



Title of Policy: Marking

Subtext (if applicable):

Member of leadership team with lead responsibility for oversight and update of policy	BOU
Approved at SLT	November 2015
Approved at Governing Body	December 2015
Policy review cycle	Bi-annual
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Rationale

Marking, is the professional responsibility of all teachers. Consistency of marking practice is crucial for supporting the progress of all students.

The Polesworth School recognises that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process. Teachers must devote time to developing a dialogue with students which enables students to understand and take the next steps in their learning.

When marked work is returned to students, teachers should provide verbal feedback either individually or as a class to support written comments. Teachers should also look for opportunities to provide public praise to students concerning their work, to recognise either high attainment, excellent effort or an improvement in standard.

Aim

The aim of this policy is 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-reflection on progress.

Objectives

1. To enable written feedback to be an effective tool for promoting rapid gains in learning for all students at The Polesworth School.
2. To develop an interactive process that confirms when students are on target for their learning objectives and lets them know what needs to be done to improve and make progress.
3. To ensure students' response to the written feedback given by their teacher such that marking encourages further student-thought.
4. To engage all students in the process of active learning.

Day to Day Marking

Marking procedures and standards are consistently applied. Three main types of day-to-day teacher marking are used at The Polesworth School.

1. Acknowledgement Marking

Not all pieces of work can be marked in great detail. Acknowledgement marking, denoted by the teacher initialling of all completed work, recognises that it has been completed in accordance with the teacher's expectations. **This type of marking takes place at least once every 3-4 weeks** and is dated to show when the teacher checked the class work or homework for that period. If staff share

teaching groups and the students use the same book, the staff initials indicate who has marked the work. Where peer-/self-assessment takes place, students should sign when they mark work.

Within these pieces of work grammar, spelling and punctuation should be corrected using the school's marking symbols for whole school literacy:

Literacy Marking Symbols
SP = spelling mistake
NP = new paragraph needed and // = where the new paragraph should start
P = punctuation mistake
= poor explanation/unclear and XP = expression unclear

It is neither desirable nor practical to highlight every literacy error in a piece of work. Teachers should use their knowledge and professional judgement to focus on four or five errors in each piece.

2. Formative Marking

Teachers also decide which pieces of work will be given detailed attention as part of their day to day marking schedule. Teachers write formative comments on this work. These comments show:

- **what is good about the work** (must relate to the point of the work. This is a positive statement which reflects something specific about the work.);
- **what could have been done better** (must relate to the intended outcome. This tells the student specifically where they went wrong.);
- **what to do next** (to move the learning forward. This prompts the student to do something to improve their work).

These key elements can be encapsulated for ease of memory and reference in the student-friendly: '*www - ebi - act*'

www: What went well. This is what is right about your work.

ebi: Even better if... Think! What could you do better?

act: For action... This is what you need to do next to improve your work.

Teachers must use the terms 'www, ebi, act' in their feedback to students' work.

Follow-up to formative marking

Student follow-up to marking is a key element in the learning process and, as such, is central to marking at The Polesworth School. Teachers:

- allow time in lessons for students to respond to marking, particularly to do the work prompted by the 'act' statement;
- initial work where improvements have been made;
- periodically check back through work to ascertain that students have made corrections indicated previously and are not repeating earlier mistakes.

Formative marking must be completed at least once every 2-4 weeks, in addition to acknowledgement marking.

3. Oral feedback

Much teacher feedback is provided by speaking with students. When oral feedback only has been given, work in books/folders will be marked **OA**. Students make a note, next to the **OA**, of what the feedback was. This feedback is followed up in ways similar to those used for formative marking.

Summative Marking and Feedback

In addition to day-to-day marking, teachers are also required to provide summative feedback on students' current Steps or predicted grades based on day-to-day marking and regular milestone assessments. Departments regularly monitor attainment and progress via summative assessments (end of unit tests, interim assessments, end of year examinations, mock examinations, assignments or performances). **These assessments take place at least once a term in line with the school's Assessment Schedule.** Individual subjects may choose to assess in this way more often. Numerical marks, Key Stage 3 Steps, GCSE grades, AS grades, A Level grades are tracked by departments and contribute to Progress Reports which are available to parents.

Peer- & Self-Assessment

Peer-assessment and self-assessment are much more than students marking their own or each other's work. To improve learning, they must engage students with the quality of their work and help them reflect on how to improve it. Peer-assessment helps develop self-assessment, which promotes independent learning, helping students to take increasing responsibility for their own progress.

Teachers will need to:

- plan peer-assessment and self-assessment opportunities, for example with 'pair and share' opportunities during class questioning;

- explain the intended learning outcomes behind each task and how they relate to the learning success criteria;
- provide students with clear success criteria to help them assess the quality of their work;
- train students over time to assess their own work and the work of others;
- give students opportunities, for example in mathematics and practical lessons, to discuss and reflect on problem-solving and calculation strategies, comparing and evaluating approaches;
- frequently and consistently encourage students' self-reflection on their learning;
- guide students to identify their next steps.

Expectations

Teachers will ensure that:

- students' work is marked in accordance with the school (and any departmental) marking and assessment policies;
- learning objectives and success criteria are the reference point for all written feedback;
- students are told exactly what is expected from their written work and how they can achieve success;
- exemplar work is provided as often as possible so that students are able to understand the standards that are expected;
- constructive peer- and self-assessment are regularly used to enable students to become immersed in the assessment criteria;
- feedback is interactive and used by students to improve their work;
- when marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding;
- evidence of marking is noted in their record keeping;
- they plan to use a variety of methods to help students improve their work (including peer- and self-assessment and oral feedback);
- rewards are given in line with the school behaviour policy when students have improved their work and/or made progress in their learning, e.g. VIVOs.

Heads of Departments/Subject Leaders will ensure that:

- there is consistency of high quality marking, in line with school policy, within departments;

- the department's day to day marking policy enables the whole school marking policy to be implemented effectively;
- department assessment is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given;
- the impact of the school's marking and assessment policies is monitored by conducting regular work trawls;
- teachers in the department are given diagnostic feedback on the basis of the work trawls;
- planned opportunities are created each term to moderate key assessment activities to ensure consistency;
- students and teachers have easy access to Step and grade descriptors that are understood by all students;
- the marking within the department motivates students and has a positive impact on self-esteem.

The Operational Leadership Team will ensure that:

- the marking and assessment in each cluster are conducted in line with school policy;
- there is consistency of high quality marking, in line with school policy, across the departments in each cluster;
- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.

The Strategic Leadership Team will ensure that:

- the marking and assessment in each linked cluster are conducted in line with school policy;
- students, parents and governors are made aware of the school's expectations regarding marking.