

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.

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;
- 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;

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 lesson objectives stated on the topic/unit sheet.
- Meaningful for the individual student and enable the learner to improve by being provided with exemplars and clear steps to improve.
- Used to inform future planning.
- Positive and constructive, with appropriate contextual praise given.
- Offer challenge questions where appropriate, points to improve and clear next steps.
- Students given time respond to marking.

General Guidance:

- All written marking feedback should be in a green pen (VI black), any student response in a different colour.
- Topic/unit sheet in place in books at the start of every new topic/unit, dated & marked using the key; for Example I, FS or MS.

- Marking for all external qualification subjects should follow exam board guidelines in relation to pen colour, where to put marks, any annotations or marking requirements. - The external cover sheets should be completed in black ink. Each student will have their own copy and these assessments are quality assured by the internal verifier in school as well as external verification from exam boards. This is to ensure compliance with examination board requirements.
- Marking should not be used to tell the child what they can do, that they have met a learning outcome or to record absence.

Evidence for Learning, should include:

- Photographs/videos of the pupil working towards or meeting an objective.
- A comment describing what the activity is, how much support was given, who observed it and any misconceptions recorded.
- If the objective also meets the EHCP target record this.
- Where misconceptions have been identified and recorded these should be shared and verbally talked through with students.

Marking for work produced in books in phase 1 (including any transition classes) you will see a range of:

- All work should be marked, stamps to show what could be improved - use of full stops, capital letters and finger spaces.
- Correct spelling of key vocabulary and common words.
- Praise with context in relation to learning (once per week)
- Verbal marking is done in the moment to address all misconceptions, elicit understanding from questioning or provide extension learning.
- Students who have significant communication barriers will receive feedback verbally or with the use of communication aides and/or Makaton/InPrint

Marking for classes in phase 2 and above

Foundation - Expectation:

- 2 pieces of independent work (per topic) marked in detail (improvements with exemplars, next steps/questioning) in relation to learning objectives set out on topic/unit sheet to move learning on. This should also include the use of CUPS/ARMS expectations.
- Outside of the 2 detailed pieces always correct misconceptions/errors with worked exemplars to inform next steps.
- Always correct spelling of key vocabulary and common words (appropriate to individuals English ability*).
- Punctuation and grammar corrected.
- All work will be acknowledged.

- Praise with context in relation to learning will be evident as and when appropriate.

Practical Foundation subjects (Art, DT, Music, PE) – Detailed (improvements with exemplars, next steps/questioning) specific feedback is provided at the midpoint of a topic/unit in relation to learning objectives set out on topic sheet to move learning on.

All other feedback to be regularly given verbally.

Maths – Expectation

- All work is acknowledged with a tick at the end of the page (this would only be seen where there have been no errors in work).
- Praise with context in relation to learning (once per week).
- Always highlight/correct misconceptions or incorrect work (this will be multiple incorrect) with a worked exemplar – if there are lots of the same calculation correct and only 1 error that is clearly just a mistake rather than misconception just highlight it.

English (any students accessing RWI green & above) – Expectation

- RWI does not need to be marked, verbal live marking feedback only – except day 3 or 5 (correct spelling/punctuation/grammar on the big write)

SOW

- 2 pieces of independent work (per genre) marked in detail (improvements with exemplars, next steps/questioning) in relation to learning objectives set out on genre sheet to move learning on. This would include the use of CUPS/ARMS.
- Outside of the 2 detailed pieces of work all key vocabulary and common words should be corrected (appropriate to English ability*), punctuation and grammar corrected, praise with context in relation to learning (once per week).
- If work is unreadable this should be addressed with practical strategies and guidance.

Lifeskills

Lifeskills marking in books (where applicable) will follow the most applicable marking expectation set out above in line with the needs and ability of individual students. Teachers will select and apply the most appropriate marking expectation for individual students, the approach selected will be consistent across all subjects to avoid confusion. The vast majority of work in life skills is captured on Evidence for Learning as per expectation set out above.

Monitoring and Evaluation

- Leadership team will carry out work scrutiny to monitor the implementation of this policy.
- The outcomes for this policy are an improvement in students' learning and greater understanding across the curriculum.

The performance indicators will be:

An improvement in student's attainment.

Consistency in marking across the school adhering to policy.

Students act upon next steps and outcomes improve over time.

Monitoring and review

The policy will be reviewed annually.

Policy approved by Governors:	Oct 26
Date of next review by Governors:	Oct 27

All books – phase 2 – 5. All marking will be in green (VI in black), student response will be in a different colour.

In my book you will see:

Topic Sheet at the start of a unit/topic

Short date on each piece of work

Marking in line with policy

Key

I Independent work

FS Full support

IS Initial support given

MS Moderate support given

VF Verbal feedback



In the back of my CORE books you will see:

Phase 2 & 3 - 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.

Phase 4&5 – A qualification target tracking sheet.

All books – Phase 1 (including all transition classes). All Marking will be in green (VI in black), student response will be in a different colour.

Topic Sheet at the start of a unit/topic
Short Date on each piece of work
Marking in line with policy

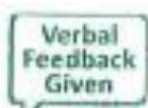
Key



Independent work



Adult support



Verbal feedback



Remember full stops



Remember capital letters



Remember finger spaces

NB - In lifeskills the most appropriate system from above will be used individually per student based on need and ability.

*spellings that are phonetically spelt correctly will not be marked wrong for those students working within the RWInc programme unless this is a repeated common error that has been addressed. Once students have completed this programme spellings will be corrected regardless of phonetic plausibility.