

Marking Policy

Rationale

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-assessment. Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of students' achievements that feeds into future planning and moves learning on. It is also a very effective medium for providing feedback to learners about their progress.

Teachers will use their own discretion and pupil knowledge regarding which marking procedure to use. This will be determined by the pupil's academic ability, maturity and age range. The appropriate marking procedure will ensure relevant 2-way dialogue between teacher and pupil. This will be at a level suitable for the pupil to understand and respond to upon.

This marking procedure will be reflected across all subjects ensuring consistency for the pupils regardless of their age or ability.

The core aims of the marking of students work are:

- To provide opportunities to give praise and encouragement so their work is valued;
- To motivate learners to want to produce high quality work and make progress;
- To reinforce the expected standard;
- Marking of student's work, either written or verbal, should be regular and frequent;
- To enable students to recognise what they do well and how they can improve;
- To enable students to improve their work through the setting of challenging, but achievable targets;
- To allow students to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them;
- To determine if teaching has been effective and inform the next steps of planning;
- To provide a record of past interactions for outside audiences.

Marking should be:

- Undertaken as soon as possible after completion, and if possible, discussed with the child;
- Clearly related to the aims of the lesson or section of coursework;
- Meaningful for the individual student and enable the learner to improve;
- Used to inform future planning;
- Positive and constructive, with appropriate praise given;
- Linked to learning objectives/targets in some cases, even for the most able learner.
- Two way – students given opportunity/encouraged to respond;

Marking for classes in EYFS, Life skills groups and ENRICH, using Evidence for Learning, should include:

- Photographs of the pupil meeting an objective.
- A comment describing what the activity is, how much support was given and who observed it.

Where work is produced in books you will see:

- Child friendly traffic light system to show if children have met, are working towards or have not yet met their learning objective.
- Stamps with pictures to show the level of support given.
- Stamps to show what could be improved e.g. 'remember full stops'.
- Verbal and written feedback in the form of verbal questioning, letter/number formation practice or an extension activity.

Marking for classes in phase 2 should include:

In Phase 2

- Child friendly traffic light system to show if children have met, are working towards or have not yet met their learning objective.
- Stamps with pictures to show the level of support given.
- Verbal and written feedback in the form of verbal questioning, letter/number formation practice or an extension activity offering further challenge.
- Speech Bubbles used to evidence verbal comments within class

Within upper Phase 2, teacher discretion is used regarding which marking procedures are appropriate for pupils according to academic ability.

Marking for classes in phases 3 should include:

- Verbal and written feedback, including questioning and further challenge.
- Speech Bubbles used to evidence verbal comments within class

Marking for classes in phases 4 and 5 should include:

- Verbal and written feedback, including questioning and further challenge.
- Speech Bubbles used to evidence verbal comments within class

- Coursework should include the assessment record sheet relevant for each exam board. Each student will have their own copy and these assessments are quality assured by the internal verifier in school as well as an external verification from exam boards.

Lifeskills

Teacher discretion will be used regarding which marking procedure is appropriate for the particular pupil according to academic ability.

ENRICH

Teacher discretion will be used regarding which marking procedure is appropriate for the particular pupil according to academic ability.

Monitoring and Evaluation

- Leadership team will carry out work scrutiny to monitor the implementation of this policy.
- All work should be dated and titled;

The outcomes for this policy are an improvement in students' learning and greater
All subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
Students and teachers have easy access to individual targets for students in core subject areas;
A well planned system of rewards ensures that students of all abilities are motivated.
All phase 4 and 5 qualifications are quality assured internally and externally.

The performance indicators will be:

An improvement in student's attainment;
Consistency in marking across the school;
An awareness for the students of expectations and how they can improve;

Monitoring and review

The policy will be reviewed annually.

Policy approved by Governors:	Nov 2020
Date of next review by Governors:	Nov 2021

