<u>Marking Policy</u>

<u>Policy Review</u>
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19th February 2015**
Last review date: **22nd July 2018**
Date of next review: **22nd July 2019**

Signed   Date: 22nd July 2018

Craig Dembicki
Managing Director
Education 1st

Principles

Marking is a vital part of the dialogue between young people and teachers. Students need to be able to evaluate their work and understand how to improve in order to make accelerated progress. Students and their parents/carers need to be able to gage their level of achievement in relation to the national expectation appropriate to their age. The marking of work using meaningful and effective comments is an important part of this process.

Guidelines

- All teachers use a system of stampers to provide a consistent framework for marking. These prompt a comment referring to the learning objective, a praise point and next steps, which points the student specifically to what they should do to improve their learning next time
- Marking should be carried out as soon as possible after completion of the work and lesson time must be given for the students to act upon the teacher comments
- Comments should include questions, reminders, scaffold (an example of what they need to do), example (exact sentences, words or processes to apply)
- Comments will be responded to by the child in purple pen (Purple pen progress).
- Students' work for external exams should be marked and graded in line with the exam board's criteria.
- Learners are assessed using age related criteria or KS4 examination grading
- Students should be encouraged to proofread each piece of work, check for errors and correct it themselves before handing in
- Care must be taken when writing comments to show respect for the student's work
- The ability of a student and the effort they have put into a piece of work must be taken into account when marking
- Important and significant errors should be corrected; there may be a case for not correcting less important errors as this could demoralise the student in certain cases. For example a student who has dyslexia.
- The marking code as outlined in Appendix 1 must be used consistently by all staff

Appendix 1

The Marking Code
Students will be introduced to a marking code across all curriculum areas. This will need to be consistent throughout the provision to train the pupils to consider their errors. All students should be aware of this way of correction.

CODE to be in the margin

 e.g.   sp   │   the cat sat on the met

Wobbly line in a green pen signals to the pupil there is an error. In the margin there will be the appropriate code.

sp   =   spelling error, underline the word and spell correctly above – or ask
                     the child to self correct.
☐   =   capital letter, overwrite the letter or ask the child to self correct
◯   =   missing or incorrect punctuation, write the correct punctuation in or ask the
                     cto self correct
//   =   new paragraph

Presentation
In regard to handwriting, emphasis should be placed upon:
● the clarity of the letter shapes;
● the spacing of the letters and word;
● letters forming into words, using joined handwriting (teacher discretion at KS2).

The following points are vital to the continuity of approach throughout the provision:
● Never accept scribble in work – this must simply be done again without any scribble;
● Never accept doodling inside books or on the cover of books; our aim is that students' books are always something to be proud of.
● Staff presentation is also extremely important. We must show students we are doing our best too. This means staff must have a high standard of labelling and general presentation if we are to expect a high standard from them.

Setting Out
The date should be written in full on the right hand side of the page. (Numeracy can use the short date.)
e.g. Monday 15th October, 2016 or 15.10.2016
This should be underlined neatly with a ruler.

The LO should be written on the right of the next line and underlined
e.g. LO: to understand photosynthesis
A new piece of paper should be started with each new day, if appropriate.
If not, then a piece of work should be ruled off, with a straight line completely across the page. This will show where they have reached at the end of each lesson.

Appendix 2

Literacy "closing the gap" example comments:
This strategy involves the teacher identifying where improvements can be made and then providing differentiated support in order to enable children to make these improvements:
- A **reminder** prompt, e.g. "Say more about …..", "Explain why you think this…"
- A **scaffolded** prompt, e.g. "Can you explain why Sam was frightened?", "Describe Sam's feelings as he went through the wood"
- An **example** prompt, e.g. "Choose one of these adjectives…"

Maths "closing the gap" example comments:
This strategy involves the teacher identifying where improvements can be made and then providing differentiated support in order to enable children to make these improvements.
- **Model** e.g. model how the calculation could look when adding different amounts of money
- **Image** e.g. an image that gives a visual picture of the thinking behind a concept, for example, a number line to help solve a calculation/pictures to help solve a calculation/pictures to help halving or doubling
- **Closed / multiple choice question** e.g. "Do you know an equivalent fraction for 7/49?"
- **Open question** e.g. "I have two 1-10 dice. What numbers could I throw with each dice to give a total of 15?"
- **Finish the sentence** e.g. "Half of 16 is the same as …..+….."This shape is called a ……because it has……."
- **Explanation / Generalisation e.g.** "Why does 30 + 29 + 31 = 90?"

Self -Assessment Strategies:
- Success criteria will be communicated to the students about what the learning intention will look like to them by the end of the lesson. This gives the students a benchmark to self- assess against so that they can judge if they have met the objective
- Learning outcomes will be communicated for students to measure their own progress against the learning ladders at the outset and during the lesson
- Students should be encouraged to identify their own successes and look for improvement points. This should be ongoing through the lesson not just at the end.