MARKING POLICY

EPT Document Control

This policy applies to all Education Partnership Trust Schools.

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Introduction

By providing relevant and timely feedback to pupils, both orally and in writing, marking intends to serve the purposes of valuing pupils' learning. Marking should highlight areas for development and next steps and should evaluate how well the learning task has been understood.

Marking should aim to be a process of creating a dialogue with the pupil through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Pupils should be aware of their own progress and understand how they can improve.

The regular marking and assessment of pupils' work is an essential requirement of all teachers as reinforced in Teachers Standards, May 2012.

Part 6 'Make accurate and productive use of assessment' in particular refers to the need to:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

- Make use of formative and summative assessment to secure pupils' progress.

- Use relevant data to monitor progress, set targets and plan subsequent lessons.

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Aims:

At The Heights we aim to:

- Provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.

- Assess our pupils' learning on a regular basis, to inform future planning to meet the individual needs of the pupil.

- Inform pupils, parents and colleagues of progress, indicating starting points and setting future targets.

- Create a dialogue with pupils that will aid progression.

- Develop pupils' self-esteem through praise and through valuing their own achievements.

- Have regard to the need to differentiate marking to meet the emotional needs of pupils as well as their academic needs.

- Ensure continuity and consistency for the pupils as they move through the school.

Marking Strategies

1. Acknowledgement marking

Every page should be marked. Short, positive comments should be used to celebrate and encourage achievement and progress. Praise should be explained where possible.

Frequency of marking (approx.): All work that is evident in exercise books should have some form of acknowledgment marking if it is not quality marked.

2. Quality teacher marking – School marking sticker

This is detailed feedback which relates to how well pupils have met the learning objectives. It gives praise, advice and next steps on how to improve their work.

Level/Grade: This can be filled out if it is part of a summative assessment or to give a pupil an idea of what grade would be given for a piece of work. This does not need to be completed every time.

Things to celebrate: A positive comment which relates to the learning objective/ success criteria focusing on skills, knowledge and understanding- this could be for one specific piece of work or a collection spread over 2 or 3 lessons.

To improve: Key areas where the learning objective/success criteria was not met and why. A suggestion/instruction/question to encourage further thinking or an action needed to be taken in order to improve.

Literacy Guidance: Instruction/question to correct mistakes or an action needed to be taken in order to improve.

Frequency of marking (approx.): One sticker per week in all subjects. D.I.R.T – "Dedicated Improvement and Reflection Time" should be built in to allow pupils to respond to the feedback/next steps. This could be a short five-minute starter activity or as a longer activity within the lesson. This should follow each marking sticker and be evident in exercise books in purple pen.

3. Quality marking by pupils - Peer and self-assessment

This can be a useful activity if done in an environment where pupils have been taught to do this effectively. Opportunities should be built into the scheme of work to allow peer and self-assessment. This should allow pupils to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should always be done in purple pen to highlight it as student not teacher marking.

Frequency of marking (approx.): At least once per half term. This may be done orally in practical subjects but try to have some form of evidence to demonstrate this.

4. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some subjects may use this type of feedback more frequently such as in Vocational Areas and Physical Education. It involves frequent use of open and probing questions and ongoing dialogue as work progresses towards the learning intention/success criteria.

Evidencing this can be difficult so perhaps use prompt cards or verbal feedback stickers with brief summary of what was discussed. This could also link to the marking sticker and be shown with a VF symbol next to the action section. The students will then act upon your conversation in purple pen.

Formative vs Summative Assessment

Quality marking, acknowledgement and peer/self-marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can be best taken. It informs teacher planning. This type of work/ marking is distinct from end of unit assessments which are summative, judging pupil's attainment and therefore progress made at a given point in time.

Marking for Literacy

You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected this will depend common pattern as appropriate to the pupils needs. High frequency words, full stops and capital letters must always be corrected.

For less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes. You may ask pupils to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them, or highlight them using the symbols for marking codes which are displayed in every classroom and at the back of the pupil's book or work folder.

Equal opportunities including Special Educational Needs

All pupils should take an active role in their learning. Staff should use their knowledge of individual pupils needs (included in Student Passports) to know what motivates them, their individual learning style, their interest and enthusiasms. Marking should reflect this knowledge wherever possible to motivate and inspire pupils when responding to the work and contributions across the school.

For pupils on the SEND register, responses must reflect a pupil's individual targets and progress against them. Teaching staff need to consider factors such as this when marking work of any type.

Monitoring & Evaluation

Members of the Senior Leadership Team and Middle Leaders will review samples of work (Book Look) from each class to monitor the implementation of this policy at different points throughout the year. They will be looking for consistency and effective practice across the school. An analysis will be made and feedback will be given to staff. An action plan will be produced prioritising any improvements if required.

Vocational Areas

Vocational aspects of pupils' work are sometimes harder to evidence. Photographic and video evidence is used to capture work that pupils complete practically. These are produced alongside teacher feedback/marking stickers and are dated so that we document progress made in lessons and progress made over time. Each photograph or video link can be logged in books or folders with relevant marking symbols/ feedback.

What feedback can I give during a BTEC assessment?

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment. While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills; appropriate behaviour and approach; confirmation of deadlines; confirmation of which criteria the assessor is targeting; clarification of what the assignment brief requires etc. Your feedback must stop short of confirming achievement of assessment criteria or grades before formal assessment, and you should not give specific instructions on how to improve the evidence to achieve a higher grade. Marking stickers can still be used but follow the guidelines from the board for how to phrase your feedback.

What feedback can I give after the BTEC assessment has been completed?

On the formal assessment record, you should give clear feedback on: the criteria the learner achieved (explaining the assessor's decisions) the criteria not achieved (and why) general feedback on approach, behaviour etc. You should not provide a list of instructions on how to get a higher grade. The Standards Verifier will review your written feedback on the formal assessment record.

Non-negotiable procedures for marking at The Heights

- All work in exercise books/folders/files should have the learning objectives for each lesson logged.

- All books/folder/files will display a sticker on the front, a Tracking sheet on the inside front cover and a Symbols for Marking sheet at the back. Target grades will be on the front of all exercise books/folders/files.

- All marking of pupils' work is to be carried out by the Teacher/Support Staff in Green pen.

- All pupils' work is to be at least 'acknowledged' marked by Teachers or Support Staff.

- Every page should be marked for literacy.

- All pupils to act on their feedback and make corrections to their previous work in Purple pen.

- All pupils will have allocated DIRT (Dedicated Improvement and Reflection Time) within lessons.

- School Marking stickers to be used weekly and visible in all books/folders/files

Symbols for Marking:

Generic Codes

Code	Meaning
SP	spelling
P	Punctuation
C	misuse of capital letter
FS	full sentences
//	new paragraph
?	unclear
^	something missing
SA	self-assessment
PA	peer- assessment
VF	verbal feedback
√√	exceptional point made

Additional codes

Independent Work	Fully Supported Work	Some Support Given	Formative assessment	Summative Assessment
I	S	SS	FA	SA