

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 a 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 student's academic ability, maturity and age range. The appropriate marking procedure will ensure relevant 2-way dialogue between teacher and student. This will be at a level suitable for the student to understand and respond to.

This marking procedure will be reflected across all subjects ensuring consistency for the students 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, or where possible in the moment marking, will be used within some subject areas.
- Clearly related to the aims of the lesson or section of coursework.
- Meaningful for the individual student and enable the learner to improve by being provided.
- Used to inform future planning.

- Positive and constructive, with appropriate praise given.
- Linked to learning objectives with targets in some cases.
- Two way – feedback should match with your learning style and subject; students given opportunity and encouraged to respond.

Marking for classes 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.
- If the objective meets the EHCP target.

Marking for work produced in books in phase 1 and lower phase 2 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 upper phase 2 and phase 3 should include:

- All written marking feedback should be in green pen (VI students only marked with black pen).
- Successfully achieved learning objectives are highlighted in green (providing visual feedback for pupils and assessment for the teacher).
- Learning objectives in place in books, marked with the key in the top right hand corner of how work was completed; for Example I, FS or MS.
- Verbal and written feedback, including questioning and further challenge.
- Knowledge bubbles used to evidence verbal understanding of knowledge within class.
- Incorrect answers should be marked with a green X.

Marking for classes in phases 4 and 5 should include:

- All written marking feedback should be in green pen (VI students only marked with black pen).
- Marking for catering work should be completed in black. Internal verifier should mark in red and external verifier should mark in green. This is to ensure compliance with examination board requirements.
- Successfully achieved learning objectives are highlighted in green (providing visual feedback for pupils and assessment for the teacher)
- Learning objectives in place in books, marked with the key in the top right hand corner of how work was completed; for Example I, FS or MS.
- Verbal and written feedback, including questioning and further challenge.
- Knowledge bubbles used to evidence verbal understanding of knowledge within class.
- Incorrect answers should be marked with a green X.

- 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

Lifeskills will use the marking policy for phase 2 and 3, except where pupils are in phase 4 where the phase 4 policy will be followed to ensure compliance with examination board requirements.

Monitoring and Evaluation

- Leadership team will carry out work scrutiny to monitor the implementation of this policy.
 - All work should be dated and titled; numerical date for maths and science, written date for all other subjects.
- The outcomes for this policy are an improvement in students' learning and greater understanding,
All subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail,
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:	Sept 2023
Date of next review by Governors:	Sept 2024

Inside front cover of all books – upper phase 2, phases 3 – 5 & Lifeskills. All Marking will be in GREEN unless VI which will be BLACK.

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
- ☐ Knowledge bubbles used to show my knowledge within the class
- ☐ My progression

In the back of my book you will see:

- The stage document I am currently working on, the document will show coloured boxes for targets that I have achieved and coloured dots on the targets I am working on in each term.

Key

I	Independent work
FS	Full support
IS	Initial support given
MS	Moderate support given
VF	Verbal feedback
HP	House point
X	Incorrect answer
SC	Self correct

Inside front cover of all books – Phase 1 and lower phase 2. All Marking will be in **GREEN unless VI which will be **BLACK**.**

In my book you will see

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

In the back of my book you will see:

- The stage document I am currently working on, the document will show coloured boxes for targets that I have achieved and coloured dots on the targets I am working on in each term (lower phase 2 only)

Key

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