



MARKING POLICY

Marking policy

Responsibility for sharing information: Katy Fletcher, Deputy Head, Teaching and Learning

***Junior school Marking policy has now been amalgamated with this document and can be found on page 7.**

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.

This policy is informed by the EEF 'Teacher Feedback to Improve Pupil Learning' Guidance Report (2021), which identifies three core principles of effective feedback: (1) lay the foundations for feedback with high-quality initial teaching and formative assessment; (2) deliver appropriately timed feedback that focuses on moving learning forward; (3) plan for how pupils will receive and use feedback. These principles underpin the expectations set out in this policy.

The EEF guidance also notes that extensive written marking may not be the most efficient or effective use of teacher time. Adcote's approach therefore prioritises feedback that is purposeful and acted upon over feedback that is voluminous. The principle is: less marking, better used, not more marking, less read.

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.
- **Ensure that feedback is not just given but acted upon, the value of marking is in how pupils respond to it, not in the volume of teacher comment.**

- Reduce unnecessary marking workload for staff, in line with the DfE's 'Reducing Workload: Making Data Work' and the EEF's guidance that extensive written marking has significant opportunity costs for teacher time.

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 students can improve their work.
- It provides opportunities for the students and teacher to decide on targets and strategies on how to meet these.
- Teachers and students will follow up agreed targets to see how far they have been achieved.
- Feedback should be specific to the learning objective of the task, generic praise ('well done', 'good effort') without guidance on how to improve is not sufficient.
- Feedback should focus on the task or the learning strategy, not the pupil as a person. Research consistently shows that task-focused feedback is more effective than ego-focused feedback.
- Where time is limited, prioritise feedback that moves learning forward over comprehensive error correction. Not every piece of work needs to be marked in depth; choose the moments for in-depth feedback strategically.

4) Guidelines for marking

- Make all students aware at the start of the year what the marking policy is. Refer to the student handout.
- When the students is being assessed, provide clear ticks and written feedback, regularly and as frequently as practical for that subject.
- Make sure that the students 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 Digital Strategy
- Use comments that are constructive, accurate and supportive, and provide pupils with indicators for improvement.
- Ensure that students write in blue or black ink so that teachers can mark in pen in a brightly coloured ink such as green (which would be preferred). Wherever possible teachers should consistently use the same colours for the same purpose.
- Yellow highlighter is used to indicate areas of a students' work needing improvement. Yellow box strategy can be used to clearly identify where you want to see the revised work.
- In the primary area, stars may be used, to indicate that the students'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;
 - o At least once every half term for **academic** subjects that see students once a week - identify opportunities for DIRT in Scheme of Work
 - o At least twice every half term for **academic** subjects that see students more than once a week - identify opportunities for DIRT in Scheme of Work
- Standards of marking should be consistent within each department and use the new marking code.
- Live marking, giving feedback to pupils during the lesson and recording it in books or on Google Classroom in real time, is encouraged as a time-efficient and high-impact form of feedback, in line with EEF guidance.
- Coded marking (using the agreed marking codes below) is preferred over extensive prose comments where it communicates the feedback equally clearly.
- AI-assisted feedback tools may only be used in line with the school's AI Policy. Any AI-generated feedback must be reviewed and personalised by the teacher before being shared with pupils. Teachers remain responsible for the accuracy and quality of all feedback given in their name.

Grading System

All teachers should follow the new Grading System when assessing WAG and Effort grades for students.

<https://docs.google.com/document/d/1rs3HWFyMnUSeCX4hojtIYaDeVNGa5OL8uCbWtklwEwo/edit?usp=sharing>

5) Implementation

- Where grading or number systems are used in marking, an explanation of these should be provided to **students** 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.
- Marking code used throughout all departments across year groups. The marking code should be displayed in each classroom:

