



**Reddish Hall
School**

Marking Policy

Policy Number	1.1
Review Date	September 2017
Next Review	September 2018
Owners - Names and Job Titles	Sarah Makin Deputy Head Teacher

1. Rationale

1.1 Marking promotes students learning and raises standards; it does not merely measure them. The quality of marking can have a significant impact on attitudes to learning, self-esteem, confidence and attainment. Marking can inspire and stimulate challenge, encouraging students to work hard. Quality marking enables teachers to focus on how to improve the learning of individual students from individual starting points; it helps teachers create personalised lesson planning and helps with curriculum development.

2. Aims of the policy

2.1 To provide clear guidelines on a whole school approach to marking and written feedback.

2.2 To achieve consistency across the subject departments and the school.

2.3 To provide a system which is clear to students, staff, parents and carers

2.4 To ensure that marking is beneficial to the pupil and is not merely done to 'tick a box', thus avoiding excessive workload for teaching staff

3. Whole School Policy

3.1 Books should be checked and students' work acknowledged regularly and routinely, in the context of the frequency of lessons experienced. Written feedback (Quality Teacher Marking) should be specific to the student and should be given at appropriate intervals depending on the subject..

3.2 Written feedback should include strengths about the subject content and an area for improvement following the WWW, EBI and Student Response Structure. However, it is expected that support with literacy will be on-going.

3.3 When students are undertaking assessments, they should be provided with clear success criteria prior to the assessment in appropriately differentiated language.

3.4 Modelling of exemplar student work is encouraged as a means of getting students to further understand the success criteria.

3.5 When a student receives written feedback on an identified assessment or other identified key piece of work, there is an expectation that they will reflect and act on the feedback during a specified period of class time

3.6 During this time students should respond to EBI's in green pen and indicate the improvements they have made as a 'student response'.

3.7 In order for Quality Teacher Marking to take place, not all classwork will be marked by the teacher. Students can expect to receive a variety of written and verbal feedback. Self and peer assessment is acceptable provided the accuracy

of marking is checked and acknowledged by the teacher afterwards. When verbal feedback is given, students should be encouraged to record what they need to do improve their work.

3.8 As part of written feedback, (Quality Teacher Marking) teachers should make clear reference to how the piece of work relates to the student's target grade.

3.9 All teachers should use the literacy policy marking codes and check for accurate use of Standard English including the use of subject specific language and terminology.

3.10 PSW's and classroom support are encouraged to mark during lesson time and should initial their marking.

3.11 If a student is heavily supported with a task the PSW or person working with the student should mark the work 'TA' so the teacher is aware that the work has not been completed independently. If applicable, a comment should be left that briefly explains how the student was supported.

4. Marking for Literacy

4.1 In order to promote consistency, The Marking for Literacy Policy should be adhered to alongside this whole school marking policy.

4.2 Using the SPaG symbols to identify literacy errors

All staff and students should be made aware of the different literacy indicators and should use them alongside their marking or when self/peer assessing. The SPaG codes should be used throughout the exercise book of each student

4.3 The following SPaG symbols should be used to identify literacy issues in secondary:

Sp This word is spelt incorrectly. Copy out the correct spelling x3. Please only use this for no more than 2 or 3 spelling errors, focusing on the highest frequency words or key words.

P Punctuation has not been used correctly. Please correct this.

C You have not used a capital letter correctly. Please correct this.

// You have not paragraphed correctly. Your teacher has inserted this symbol where a new paragraph should have begun. Page **5** of **10**

? Your sentence doesn't make sense. Please rewrite this in a clearer way.

Adaptations are made to this in primary depending on the stage of the learners.

4.4 Where a pupil has identified barrier to learning such as Dyslexia or Irlen's please take advice from the SENDCO as to which areas to focus on when marking for literacy.

4.4 Self/Peer Assessment: The 'Green Pen' approach

All pupils should be provided with a green pen to self-correct their own work or that of their peers before it is marked by teachers. Subject areas and/or individual staff should identify keywords within the lesson/topic or a target for punctuation or grammar e.g. use of full stops. This helps pupils by raising awareness of key words or skills and informs teacher planning and assessment.

4.5 This can be developed by asking pupils to circle a keyword each time it is used in order to reinforce the spelling. This is particularly effective when introducing new terminology. This again raises the importance of correct spelling for pupils and makes it easier for teachers to check spelling. In many subjects, the spelling of subject specific words will be given greater priority.

4.6 Presentation Policy

The Presentation Policy should also be adhered to to promote consistency and a common approach to presentation.

The presentation policy is to visible in class:

- i) Write in blue or black ink.*
- ii) Write out and underline the date in words and key question for the lesson.*
- iii) Write in clear handwriting.*
- iv) Not graffiti on our books.*
- v) Respond to EBI and correct literacy errors.*

4.7 Teacher marking

Any colour of ink apart from green can be used. Teachers should be aware of their own presentation when marking work.

5. Responsibilities

5.1 Class Teachers

- a) Mark in line with the School Marking Policy.
- b) Allow opportunities for students to act on feedback during class time when appropriate.
- c) Provide students with high quality written and verbal feedback.
- d) Plan opportunities for peer and self-assessment where appropriate. It is understood that for certain pupils peer and self-assessment is not suitable due to their age or stage.
- e) Encourage students to have a sense of pride in their work and to challenge

incomplete or untidy work.

f) To ensure that excellent effort and attainment is rewarded