



Marking Policy

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Linked with other policies:

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Rationale

Effective marking is an essential part of the education process. At its heart is the interaction it encourages between teacher and student. It is a way of acknowledging students' working, checking outcomes and setting targets to ensure good progress is made.

This policy aims to set out expectations across the school for marking, ensuring consistency with format and standardising how teachers assess students' progress.

Purpose

- To motivate learners to make progress.
- To communicate a marking system that is accessible to, and understood by learners, parents, teachers, and the wider school community.
- To create a system that will improve the quality of teaching and learning through use of appropriate and focused marking with quality feedback to inform future planning.
- To ensure a consistent approach to how feedback is given to learners across the curriculum.
- To create a process that systematically involve learners in their own learning process by encouraging reflection and develop self-esteem.
- Improve the standard set of marking and assessment across the school.
- To establish a set of marking codes that will minimise the length of comments that teachers need to make on learners' work.
- To provide a set of guidelines for senior management to evaluate the effectiveness of assessment across the school.

Principles

- Marking and feedback (both written and verbal) need to happen regularly.
- Teachers should encourage high standards and presentation of work.
- Teachers will write positive comments in green.
- Next steps for learners will be written in pink.
- Support staff should indicate where and how they have supported learners with their work.
- All staff will follow a specific set of marking codes (Appendix 1). These are displayed in each classroom.
- Learners should be encouraged to be aware of how well they are doing through self and peer assessment (where appropriate). Ideas for this are included in Appendix 2.
- Marking should relate to learning objectives or lesson outcomes.
- Teachers will keep a record of student progress.
- Learners should be encouraged to acknowledge and respond to feedback by initialling that they have done so in their books using a purple pen. They should be given a chance to identify areas to improve and make amendments to work.
- All work should be retained in exercise books or folders to provide a cumulative record of good quality work and show progress over the school year. All completed books need to be kept in the classroom until the end of the academic school year.
- At KS4 deep marking should occur at least once every term:
 - Success Criteria and/or exemplar work will be shared with learners prior to completion.
 - Deep marking will be carried out against the success criteria and will clearly identify positives and the learners Next Step.
 - After deep marking has taken place, learners will be given suitable time to respond (where appropriate) and make necessary improvements to their work.

Responsibilities

Headteacher and School Senior Leadership team

- To ensure marking policy is implemented by all staff.
- To monitor the policy and make amendments where necessary.
- To provide resources needed to successfully implement the policy (coloured pens).
- To support and provide training opportunities for new and existing staff members to become familiar with the school's marking and feedback expectation.
- To communicate the policy to school stakeholders.

Appendix 1

Marking

Positive Comments = Green Pen

Next Steps = Pink Pen

Learners to complete work using blue or black pen (where possible)

Codes

SP = Spelling correction (SP to be written in the margin and the word underlined)

P = punctuation needed

// = new paragraph

? = not clear

^ = something is missing

- Note: No more than four spelling corrections per piece of work

Appendix 2

Self & Peer Evaluation Prompts

These prompts could be modelled, taught or displayed in the classroom:

I liked ...

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder... I have learnt...

Next time I could...

I now know...

I found... difficult because...

I solved.... by....

The best example of ... is... I like the way you...

.... is effective because...

You could make your work better by ...

Have you thought about...

If we look at the success criteria we can see...

Next time you could...