	Correct/good point/well written
Sp	Spelling mistake - write correct spelling below work
P / C	Amend punctuation / Use a capital letter
^	Missing word
//	Start a new paragraph
??	This needs to be made clearer, does not make sense
Rw	This part needs rewording/rewriting
~~~~~	Underlined with a wiggly line to indicate grammar error

- All Yr 7 – 11 **students** 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 - 30 mins for Yrs 7 – 9.
  - 45 mins for Yrs 10 and 11.
  - **At least** one hour for every 2 hours taught at A Level - additional reading should be expected
  - For classes only taught once a week- Prep can be set fortnightly.
- At least one piece of prep should be set each week for subjects that see students more than twice. 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 **students** 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 Deputy Head

- 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.
- To conduct or oversee an annual work scrutiny to assess the quality and consistency of marking and feedback across departments, and to share findings with the Headteacher and subject leaders.
- To ensure that staff marking workload is considered as part of the annual review of this policy, in line with DfE workload reduction commitments.

### 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 and Presentation for Juniors

### Rationale

To ensure all pupils have their work marked effectively, so that they understand how to improve their learning and to provide greater clarity on their current progress against English and Maths targets. To ensure that the pupils have the opportunity to not only learn but also reflect on their progress through the lesson, which in turn helps with reinforcement of learning.

### Aims

- Support students in linking achievement to effort rather than ability.
- Have a high standard of presentation and marking across the Juniors that is consistent.
- Show that we value the effort being made with a particular piece of work but highlight work that is not of a child's highest standard.

### Objectives

When considering our aims we should:

- Mark against evidence of progress towards the Learning Focus (LF) for the lesson and their writing targets.
- Encourage students to reflect on what they have learnt, maybe highlighting areas that they found tricky, and providing them with the opportunity to make a note of this so that they can reinforce the following day through the use of Lesson Reflection (LR).
- Train children to self- and peer-assess, as this will enable them to become independent learners and understand how to make progress.
- Record when children make progress and be specific how they can improve e.g. "Great writing: powerful adjectives..." rather than just "Well done" or "Great piece of work".
- Encourage and support further effort (getting a balance between support and challenge).
- Ensure follow up on marking by children. For example, rewriting of spellings, redraft of sentences, paragraphs or other additions / deletions as indicated through their use of purple pen.
- Symbols used by teachers should match the appropriate marking code for their pupils in particular, be age appropriate.
- Indicate to a child that she is presenting her work as set out in the guidelines.

### Presentation criteria include:

- Letter / number formation.
- Spacing.
- Punctuation.
- Underlining with a ruler.

- After a piece of work, leaving a space and new work starting beneath.
- Pride in work and neatness.
- Quality of handwriting.

### Support and Monitoring

Effective practice in marking and presentation will be regularly shared in staff meetings. Teachers and teaching assistants have access to this policy, including examples of good practice.

Marking and presentation will be monitored during lesson observations and lesson drop-ins. Feedback on good practice and areas for development will be given as soon as possible after classroom visits.

## Key Stage 2 Expectations

### Presentation

1. The front cover of exercise books should be clearly labelled.
2. Each piece of recorded learning should have a date and the “LF” statement as a title. The date should be written for all subjects. In Maths, the date should be written in numbers, but for all other subjects it should be written in letters. e.g. 12.9.14 (for Maths) and Monday 12th September (for English and other subjects).
3. All questions and answers should be numbered with the numbers in the margin.
4. The margin may be used by the teacher for brief comments or use of editing symbols to communicate next steps.
5. Students should begin by using pencil, except in Maths books. When the teacher judges that handwriting is consistently clear and of a high standard, permission will be given to use a blue or black pen.
6. Students should use a purple pen when editing and reflecting on their work. Children may use other colours when this is for a learning purpose, e.g. changing colour for each sentence when working on sentence punctuation. Children should ideally use friction pens.
7. Drawings and diagrams should be done in pencil.
8. In Maths, for formal written methods, children should write one number in each square. They should not do this for other number work.
9. The marking will identify and suggest improvement that needs to be addressed when work is returned to children.
10. Students should leave a space after a piece of work before starting a new piece of work after an underlining.
11. Students should correct any errors by putting a line neatly through a word, with the correction written above or next to it. The over-use of rubbers should be discouraged.

12. "LR" statements by students should record their learning reflection including how they found the work and what they identify as a target for improvement.

### Marking

1. Marking is in green ink.
2. The most effective marking shows clear areas where the child can improve, ideally when the child is present but, obviously, this is not always possible.
3. Written responses should be in a style that is easily read by the child. Verbal feedback will be used most often and will be recorded by the teacher with "VF" or the verbal feedback stamp.
4. Self- and peer-marking at an age appropriate level is effective and should be used frequently, in relation to the "LF" statement, the success criteria and / or the children's target. In self-assessment, children should tick with ticks the same size as their writing. The teacher should always view each child's piece of work during or after the lesson to identify misconceptions and check the accuracy of their child's own self-assessment.
5. Teachers should require children to read their comments from marking and respond to the comments prior to, or at the start of the next lesson in that subject.
6. Marking should reflect achievement of the "LF" statement.
7. Marking should also contain comments to show how children can improve their work.
8. Rewards should be given where appropriate, e.g. stars link to the whole school reward scheme ie. CLEAR stars, which transcends into merits at Year 7. However other teacher-led rewards are encouraged such as stickers.
9. Teachers should be aware of their own use of language and neatness when writing comments in children's books.
10. Where used, worksheets should be trimmed and stuck into books with glue. They should be relevant to the learning focus, of high quality, carefully written and presented, and have the statement at the top.
11. Teachers should underline incorrectly spelt words and write "sp", along with the number of times that the child should practise that word. The teacher should identify words that the teacher feels that the child should know, with no more than 5 in a piece of work.
12. All prep work should be marked by the teacher, or peer- or self-marked by the children and later viewed by the teacher. Any misconceptions, or issues reported by parents, must be followed up by the class teacher.
13. Where work has been marked by a teaching assistant, the TA should initial the marking.
14. Cover teacher marking should be in accordance with this marking policy and initialled in the bottom left hand corner of the child's book.

Juniors Marking Code

	Correct/good point/well written/ YAY!
<b>Sp</b>	Spelling mistake - write correct spelling below your work 3 times
<b>P /C</b>	Check punctuation / Check capital letters
<b>^</b>	Missing word needs to go here
<b>//</b>	Start a new paragraph here
<b>??</b>	Does this make sense?
<b>~~~~~</b>	Please check this part, there's something wonky.
	Super work, you've earned a CLEAR star!

## Teachers' Guide - What Constitutes Effective Marking and Feedback?

The seven focus areas below are drawn from the school's own framework and are consistent with the EEF 'Teacher Feedback to Improve Pupil Learning' Guidance Report (2021). This guide should be used to inform departmental self-evaluation and professional conversations about marking quality.

- **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?

Is feedback returned promptly, ideally within two weeks of submission?

- **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?

Is feedback task-focused rather than ego-focused? (EEF guidance: feedback on the task is more effective than generic praise or personal comment.)

- **Focus 5: Verbal Feedback**

Is there evidence of verbal feedback?

Is there evidence that learners record/respond to verbal feedback (e.g. 'VF' noted in books)? Is live marking used where appropriate to provide immediate, in-lesson 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?

Is peer/self-assessment structured around specific criteria (the Learning Focus, mark scheme, or success criteria) rather than general impressions?

- **Focus 7: Presentation**

Do learners take pride in what they are learning and recording?

Is poor presentation and organisation tackled appropriately?