



Marking for Learning Policy 2018 - 2019

Lead	<i>Headteacher</i>
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AIMS OF THE POLICY

This policy aims to ensure that marking across departments at St Philip Howard Catholic Voluntary Academy is focused on having a positive impact on young people's learning. Marking should provide regular and meaningful written and oral feedback to students, parents and staff. Information gathered as a result of the implementation of this policy will also be used to inform future teaching and learning. Marks given will be recorded and used to inform reporting to parents and will be passed on to other staff when required.

PRINCIPLES

Research evidence on different approaches to improving learning, attainment and progress shows that effective feedback makes a greater contribution to progress than any other approach. **(Sutton Trust)**

It is the teacher's responsibility to ensure that students' classwork and homework is marked regularly, accurately and with comments to facilitate pupil progress.

The purpose of marking students' work is to:

- Acknowledge and praise individual student achievements, and to show to the student that you take an interest in them and their work
- Ensure the appropriate pitch and challenge of work
- To indicate to parents that you are aware of the pupil's progress and performance
- Give structured and informative next steps feedback to aid rapid and sustained progress for learners in all subjects
- To feedback to the pupil on what they can do to reach the next band / grade
- Ensure regular dialogue between student and teacher
- Facilitate self-esteem and motivate students
- Ensure high standards of presentation, accuracy and quality of students' work.

- To feedback to the pupil on when and why they make mistakes
- To feedback on misconceptions or problems with understanding
- To inform future planning
- To gather information for target setting
- To monitor students' progress in whole school initiatives e.g. literacy / numeracy / SMSC
- To help identify any special needs (including most able)
- To help the pupil / pupil understand how 'marks' are allocated for exams / assessments and to help the students gain a greater understanding of criteria for marking certain assessments – this will then aid peer and pupil self-assessment

PRACTICE

- Both classwork and homework must show evidence of regular marking of key pieces of work, with specific next steps comments aimed at supporting students to succeed in their learning or stretch them academically. Pieces to be marked can include exam questions, classwork and homework.
- All teacher comments should be recorded in green pen. Specific, positive, honest and encouraging comments should identify positive achievements made alongside offering progress related advice for future improvement. Staff should use the 'www' and 'ebi' forms of marking.
- Following detailed marking, Directed Improvement and Reflective Time (DIRT) should be given as an activity within the following lesson or as homework to allow students to act on their feedback. It is useful for students to do this in red pen to highlight changes.
- Peer (purple) and self-assessment (red) are valuable ways of developing student understanding of their own progress and assessment criteria. These will be recorded on student's work.
- All students should receive a standardised and banded/graded assessment at half termly intervals to ensure they are making sufficient progress and these assessments should be recorded and feedback given: written and/or verbal.
- Prior attainment data and marks for key pieces and assessments should be recorded in each teacher's marksheet i.e. KS2 levels / scores and current grading system.
- The use of post-it notes is useful to clearly indicate to students where next steps comments are located in their books.
- As part of the drive to improve standards and outcomes for pupil premium children, we recommend as per our pupil premium strategy that PP students work should be marked first before others.
- DIRT completed after an assessment e.g. unit exam, should be printed/and or completed on yellow paper and then stuck into books.

THE WRITTEN FEEDBACK SHOULD:

- Clearly state which aspects of the work have been successful
- Specify exactly how the pupil can improve their pieces of work either through scaffolding or challenge
- Provide opportunities to think things through for themselves
- Comment on progress over a number of attempts
- Provide students with the opportunity to respond

MARKING WILL PROVIDE EFFECTIVE WRITTEN FEEDBACK IF:

- The students understand the comments to be for their benefit
- The handwriting is clear, and students can read the comments.
- The work is not over-marked, with corrections/ feedback concentrated on many learning points.
- Constructive written comments are specific and related to progress
- Students are given time to read over the comments and respond to them.
- Comparisons with other students are avoided.

It is the responsibility of the SLT and the Extended Leadership Team, through the constant QA of Heads of Department to ensure that the marking policy is followed. A review of marking forms part of the Performance Management, Appraisal process as well as the MfA process.

Heads of Department should check that schemes of work are being followed and that work is differentiated and the pitch of lessons is appropriately challenging. They should also ensure that the marking policy (this document) is being followed rigorously and to a high standard.

Strategies for Marking

Teacher marking should be done in **green pen**.

Pupil corrections and self-assessment should be done in **red pen** where possible.

Peer marking should be done in **purple pen**.

