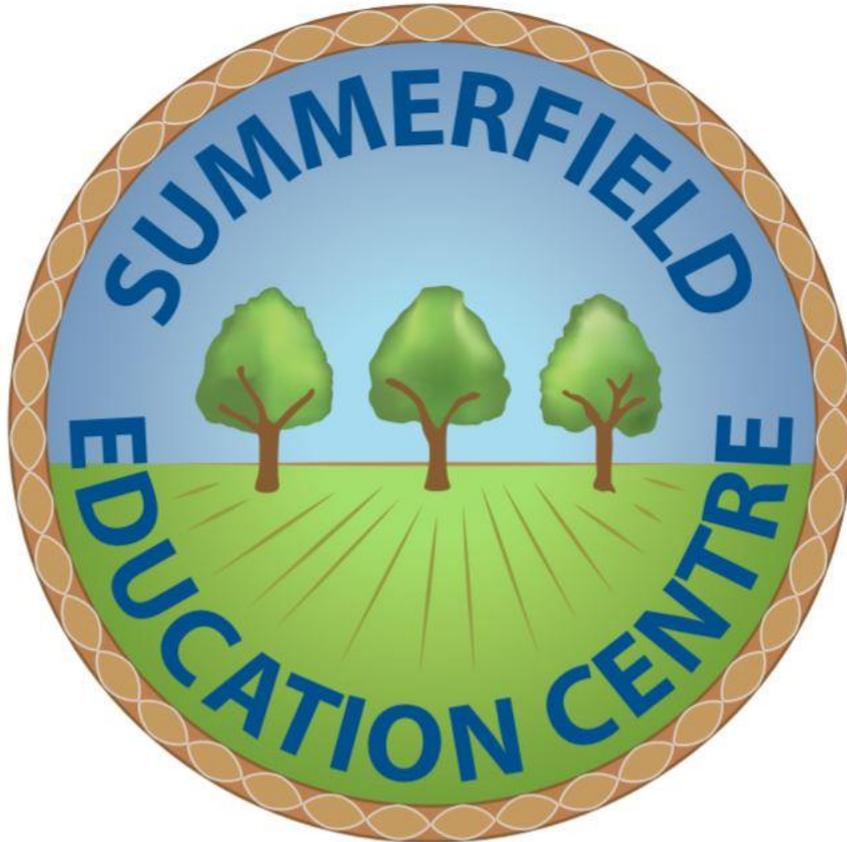


# Marking Policy

## Summerfield Education Centre



<b>Approved by:</b>	<i>T. E. Whitehouse</i>	<b>Date:</b> 16 <sup>th</sup> March 2020
<b>Last reviewed on:</b>	February 2019	
<b>Next review due by:</b>	March 2021	

## Intent

- 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 termly assessment grades.

## Principles

- Marking must give subject specific technical advice, in line with curriculum objectives, about how to move forward and make progress.
- 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 for feedback purposes for pupils in Summerfield teaching groups
- Students identified for the nurture programme will be assessed using the protocol identified within the Nurture Policy

## Implementation

### Summerfield Marking Strategy

Marking for pupils in teaching groups at Summerfield:

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 (Fortnightly).
3. **Verbal feedback** (should appear often as verbal feedback given)
4. **Marking for Literacy** (every time you mark)

Marking for pupils identified in nurture group at Summerfield:

1. School Pod Intervention tab completed after every session (identifying; intent, implementation and impact)
2. Progress towards objectives monitored through traffic light system

### 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

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



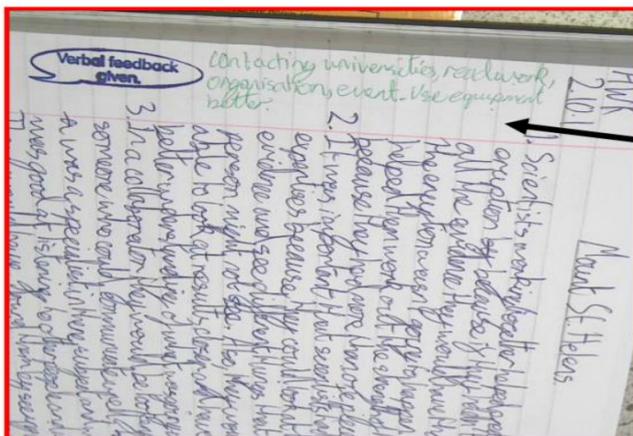
assessment. These need to be done every term.

Quality marking should use the "Are you a Summerfield Star" framework.

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.

### 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.

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.

Verbal feedback 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 or your initials in their books.

## 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.

Mark	Means....
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

## Nurture Group Intervention Tab Marking School Pod

schoolpod News: [Covid-19 Update - Please Read](#)

Group Intervention **One to One Intervention** Attendance Behaviour Register On Report Mark Book

Student  Staff  Victim

Subject

Date

Information

Intent

Implementation

Impact

Impact Status

Blue

Amber

Green

Cancel Print Save & Close

All intervention marking is monitored by a designated teacher who will monitor and apply progress to school pod tracking systems. (See assessment Policy).

## **Impact**

Summerfield marking systems for teaching groups and nurture groups are designed to capture progress that students make during every lesson or session with our teachers. This evidence is then mapped onto the Summerfield Assessment levels and record via our electronic school management system (School Pod).

The learning trajectory of each child is then looked at to make ensure progress is being made at a satisfactory rate. The children who are not making satisfactory progress are then referred to our intervention programme. (See Nurture Policy).

## **Linked Policies**

- Nurture Policy
- Curriculum policy
- Behaviour Policy
- Staff Hand Book
- SEN policy
- Safeguarding Policy
- Teaching and Learning Policy