MARKING POLICY

NEXT REVIEW SUMMER 2022

Aims

1. To establish a consistent approach to the way students' work is marked, so that students feel valued and have a clear understanding of how well they are doing and how to make progress.
2. To ensure all students have their work marked regularly to help them reach or exceed their full academic potential.

Rationale

At Lakelands, we recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills.

Marking is most effective when the student knows:

1. The purpose of the task
2. How far they have achieved this
3. How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

The Marking Process

Written feedback should:

- relate to lesson objectives and learning outcomes
- give strengths and improvement areas
- challenge every student to think for themselves – if a student has achieved very highly, meeting the success criteria skilfully, then this should be seen as an opportunity to stretch them by encouraging them to evaluate their own work, consider a challenging question or apply high level skills to another area.

Effective forms of feedback:

It is important that teachers use a variety of feedback mechanisms. The following are acceptable forms of feedback:

- Written comments, giving WWW (What Went Well) and EBI (Even Better If).
- Highlighting in two colours strengths and improvement areas; when work is returned, students write their own WWW and EBI, based on highlighted areas, using a list of possible strengths/weaknesses as a guide.
- Symbol marking – provide a key for students (helps avoid repeating the same comments and saves teachers time).
- Stamps with key assessment criteria – teachers tick or shade, according to strengths / improvement areas
- Verbal feedback – one-to-one, small group and whole class
- Peer feedback – only works when students are properly trained in giving diagnostic feedback with very specific criteria to use.
- Self-feedback – encouraging students to check and proof-read their work (with a green pen) and write reflective comments on their work, based on clear assessment criteria.

If a student has achieved very highly, meeting the success criteria skilfully, then this should be seen as an opportunity to stretch that student by encouraging them to evaluate their own work, consider a challenging question or apply high level skills to another area.

Closing the feedback loop:

- When marked work is returned, it is essential for students to be given the opportunity to *engage with the feedback*, such as making a short focused improvement on their skills in response to the EBI given (whilst this should happen regularly, it should not become burdensome or create extra work for teachers).
- Learner engagement with feedback can be done in lesson time or for homework; however, it is better that it is completed with the teacher present to answer any queries and provide support for those who require it. This is a process that will involve monitoring / targeting of specific students – underachievers and Disadvantaged students, in particular.
- Marking should inform teacher planning and monitoring.

Formal Assessment

Teachers are responsible for the marking and feedback of formal assessment under examination conditions. This work must be returned promptly to students and will inform grades reported to parents.

- Students' work for practice external examinations should be marked using exam marking criteria.
- Internal moderation may be needed to produce consistent standards between different teachers.

Frequency of Book Marking

The type and extent of written feedback will vary from subject to subject but books / folders should show regular diagnostic feedback that is helping learners make tangible progress in their knowledge and skills.

Spelling, Punctuation and Grammar

Standard codes are encouraged across all subject areas (Literacy across the curriculum):

Sp   In the margin and the word underlined or the incorrect spelling highlighted
       Spelling error, students should be encouraged to learn their corrected spellings.
Gr   Grammatical error
P   Punctuation needed
//   New paragraph needed
WW   Wrong word used (this will be in the margin and the word underlined)
^   Word or letter missed out

Roles and Responsibilities

Role	Responsibility
Teacher	• Ensure work is marked regularly in line with academy policy • To share good practice of book marking in meetings • To ensure that predicted grades are rooted in accurate and reliable assessment
Teaching Assistants	• Guide students in responding to teachers' feedback in class
Faculty Leader	• To check marking on a regular basis (appropriate to the number of lessons taught in subjects) and ensure staff mark in line with the school policy • Monitor the quality of marking and take necessary steps to deal with issues of underperformance • Ensure their faculty has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail • Planned opportunities are created each term to moderate key assessment activities to ensure consistency • Model good marking policy for their teams
SLT	• Monitor the application of the marking policy across the academy through regular book samples • Ensure Faculty Leaders are carrying out their roles in relation to monitoring and marking
Students	• Read all comments by teachers carefully and make improvements • With teacher guidance, sometimes mark their own or others' work using green pen • Put their best effort into their work • Catch up on work after absence • Keep high standards of presentation in book work
Parents	• Read through the comments written by teachers regularly • Engage in dialogue via planners and books with the school where appropriate • Support the school in checking that students are putting their best effort into their work
Governors	• To agree to the academy's Marking Policy • Listen to feedback on the implementation of the new policy • A representative from the Teaching and Learning Committee to carry out an bi-annual book sample with the Deputy Head for Curriculum, Assessment, Teaching and Learning.