

Marking Policy and Procedure



Approved by:	Governing Body
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Last reviewed on:	September 2024
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Next review due by:	September 2025
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Rationale:

It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning objectives (LO). This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Marking and feedback will help drive improvement in outcomes.

What are the principles that guide marking?

Marking and feedback should:

- be manageable for staff and accessible to pupils;
- relate to the learning objectives and comment on previous attainment within the context of the learning objectives;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for pupils to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and target setting;
- be seen by pupils as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

How do we mark pupils' work?

Pupils' work is marked in a colour that can be clearly seen. Work will be marked with positive feedback in purple and areas for next step improvement in purple.

Feedback is written clearly using language that the pupil understands.

Staff mark using a standardised format for work presentation i.e. use of pen / pencil, date, format, writing form etc. All pupils work will have a date and L/O.

An achievement system will recognize when pupils have excelled above the expectations. Attainment is linked to learning objectives and directly to their EHC Plan targets.

Pupils will be 'poised' when they make little or no progress towards the LO. Pupils will be 'in flight' where good progress against the LO has been made. Pupils will be 'soaring' where they have made progress and exceeded expectations against the LO.

Abbreviations of P for 'poised', F for in 'flight' and S for 'soaring,' maybe seen in books and used by staff, peers and pupils.

Staff will consistently make positive phone calls home to parents/carers to acknowledge when pupils have performed above expectation or exceeded. A record of these calls will be kept in a telephone log.

Staff make use of three forms of marking/feedback as follows:

Verbal Feedback

It is important for pupils to have verbal feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the learning objectives and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning.

Pupils of all ages need regular verbal feedback. This will be indicated in marking by outlining that verbal feedback was given.

Quantitative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong or can be benchmarked against set measures. Some marking of this kind can be done by the pupils, peer assessed, as a class or in groups.

Qualitative feedback / marking

Using qualitative feedback, staff focus first and foremost on the learning objective of the task. The emphasis being on both successes against the learning objective and improvement needs. When using qualitative marking staff should:

1. Read the entire piece of work;
2. Highlight the extent to which the L/O has been met within the lesson;
3. Highlight areas of the work which met objectives and were successful through purple pen feedback.
4. Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved through use of feedback.

In some cases, it may not be appropriate to use purple, such as difficulties with colour recognition or emotional need, in which case teachers will use professional judgement and an alternative colour for these pupils.

What general expectations and protocols help us to mark work consistently?

Pupils use drawing and writing implements that best suit their own style and comfort. Written work should generally be completed in pen and any drawing or number work completed in

pencil. However, due to the complexity of some pupils needs this may not be possible and alternative strategies maybe utilised to assist their individual learning.

All tests / assessments / exams must be completed in black pen unless SENCo advise is contrary to this.

All work is dated.

Feedback should be focused on success of LO and areas for next step improvement should encourage progress and greater understanding of LO.

How will pupils respond to the comments that have been put at the end of their work?

For the marking to be useful, the information must be acted on by the pupils. Time should be given during the following lesson for pupils to read and then make focused improvement based on the improvement suggestion. Teachers should use this as further opportunity for verbal feedback and discussion to aid pupil progress and understanding.

What other styles of marking do we use?

Self-assessed marking - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Pupils should be encouraged to work within a meta-cognition and self-regulation ethos and environment. Pupils should be encouraged to work towards self-evaluation and self-planning, self-monitoring and evaluation. Self-marking dialogue should encourage pupils to be thinking about the impact of their performance and how they can improve.

Paired and Peer Marking - once a marking process has been modelled with the class pupils sometimes pupils will mark work in pairs. This allows them to develop their own critical capacity. Sometimes to enable pupils to develop socially and to reflect more deeply on the LO pupils will engage in peer to peer marking.

Marking of Literacy

Pupils should be taking an active role in understanding their progress and providing feedback on their work and that of their peers.

Spellings and English usage should be corrected in a way which is appropriate to the needs of the pupil. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Frequent spelling errors should form part of the next step teacher feedback and acted upon in pupil responses.

Marking frequency

All pupil work will be marked, but it may not always be appropriate to provide full feedback commentary. In these cases, the degree that the L/O was met should still be highlighted so teachers are able to identify need within the objective covered.

Monitoring

Subject Leads, who oversee other staff delivering parts of the subject programme are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for school self-evaluation and development planning. The views of pupils about marking and assessment will also be sought.

Assessment grades are routinely collated by staff to share with colleagues, carers/ parents and other professionals at EHC Plan reviews, PEP meetings etc. Where there is not a subject coordinator, whole staff team planning meetings should engage in peer reflection upon practice to ensure same degree of quality and quantity of marking.

Parent / Carer Involvement

Parents/carers have a considerable contribution to make to a pupil's success in school. They are strongly encouraged to review their children's schoolbooks, support pupils in responding to staff feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged.

Policy Monitoring Arrangement

This policy will be reviewed annually but can be revised as needed. It will be ratified by the Governing Body.