



Marking Policy

2020-21

Rationale

Marking is an integral element of effective teaching and learning and must focus upon helping students to learn. Its purpose is to inform students, parents, teachers and professional about progress.

Marking can promote self-confident, independent learners, raise self-efficacy and provide wide ranging opportunities for student self-assessment, target setting and reflection. It is a powerful tool through which teachers maintain ongoing diagnostic records of student achievement; moreover, marking is fundamental when planning a targeted individualised curriculum for each of our learners.

Consistent and targeted marking encourages a dialogue through which learning is consolidated, challenged and promoted so that each student can recognise their achievements and understands how to continue to make progress. It is a key factor in challenging underachievement and raising aspiration.

Marking

Aims

For Students:

- To inform students of their progress and motivate them to improve their performance and take pride in their work.
- To teach them to recognise what they do well and why, and in which areas they are to improve and how.
- To develop their ability to accept criticism and praise so they learn to reflect effectively upon what and how they have learned.
- To equip them with the skills of constructive self-criticism so that they can become independent lifelong learners.
- To guide students so they can identify ways in which they can progress through setting themselves challenging, and achievable targets.

For Teachers:

- To inform them of the progress that students are making.
- To diagnose individual learning needs.
- To evaluate the impact of the teaching on students' knowledge, understanding and skills.
- To become reflective practitioners.
- To reinforce expectations and students' sense of purpose.
- To provide opportunities to give praise and encouragement and show students that their work is valued.
- To maintain an on-going diagnostic record of student achievement.
- To indicate whether or not teaching has been effective.
- To inform planning and preparation of lessons.

Principles of effective marking

Effective marking takes a variety of different forms depending upon the demands of the particular piece of work, module and scheme of work. The principles which follow, are intended to provide a framework through which staff can plan and evaluate their practice in marking student's work.

Effective marking should:

- Provide constructive feedback which helps students to understand what they have achieved and what they need to do next.
- Encourage student engagement through questions which are followed up (TUT).
- Provide opportunities for Students to mark their own and others' work (self and peer assessment).
- Focus explicitly on learning intentions as the criteria for success.
- Engage with subject specific knowledge, understanding and skills and not just with effort and presentation.
- Support consistently high expectations of the quality and presentation of students' work.
- Set out targets in order to make it meaningful for the student and manageable for the teacher.
- Take place promptly and regularly for students (at least every two weeks).
- Include both written and verbal feedback.
- Set specific targets and clear next steps.
- Be legible and expressed in clear language appropriate to the needs and abilities of the individual student.
- Affect the planning of future teaching activities.

Marking practices

Students will receive regular feedback from teachers. Part of this feedback will be through assessment and marking stamps alongside formative written comments received **at least every two weeks** and via a half termly formal assessment piece of work which will be recorded on a feedback sheet with the following headlines.

- **Where are we?** – A positive, specific response from the teacher about the work marked.
- **What have we tried/what is working well?** – An acknowledgement of the achievements already made.
- **How do we move forward?** - Practical steps and actions which show the student how to reach their target or make progress towards the next grade (a closing the gap comment).

Marking Code:

To ensure a consistent approach to marking across the whole school, all staff should use the agreed stamp system when marking the where, what and how:

Take Up Time

(TUT):



To be used when students are taking on the feedback given and actively engage on how to move forward from their feedback. This can include comments that are specific to how they move forward and the next actions and targets.

Grading/Levelling Stamp:

Gold		
Silver		
Bronze		

This is to be used when grading/levelling current attainment, the work that has been completed, performance targets and how we can move forward. This can include comments that are specific to the next actions and targets.

Spelling, Punctuation and Grammar (SPaG):



To be used when correcting spelling, punctuation and grammar.

Peer Assessed:

Peer assessed 

To be used when assessing what we have tried, our achievements so far and things that are working with student's peers.

Self-assessed:

Self assessed 

To be used when assessing where they are at and their current attainment, the work that has been completed and performance targets.

Verbal Feedback Given:

Verbal feedback
given.

To be used when identifying where they are at and how to move forward with specific next actions, targets and goals.