

# Summerfield Education Centre

## Marking Policy (Assessment for Learning/ STAR marking)



### Purpose

- To give students regular and consistent feedback regarding both the quality of their work and their progress.
- To inform students **WHAT STEPS THEY NEED TO TAKE** in their learning to make progress.
- To provide staff with information that will inform half termly assessment grades.

### Principles

- Marking must give SPECIFIC advice on how to move forward
- Feedback comments should deal **primarily** with the quality of work **RELATED TO THE LEARNING OBJECTIVES AND SUCCESS CRITERIA**. **Occasional** reference may be made to presentation but these expectations should be reinforced regularly during lessons
- There are 4 main types of marking used by Summerfield and the expected frequency and standard is highlighted throughout this document.

### Practice

- It is the responsibility of the Deputy Head and Middle Leaders to ensure that marking takes place according to the principles and guidelines expressed in this policy. Regular book monitoring will support this, dates are given in the Teaching and Learning Monitoring Schedule.
- Feedback will be given to teachers regarding the quality of their marking and it is the expectation that teachers work within the acceptable standard
- Teachers should use the STAR marking branded paperwork for feedback purposes

# Effective Marking Teachers Guide



Imagine what a difference it would make if all children **knew what they were good** at and **knew what they needed to do to improve** in a simple format that doesn't take too much time.

Marking student's work is the core part of working life for any teacher and it can seem endless, stretching well into evenings and weekends. With all the other things a teacher is expected to do, the question is simple, does it make any difference and is it worth the time and effort? The answer is a resounding yes!

Effective marking is one of the most crucial forms of assessment around. It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. But more than all that. It is an opportunity to have an individual dialogue with every child because every child matters and always has.

Marking is one very important and neglected form of feedback. Meta-analysis by Professor John Hattie has identified **feedback** as the major factor in pupil progress. This mirrors the findings of Paul

Black and Dylan Williams.

Feedback is a core component of assessment for learning. Assessment for learning is a core component of personalised learning. Despite the prominence that feedback has, few people have adequately addresses the issue of manageable effective marking. This strategy aims to address the work-life balance whilst also effectively providing students with the feedback they need to make "outstanding" progress.

"How do we know that active learning and feedback have the greatest effect on student achievement? Professor John Hattie has synthesized over half a million of the most effective research studies on teaching methods, and the other variables that affect achievement. This is the biggest and most authoritative review of classroom-based educational research ever undertaken. He concludes that the factors that make students learn best are student activity towards a challenging goal, and informative feedback on this activity."  
Geoff Petty

### Summerfield Marking Strategy

The types of marking that needs to be evident at Summerfield are listed below with minimum expectations of frequency:

1. **Acknowledgment marking** – checking that the work has been completed and that there are no obvious mistakes that need correcting. (After every piece of work in an exercise book)
2. **Quality teacher marking** – otherwise known as STAR marking (one a week). Quality marking by students -Peer and self-assessment (ONCE EVERY FORTNIGHT and as part of good practice to develop confidence of young people to peer to peer mark)
3. **Verbal feedback** (should appear often as verbal feedback given)
4. **Marking for Literacy** (every time you mark)

### Formative Marking vs Summative Quality Marking

Acknowledgement and peer/self-marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given in point in time.



### Tracking and Monitoring Pupil Progress

**All assessment and marking that we complete then informs our assessment trackers that are on school pod. We have to demonstrate the impact that our lessons have on pupils making sure that they are making the most progress possible.**

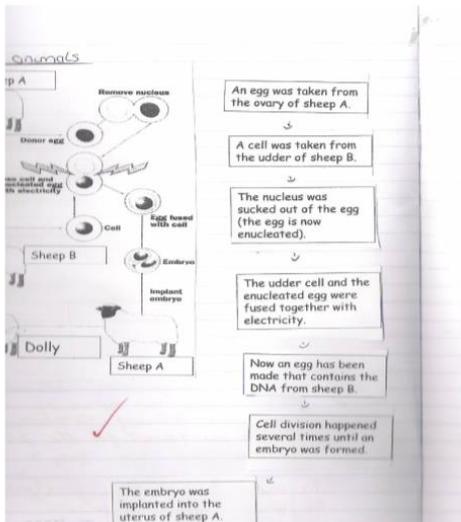
## 1. Acknowledgment marking.

Light touch/ "tick and flick"/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises.



### Acknowledgement marking

Below is an example from the Science Faculty



- 1 An enucleated egg cell is where the nucleus is sucked out of an egg cell. ✓
- 2 The baby would be a clone of Brad Pitt because the skin cell would have the 46 chromosomes. The egg doesn't carry chromosomes so is not to do with the egg donor. ✓
- 3 To make the baby grow we have to put the egg cell into the uterus so it can get nutrients and hormones so it will grow. ✓

Good answers.  
Checked by your Teacher  
EI

At the simplest the checked stamp will appear to acknowledge that the work has been satisfactorily completed by the student. There may also be simple corrections, marking for literacy or simple comments/questions/targets. The checked stamp in some cases will replace the tick. Outstanding practice will see errors more thoroughly checked in some pieces of work.

