



Marking Policy



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Coal Clough Academy Marking Policy

Introduction

At Coal Clough Academy we are committed to ensuring that all pupils achieve to their full potential. A fundamental part of this is **assessment** and **achievement**. This policy sets out how we assess and how we measure achievement.

Rationale

By providing relevant and timely feedback to pupils, both orally and in writing, marking intends to serve the purposes of valuing pupils' learning. Marking should highlight areas for development and next steps and should evaluate how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Learners should be aware of their own progress and understand how they can improve.

The regular marking and assessment of pupils' work is an essential requirement of all teachers as reinforced in Teachers Standards, May 2012.

Part 6 'Make accurate and productive use of assessment' in particular:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

The majority of young people that attend Coal Clough Academy will have found it difficult in the past to deal with criticism and rejection. Many are severely challenged by the need to review and revise their work. Others struggle to accept that their work does not meet their own exacting standards and their need for perfection. Part of our role as teachers and support assistants at Coal Clough is to understand the complex causes that underpin these attitudes. Through understanding we can help our pupils come to terms with their feelings in a safe environment. From this base of security and understanding pupils will be better able to evaluate their efforts in a more measured and realistic way and take the necessary steps towards improving their work.

Aims:

At Coal Clough Academy we aim to:

- Provide a positive atmosphere where all work is valued, expectations are high and all achievements are recognised.
- Assess our pupils' learning on a regular basis, to inform future planning to meet the individual needs of the pupil.
- Inform pupils, parents and colleagues of progress, indicating starting points and setting future targets
- Create a dialogue with pupils that will aid progression

- Develop pupils' self-esteem through praise and through valuing their own achievements. Having regard to the need to differentiate marking to meet the emotional needs of pupils as well as their academic needs.
- Ensure continuity and consistency for the pupils' as they move through the school

What constitutes effective marking and feedback?

Marking Strategies (Formative)

There are **four** main types of formative feedback that teachers can use and pupils can expect to see. The frequency of each type used will vary between subjects and Key Stages.

1. **Acknowledgement marking** – Checking that the work has been completed and that there are no obvious mistakes that need correcting.
2. **Quality teacher marking** – **SWAN** (**S**trengths, **W**eaknesses and **N**ext Steps Marking sticker)
3. **Quality marking by pupils** – Peer and Self-Assessment.
4. **Verbal Feedback**

1. Acknowledgement marking

Light touch/ tick and flick/checking marking – in order to support the giving of quality feedback and key points in 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 or exercises. Teachers will acknowledge such work variously through the use of ticks, simple marks or corrections (10/10) and/or brief attainment based comments. Short, positive comments should be used to celebrate and encourage achievement & progress.

Frequency of marking (approx.): All work that is evident in exercise books should have some form of acknowledgment marking if it is not quality marked.

2. Quality teacher marking – School Marking Sticker

This is detailed feedback which relates to how well pupils have met the learning objectives. It gives praise, advice and next steps on how to improve their work.

Strength: A positive comment which relates to the learning objective/success criteria focusing on skills, knowledge and understanding- this could be for one specific piece of work or a collection spread over 2 or 3 lessons.

Weaknesses: Key areas where the learning objective/success criteria was not met and why

Next Steps: A suggestion/instruction/question to encourage further thinking or an action needed to be taken in order to improve.

Frequency of marking (approx.): One sticker per week in all subjects.

D.I.R.T – “Dedicated Improvement and Reflection Time” should be built in to allow pupils to respond to the feedback/next steps. This could be a short 5 minute starter activity or as a longer activity within the lesson. This should follow each marking sticker and be evident in exercise books in purple pen.

3. Peer and Self-Assessment

This can be a useful activity if done in an environment where pupils have been taught to do this effectively. Opportunities **should be** built into the scheme of work to allow peer and self-assessment. This should allow pupils to gain a better understanding of where they are, where they need to be and what they need to do to get there. This should always be done in **PURPLE** pen to highlight it as student marking and not teacher marking.