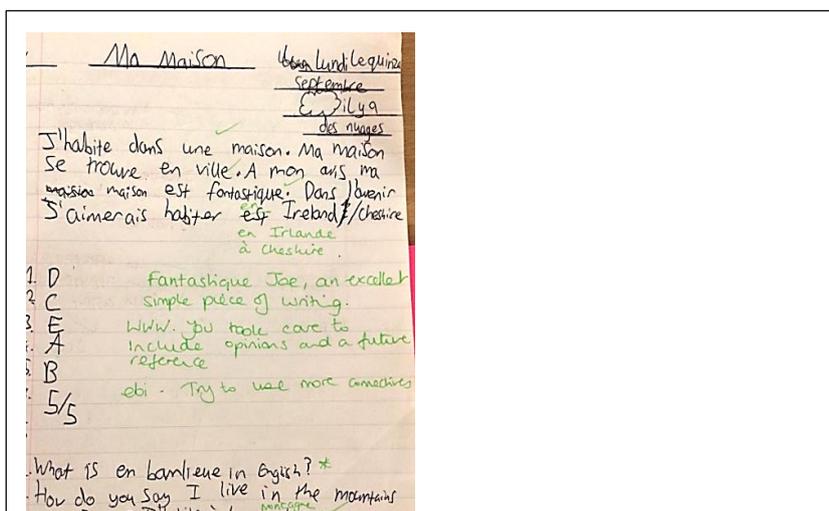
Tick	Acknowledges that you have read a section of work. Confirms the accuracy of peer assessment. Confirms the accuracy of facts or explanations
Band/Grade	Indicate the correct band or grade for the pupil/student's work.
Acknowledge academic achievement (www)	Give clear feedback as to what knowledge the pupil/student has applied correctly in their work.
Precise next steps comments/questions (ebi)	Give clear feedback as to what the pupil/student should do to improve their work and reach the next band/grade. This could be a question, comment, re-draft, stretch or support task, application task. Spelling errors should be indicated and corrected three times by the pupil/student. Students should be given the opportunity to redraft pieces of work, whether it is a sentence or full paragraph.
Improvement and Reflection Time (DIRT)	Students should be given dedicated improvement and reflection time to allow them to act on comments, make corrections and improve their work.

MARKING FOR LITERACY AND NUMERACY

In order to develop the literacy and numeracy skills of our students all staff must encourage the development of literacy and numeracy skills within their subject areas. The purpose of this policy is to ensure that a common and consistent approach is used in the marking of literacy and numeracy.

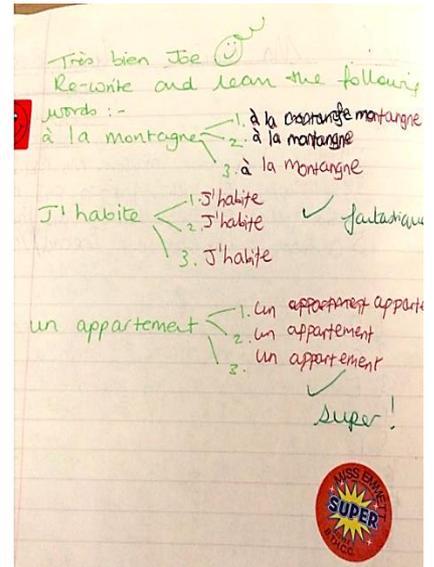
Commenting on aspects of literacy within marking:

Marks on Work	Description
Gr	Grammar
Sp	Spelling
Cp	Capital letter



P	Punctuation
^	Missing words
//	New paragraph
 (between the words)	Two words, not one
Circle around word e.g. should of	Wrong choice of work (ask students why it is incorrect)
N	Numeracy error

Commenting on aspects of numeracy within marking:



Marks on Work	Description
Un	State units clearly
LA	Label axis with units
WO	Show working out

ADDITIONAL MARKING CODES

The following codes can be used in a pupil's book to indicate presentation issues for a pupil to correct.

Marks on Work	Description
T	Missing Title
U	Underline
R	Use a ruler

The Learning Journey and Progress over Time in Exercise Books/Files

Format and Presentation

- ✓ Clearly label the book/file with name, form, class teacher, subject, use of book (classwork, etc.)
- ✓ Exercise books/files to be neat and well-presented – no graffiti.
- ✓ Target sheet in books or files to inform students/students of their starting point, target and to track their progress throughout the year.
- ✓ Work should be clearly labelled with date, title, classwork, homework and underlined with a ruler.
- ✓ Homework should be clearly labelled.
- ✓ Dates to be written out in full in most subjects. Mathematics and Science may wish to use numerical forms to help build skills of numeracy e.g. dd/mm/yy
- ✓ All written work should be neatly presented and to the highest standard.
- ✓ There should be no missed pages in books.
- ✓ When students begin a new piece of work, they should miss a line, rule off across the page and begin on the next line.
- ✓ Students should be accountable for keeping work in the correct order.
- ✓ All worksheets / loose sheets should be securely attached to book.
- ✓ All drawing in pencil.
- ✓ Rulers used to draw any straight lines, including: graphs, labels etc.
- ✓ In mathematical work (including charts, diagrams and graphs), accuracy and detail should be encouraged with evidence that mistakes are corrected in a consistent way

- ✓ Peer assessment is the only time a student should write in another student's book. Peer assessment should be checked by the teacher.
- ✓ Student work to be written in blue or black pen.
- ✓ Students to use red pen when responding to feedback and self-assessing and purple pen when peer assessing.

Improvement and reflection time (DIRT) should be given in subsequent lessons for students/students to act on feedback (respond, redraft, make corrections). Students should have acted on, and learned from feedback in order that they do not make the same mistakes. Work should show appropriate challenge so students can make mistakes and learn from them or apply knowledge in a different context.

Please see '**Exercise Book Policy**' for further guidance.