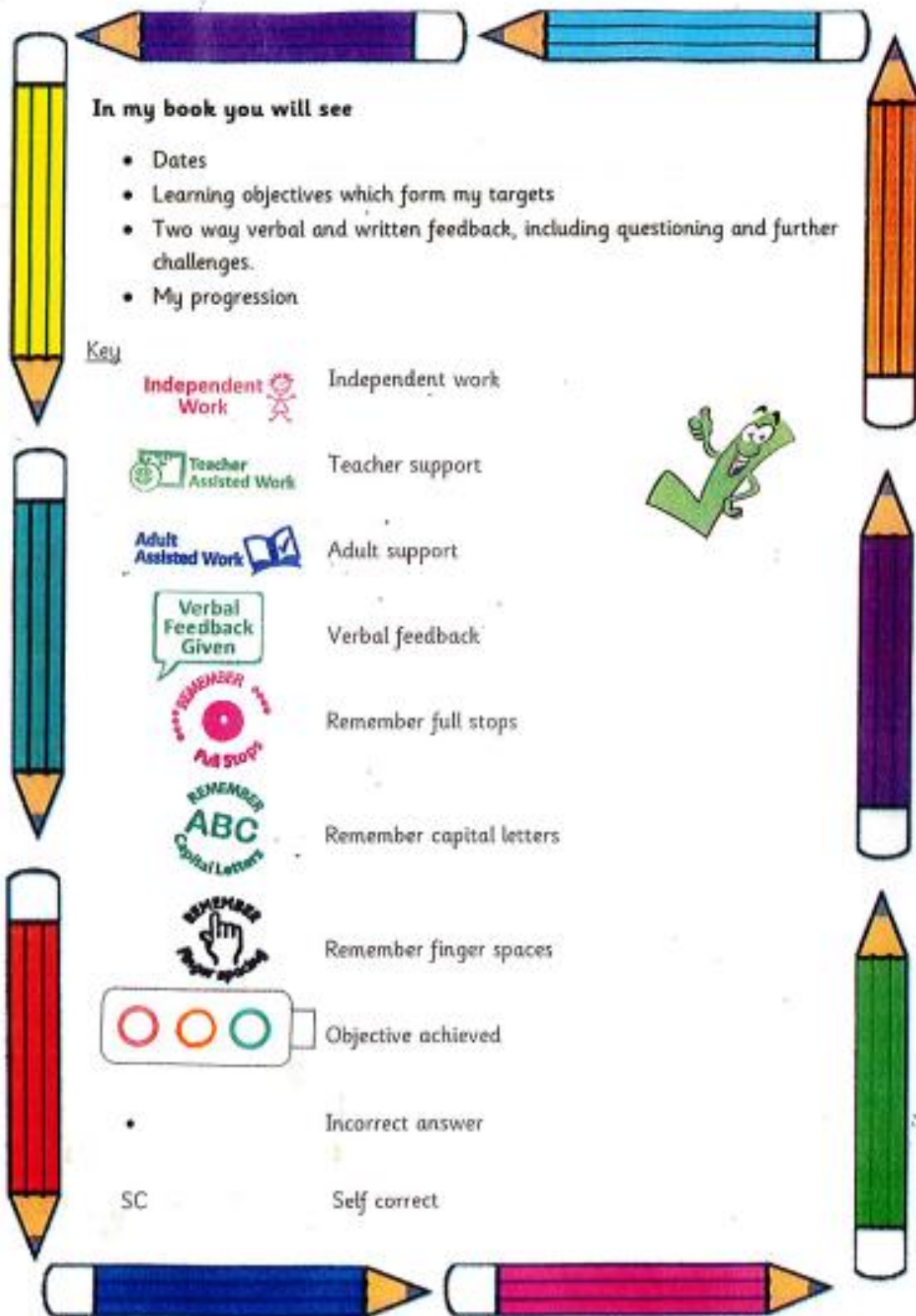
Appendices 1: Scrutiny Proforma to ensure Marking is consistent and in adherence to policy.

Appendices 2: Primary and Secondary book cover guidance for children.

Appendix 1

Subject:	Class	Date: Week beginning
Monitored by:		
Focus:		
Front cover sheet.		
Inside front cover marking guidance.		
Up to date recording sheet in back of book.		
Recording sheet correctly annotated.		
Observations:		
Action points:		









Appendix 2.




