



# Policies and Procedures

# Marking Policy

## Marking Policy

### We believe that

- marking is most effective when the student knows the purpose of the task, how far they have achieved this and how to move closer towards their learning goal
- feedback to students is motivational and integral to learning and progress.
- parents/carers can support their child's learning more effectively when they are made aware of their child's strengths, areas for development and specific actions the child can take to make progress.
- teachers can ensure learning is most effective when using marking to inform their planning

### We aim to ensure that

- students are supported to make maximum progress in their learning and are rewarded for fulfilling expectations
- parents/carers are aware of their child's progress and can use teachers' feedback to support learning
- feedback allows students to respond to targets through planned opportunities. It should encourage them to engage in a dialogue about their work
- These aims will be achieved by making expectations clear to all stakeholders. We recognise that marking and the implementation of this policy is the responsibility of all teachers.

### We expect teachers to:

- assess students' performance and keep a record of progress and standards achieved, checking knowledge, understanding and skills
- acknowledge and monitor students' independent class and homework and check for misconceptions at least every 5 or 6 lessons
- use focused and personalised praise and constructive guidance, both verbally and in writing as appropriate.
  1. Although not personal, the use of stamps or stickers to highlight success and targets is encouraged as it reduces the routine writing required.
  2. Ticks are appropriate to mark correct answers and to show that the teacher has checked that the student has completed a simple task e.g. copying definitions from the textbook. In extended comments, the use of the student's chosen name is encouraged.
  3. Confirmation of verbal feedback may be provided by stamps in a book or a student's own note etc, but we recognise that much feedback is ephemeral.
- inform students of the criteria to be used for marking and give individual targets with clear, precise comments relating to how these can be achieved. Key pieces of work will be marked in depth and awarded a NC sub-level/GCSE grade or equivalent, with steps the student should take to achieve or work towards the next sub-level or grade
- provide feedback which allows for student response through planned opportunities. Over the course of a half term, when marked work is returned, time should be set aside to allow each

student to respond to the teacher's comments. This might include the use of different colour pens for students' responses or the use of blank stickers on which students can write.

- challenge unfinished work and work which does not follow the agreed rules for presentation and layout
- give questions to extend students' understanding and encourage them to reflect and develop a sense of independent learning
- ensure peer and self-assessment are built into planning
- ensure that written feedback is legible and clear. Where electronic marking of written tasks is practical, this is to be encouraged.
- mark according to the Academy's literacy guidelines including e.g. correcting subject specific spelling

### **We expect students to:**

- complete work set to the best of their ability and hand it in on the date set.
- make corrections to work, following guidance given by the teacher
- respond to feedback when asked by reading the comments given by the teachers and acting upon the advice
- discuss with the teacher any concerns they have about their work and act on the advice given
- We expect parents/carers to:
  - take an interest in their child's exercise books, work brought home and the student planner
  - provide time and space for their child to complete homework/coursework or encourage them to use the Academy facilities
- check that their child has responded to teachers' comments and has acted on advice.

### **We expect departmental marking policies to include references to:**

- the Academy's marking policy, emphasising the use of positive, personalised comments which are focused on learning
- subject specific requirements for the department's marking, including specific skills
- students knowing the criteria by which they are being assessed including NC levels, GCSE or A level grades where appropriate
- the importance of setting appropriate curricular targets
- the expected regularity and frequency of marking
- the process for student response to marking e.g. coloured pens, stickers
- where to find exemplars and samples of pieces of work at each NC level and GCSE, GCE or BTEC grade, in schemes of work, syllabuses etc.
- the need for internal moderation to produce consistent standards between different teachers.
- the need for self and peer assessment opportunities to be built into lessons
- the use of marking to inform future planning
- quality control - systems which check the implementation of the departmental marking policy

The departmental policy will be agreed and written by staff in the department so it is understood by all and there is a clear expectation that everyone will apply it consistently.

It will be reviewed regularly (usually annually) by the department.

It will be easy to manage so that marking continues to be sustainable and valuable to students.

Adopted: 4th December 2012

To be reviewed: 9th December 2013