MARKING POLICY

Reviewed by: Nicola Tribe	Date: Apr 2022	Next review: Apr 2023

Marking policy – September 2021

1)   **Philosophy**

Adcote School's Marking Policy supports the School Mission Statement. We believe that verbal feedback and constructive marking help raise standards. These strategies together form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day to day basis manageable and feeds onto the next cycle of planning for teaching.

It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve.

2)   **Aims**

Within our school we believe that a feedback and marking policy, which is shared with students will;

- Create a dialogue between the student and teacher/support staff.
- Ensure continuity for the student as she moves through the school.
- Signal areas of achievement by providing them with prompt, regular and diagnostic feedback about their work.
- Provide the pupil with feedback on how well they have met their learning objective and how successful their learning has been.
- Help teachers to fully encompass assessment for learning (adapting their planning to suit pupils' learning needs).
- Help parents to understand the strengths and weaknesses in their child's work and to show how much effort and progress their child has made.

3)   **Principles of marking**

- It provides opportunities to celebrate and acknowledge achievement, progress and effort.
- It provides opportunities for prompt and regular written or spoken dialogue with the student.
- It will encourage teachers/support staff to be clear about the learning objectives of the task.
- It provides opportunities for clear, constructive feedback on how the pupil can improve their work.
- It provides opportunities for the pupil and teacher to decide on targets and strategies on how to meet these.
- Teachers and pupils will follow up agreed targets to see how far they have been achieved.

4)   **Guidelines for marking**

- When the pupil is being assessed, provide clear ticks and written feedback, regularly and as frequently as practical for that subject.
- Make sure that the pupil is able to read and understand the comments we write in their work.
- Provide verbal feedback in lessons to supplement written feedback.
- Provide written feedback on Google classroom as per new Digital Strategy
- Use comments that are constructive, accurate and supportive, and provide pupils with indicators for improvement.

- Ensure that pupils write in blue or black ink so that teachers can mark in pen in a brightly coloured ink such as red or green (which would be preferred). Wherever possible teachers should consistently use the same colours for the same purpose.
- Green highlighter should be used to indicate key areas of correct work and good practice.
- Yellow highlighter is used to indicate areas of a pupils work needing improvement.
- In the primary area, stars may be used, to indicate that the pupil's work reflects the ethos of the CLEAR aims of the school. For instance, where the pupil has shown considerable effort and focus they may be given a star 'R' to indicate resilience and effort.
- Give pupils time to look at the comments on their work and act on them.
- DIRT opportunities should be given;
  - Once every half term for subjects that see students once a week
  - Twice a half term for subjects that see students twice or more a week
- Standards of marking should be consistent within each department.

5) Implementation
- Where grading or number systems are used in marking, an explanation of these should be provided to pupils to ensure that pupils understand how they are being marked and what is expected of them.
- Staff will keep a regular record of work seen, marks/grades given and targets set for their pupils.
- Where appropriate, all subjects will draw the correct spelling of English words and subject key words to a pupil's attention. In the primary area, misspellings will be highlighted by the teacher with an indication to write the version three times to secure knowledge.
- All Yr 7 – 11 pupils will use exercise books and must be encouraged at all times to stick hand outs and other bits of paper in them neatly to ensure that work is in the correct order and presentable. All Sixth form must be encouraged to keep their work in folders in a chronological order and will have their folders checked periodically to ensure that this is the case. Prep and assessments should be kept in an isolated section at the rear of files.
- All student work should be titled and dated for the day of the lesson, and prep completed must be indicated as PREP at the top of the page.
- Teachers must make sure that pupils' corrections, amendments and DIRT opportunities are checked and marked.

6) Marking Prep Work
- Prep work must be set regularly on the day(s) allocated to your subject.
- The work set should be sufficient to occupy pupils for an appropriate length of time. The guidelines per week are
  - 20 - 30mins for Yrs 7 – 9.
  - 45mins for Yrs 10 and 11.
  - At least one hour for every 2 hours taught at A Level.
- At least one piece of prep should be set each week for subjects that see students more than once. This should be regularly and carefully monitored.
- Within these guidelines, Heads of Departments are responsible for determining the frequency and nature of prep in their subject. This work should normally be completed in exercise books for Yrs 7 – 11 and loose leaf for 6th form.

- When prep work has been completed on Google classroom and marked as such, comment should be given in the exercise book stating so.
- Marking should aim to encourage as well as correct. Constructive comments which recognise achievements and help pupils to improve and develop are as important as marks. Experience shows that prompt and supportive marking has a strong direct effect on the standards of presentation and progress in work.
- Prep work within the primary area of the school will be based on English and Maths. This will be given out altogether and the pupils will be given a week to complete it.

7) **Peer Marking (Peer Assessment)**
- Where appropriate (e.g. short tests, experiencing examiner's marking) peer marking can be used. This must only be occasional and must be for improving pupils' learning.
- Peer assessment helps develop self-assessment which can help promote independent learning.
- Teachers must provide an acknowledgment to demonstrate that the work has been seen and checked by them.

8) **Self-marking (Self-assessment)**
- Where appropriate pupils may mark their own work in order to help them develop an understanding of assessment criteria and to support the learning ethos of the school.
- Teachers must provide an acknowledgment to demonstrate that the work has been seen and checked by them.

Responsibilities:
Role of Director of Studies
- To ensure that the marking guidelines are implemented whole school.
- To ensure that good practice is shared through CPD opportunities.
- To ensure that students are aware of their progress and areas for improvement.
- To support Subject Leaders where appropriate in the implementation of the policy.
- To monitor and evaluate the impact of the marking policy.

Role of Subject Heads
- To ensure that the marking guidelines are implemented across all teachers and students in the department.
- The school has provided a workbook scrutiny form.
- To support individual teachers where appropriate.
- To ensure that all students in the department are aware of their progress and areas for improvement.

Marking Example

1. Pupils carry out task
2. Teacher marks using yellow highlighter to identify something to improve - this needs annotating in green pen to describe what needs doing
3. Teacher marks using green highlighter to identify something good and describes in green pen why it is good
4. Pupil reflects on the DIRT in purple pen and improves
5. Teacher reviews purple pen and acknowledges improvements. If this is verbal, pupil annotates "verbal feedback".

Teachers' Guide

What constitutes effective marking and feedback?

Focus 1: Marking for Literacy

- Do learners receive appropriate feedback on their use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)?
- Are errors reviewed?

Focus 2: Frequency of marking/Feedback

- Are there examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time?

Focus 3: Monitoring of progress

- Are learners able to track their progress towards their targets?
- Are staff and learners using tracking sheets effectively?
- Are these kept up to date?

Focus 4; Quality of written feedback

- Do learners receive good quality, constructive written feedback?
- Are learners praised for positive aspects of their work?
- Do learners have an opportunity to respond to the feedback/targets?

Focus 5: Verbal feedback

- Is there evidence of verbal feedback?
- Is there evidence that learners record/respond to verbal feedback?

Focus 6: Peer and self-assessment

- Are learners trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?

Focus 7: Presentation

- Do learners take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?