Frequency of marking (approx.): At least once per half term. This may be done orally in practical subjects but try to have some form of evidence to demonstrate this.

4. Verbal Feedback

Verbal feedback is a valuable form of formative feedback. Some subjects may use this type of feedback more frequently such as in Life Skills, Art and Physical Education. It involves frequent use of open and probing questions and ongoing dialogue as work progresses towards the learning intention/success criteria. Evidencing this can be difficult so perhaps use prompt cards or verbal feedback stickers with brief summary of what was discussed. This could also link to the marking sticker and be shown with a VF symbol next to the action section. The students will then act upon your conversation in purple pen.

Vocational Areas

Vocational aspects of pupils' work are sometimes harder to evidence. Photographic and video evidence is used to capture work that pupils complete practically. These are produced alongside teacher feedback/marking stickers and are dated so that we document progress made in lessons and progress made over time. Each photograph or video link can be logged in books or folders with relevant marking symbols/feedback

What feedback can I give during a BTEC assessment?

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment. While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills; appropriate behaviour and approach; confirmation of deadlines; confirmation of which criteria the assessor is targeting; clarification of what the assignment brief requires etc. Your feedback must stop short of confirming achievement of assessment criteria or grades before formal assessment, and you should not give specific instructions on how to improve the evidence to achieve a higher grade. Marking stickers can still be used but follow the guidelines from the board for how to phrase your feedback.

What feedback can I give after the BTEC assessment has been completed?

On the formal assessment record, you should give clear feedback on: the criteria the learner achieved (explaining the assessor's decisions) the criteria not achieved (and why) general feedback on approach, behaviour etc. You should not provide a list of

instructions on how to get a higher grade. The Standards Verifier will review your written feedback on the formal assessment record.

Formative vs Summative Assessment

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 be best taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil's attainment and therefore progress made at a given point in time.

Non-negotiable procedures for marking at Coal Clough Academy:

- All work in exercise books/folders/files should have the learning objectives for each lesson logged.
- All books/folder/files will display a sticker on the front, a Tracking sheet on the inside front cover and a Symbols for Marking sheet at the back. Target grades will be on the front of all exercise books/folders/files.
- All marking of pupils work is to be carried out by the Teacher/Support Staff in **Green** pen.
- All pupils' work is to be at least 'acknowledged' marked by Teachers or Support Staff.
- All pupils to act on their feedback and make corrections to their previous work in **Purple** pen.
- All pupils will have allocated **DIRT** (Dedicated Improvement and Reflection Time) within lessons.
- School Marking stickers to be used weekly and visible in all books/folders/files

Marking for Literacy

You will not be expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected we recommend a maximum of 5 corrections of key subject words and/or high frequency words or the spelling of words with common pattern as appropriate to the pupils needs. 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. You may ask pupils to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them, or highlight them using the symbols for marking codes which are displayed in every classroom and at the back of the pupil's book or work folder.

Symbols for Marking:



Symbols for Marking Checklist

SP = Spelling mistake

PUN = punctuation error

// = Start a new paragraph

CAP = Capital letter missing or misused

↑ = Missing word/section

? = Meaning is unclear/ illegible

RD = Redraft a section/piece of work

WW= Wrong word choice

✓✓ = Good choice of vocabulary/ good idea shared

* See comment on the marking sticker

Equal opportunities including Special Educational Needs

All pupils should take an active role in their learning. Staff should use their knowledge of individual pupils needs (included in pupil passports) to know what motivates them, their individual learning style, their interest and enthusiasms. Marking should reflect this knowledge wherever possible to motivate and inspire pupils when responding to the work and contributions across the school.

For pupils on the SEN register, responses must reflect a pupil's individual targets and progress against them. Teaching staff need to consider factors such as this when marking work of any type.

Monitoring & Evaluation

Members of the Senior Leadership Team and Middle Leaders will review samples of work (Book Scrutiny) from each class to monitor the implementation of this policy at different points throughout the year. They will be looking for consistency and effective practise across the school. An analysis will be made and feedback will be given to staff. An action plan will be produced prioritising any improvements if required.