Teachers will acknowledge such work variously through the use of an effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment based comments. Work could also be acknowledged

using the whole school stamp to show that it has been checked for completion and correctness.

## 2. Quality Teacher marking.

Paul Black from King's College, London states that research has shown that grades/scores or grades/scores and a comment do not raise standards. Developmental comments alone raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to do to improve. However, it will be necessary on key task assessments to provide a level/grade e.g. summative assessment. These need to be done on a half termly basis.



Quality marking should use the "Are you a Summerfield Star" framework. This is a system that we intend to 'market' across the whole school and therefore transferable between subjects.

**ARE YOU A SUMMERFIELD STAR?**

**S**  
**T**  
**A**  
**R**

STRENGTH: \_\_\_\_\_

TARGET: \_\_\_\_\_

APPROACH: \_\_\_\_\_

RESPONSE: \_\_\_\_\_

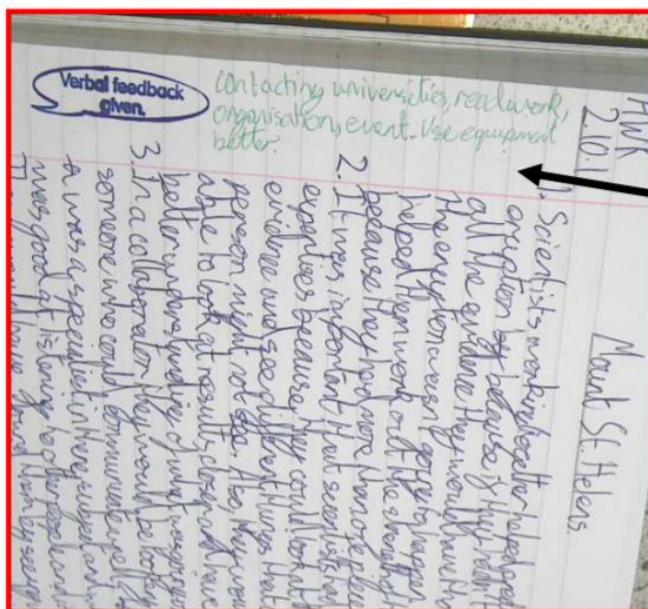
This system meets all of criteria for Ofsted approved marking and is simple, memorable and easy to understand.

When the system has become embedded across the school opportunities could be built into the scheme of work to allow for peer and self-assessment. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This could be done in **GREEN** pen to highlight is as student marking and not teacher marking.

### 3. Verbal feedback.

(Formative feedback) Verbal feedback is a valuable form of formative feedback. Some areas may use this type of feedback more frequently because of the nature of their subject. For example, in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria. In written subjects such as English, Humanities', Maths etc... verbal feedback may be identified as having taken place using a stamp. The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given. This can be achieved quickly and simply by training students to write next to the stamp in their books.

#### Verbal feedback (Recording it has happened)



Often it is difficult to evidence when verbal feedback has happened in a lesson. Where verbal feedback has been given in the lesson, this may be acknowledged using the feedback stamp. In good examples students will have recorded the feedback and in outstanding examples it should be clear that students have acted upon the advice.

The example on the left was verbal feedback given for a homework piece. All students had made a similar error, rather than writing this correction on all students work, this formed the starter for the next lesson. Students recorded the feedback next to the stamp.

## **Marking for literacy**

4. You will not expect to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. NB: Some subjects may correct spellings that are subject specific rather than all spelling errors. For less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes. To encourage pupil involvement, you may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the marking for literacy codes below, which need to be displayed in your teaching room.

<b>Mark</b>	<b>Means....</b>
Sp + underline	<b>Try this spelling again</b>
P	<b>Punctuation error.</b>
G	<b>Grammatical error.</b>
C	<b>Find the missing or misplaced capital letters</b>
//	<b>New paragraph/Mark in where the paragraphs should be</b>
✓ ✓	<b>Exceptional point/use of language</b>
?	<b>Not clear. Rewrite this short section again to improve the expression.</b>
FS	<b>Write in full sentences.</b>
Ex	<b>Develop your explanation further using key vocabulary.</b>
D	<b>You need to add more detail. Add in the point you forgot to include.</b>
WW	<b>Wrong word e.g. being/being. Try and find and correct it.</b>

It matters where the mark is:

- Next to the line-means you can find it in the line
- Against a vertical pen line means you can find it in the section
- At the end means it is a problem throughout