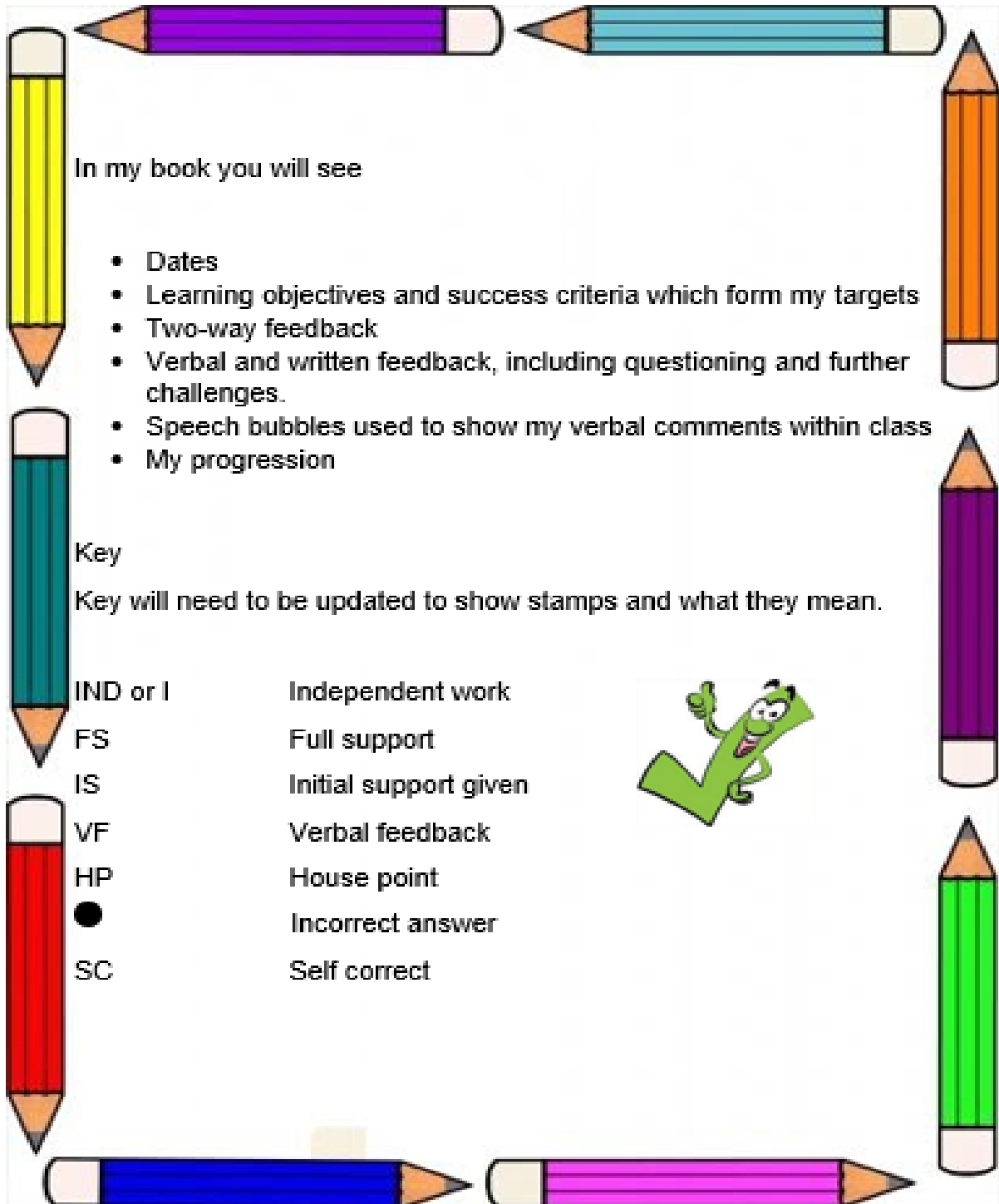
In my book you will see

- Dates
- Learning objectives which form my targets
- Two way verbal and written feedback, including questioning and further challenges.
- My progression

Key

	Independent work
	Teacher support
	Adult support
	Verbal feedback
	Remember full stops
	Remember capital letters
	Remember finger spaces
	Objective achieved
•	Incorrect answer
SC	Self correct





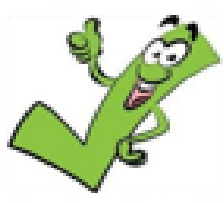
In my book you will see

- Dates
- Learning objectives and success criteria which form my targets
- Two-way feedback
- Verbal and written feedback, including questioning and further challenges.
- Speech bubbles used to show my verbal comments within class
- My progression

Key

Key will need to be updated to show stamps and what they mean.

IND or I	Independent work
FS	Full support
IS	Initial support given
VF	Verbal feedback
HP	House point
●	Incorrect answer
SC	Self correct



Inside front cover - Lower Phase 2, Enrich, Lifeskills groups

In my book you will see

- Dates
- Learning objectives and success criteria which form my targets
- Two way feedback
- Verbal and written feedback, including questioning and further challenges.
- Speech bubbles used to show my verbal comments within class
- My progression

Key

IND or I	Independent work
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Inside front cover - Upper Phase 2 and Phases 3-5, Enrich, Lifeskills groups
English and maths books

For the front cover of all English and Maths books - EYFS, Phase 2, Phase 3, Lifeskills groups and Enrich This won't be required in Phases 4 and 5 as pupils will be working on an exam objectives not stages documents

In the back of my book you will see:

- The stage I am currently working at
- Boxes which are coloured showing objectives I have achieved
- Boxes which have coloured dots showing the targets I am working towards.