



Marking Policy Summerfield Education Centre

Approved by:	<i>T. E. Whitehouse</i>	Date: October 2020
Last reviewed on:	October 2020	
Next review due by:	October 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 half termly assessment grades.

Principles

- Marking must give subject specific technical advice, in line with curriculum objectives, about how to move forward and make academic progress.
- All feedback 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 3 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 and school pod reports will support this.
- 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 intervention be assessed using the form School Pod Intervention tab.

Implementation

Summerfield Marking Strategy

Marking for pupils in teaching groups at Summerfield:

1. Quality teacher marking – otherwise known as STAR marking (Fortnightly).
2. Verbal feedback (should appear often as verbal feedback given)
3. Marking for Literacy (every time you mark)

Marking for pupils identified in for intervention 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. 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 on key task assessments to provide a level/grade e.g. summative assessment, these need to be completed every half term.

It has become necessary for Summerfield to adopt a new approach to provide feedback to pupils since too much contact with exercise books may provide virus transmission opportunities. Therefore, the STAR marking slip on School Pod provide the platform to record:

Strengths – of work according to abilities and targets of child

Target – what the child could achieve when working to the best of their ability

Approach – how the child can progress to the next level academically.

Re-draft – also known as Redo. Opportunity

for the child to demonstrate that they have grasped feedback and evidence that they have taken the advice of the teacher.

The screenshot shows a digital form titled "STAR" with the following fields and options:

- Slip** section:
 - Student: A dropdown menu with a plus icon and a red cross icon, labeled "Please select a student".
 - Staff: A dropdown menu labeled "Please select a staff member".
 - Status: A dropdown menu with "Open" selected.
 - Date: A date picker showing "15 Oct 2020" and a "Date" label.
 - CC: A link labeled "Click Here to Inform Others".
- STAR** section:
 - Remote Learning:
 - Face to Face:
- Further Details** section:
 - Title of work:
 - Strengths:
 - Target:
 - Approach:
 - Re-draft:

This quality approach should be undertaken for every child in every subject every two weeks.

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

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

The screenshot shows the 'schoolpod' interface. At the top, there's a navigation bar with the schoolpod logo and a news link 'Covid-19 Update - Please Read'. Below this are several tabs: 'Group Intervention', 'One to One Intervention' (which is selected), 'Attendance', 'Behaviour Register', 'On Report', and 'Mark Book'. The 'One to One Intervention' form includes dropdown menus for 'Student', 'Staff', and 'Subject', and a date field set to '16 Mar 2020'. Below the form are three sections: 'Information' with checkboxes for 'Intent', 'Implementation', and 'Impact'; 'Impact Status' with checkboxes for 'Blue', 'Amber', and 'Green'; and a footer with 'Cancel', 'Print', and 'Save & Close' buttons.

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