. Look for sentences that begin with words like: who, what, when, where, why and how.	All sentences need a subject (someone or something that does the action).	Remember that(text type)..... should be written in chronological (time) order.
When using a spellchecker on the computer, re-read your work to check that the 'corrected' words make sense in context.	Only use exclamation marks to show that a sentence should be read with excitement or anger. Do not over-use them as they lose their effect.	Simple sentences have one piece of information. Use a full stop in the correct place to show this.	Use connectives like however, despite, alternatively etc .to make links between paragraphs.
Remember that when we add 'full' to the end of another word, we only use one 'l' e.g. wonder + full = wonderful; boast + full = boastful.	Use tenses consistently. If you begin a piece of writing in the past tense, you must finish in the past tense (unless it is for effect).	You may need to use a ' <i>being</i> ' word with a ' doing ' word so that the sentence makes sense, e.g. Their heads <i>were</i> quietly bowed in prayer.	Ensure that your writing has a beginning/introduction, middle/main body and end/conclusion.
Use a dictionary to find the correct spellings of the circled words. Copy out the correct spellings.	Remember to use words like 'the', 'a' and 'an' before a noun (a naming word).	Don't write a subordinate clause instead of a main clause as your sentence.	Try to make links between your introduction and conclusion.
	Remember to use an apostrophe to show that a letter is missing or that something belongs to somebody.	Proof read your writing to check how many times you have used 'and' in a sentence.	

Annex C

Introduction to Unit 1: Title

Introduction to The Unit

Learning Checkpoint 1

Learning Checkpoint 2

Common Assessment

Unit Outcomes			
AO		AO	
AO		AO	

Content Audit

Content		Check Point 1	Check Point 2	Assessment
1	XXXXXXXX			
2	XXXXXXXX			
3	XXXXXXXX			
4	XXXXXXXX			
5	XXXXXXXX			

Key Terminology		Check Point 1	Check Point 2	Assessment
1	XXXXXXXX			
2	XXXXXXXX			
3	XXXXXXXX			
4	XXXXXXXX			
5	XXXXXXXX			

Check Point 1

Your Successes (www)

Feed Forward (ebi)

Key terminology/Phrases

Comment:

