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The Key Education Centre - Marking Policy

Aim

The aim of the new marking policy is to ensure that feedback for pupils is clear, consistent and enables pupils to reflect on their engagement in lessons and understand what they need to do to make progress in their learning.

The policy seeks to ensure that the marking workload for staff is manageable, whilst also ensuring that all marking and feedback is purposeful and adds value for staff and pupils.

Marking & feedback will enable:

- Timely feedback on pupils' progress
- Pupils to understand what they have done well and what they need to do to improve
- Teachers to praise pupils
- Teachers to encourage pupils to reflect on their attitude to learning and the quality of work they have produced
- Teachers to encourage pupils to extend or consolidate their learning through feedback which promotes a response from pupils
- Teachers to plan, monitor and identify when further intervention is necessary.

Marking:

As part of the Teacher's Standards, teachers are responsible for assessing pupil progress through marking of work and providing feedback. Staff are expected to mark pupils' books/folders/work at least every two weeks – providing written feedback and grading linked to the whole school data system. 'Grading' should consider the following:

Mastery	N (No evidence) S (With Support) I (Independently)	<i>This grading links to the grading system used by staff in their individual pupil trackers and comments on pupils' mastery of a skill.</i>
Active Learner	Graded 1 – 4	<i>This grading reflects pupils' engagement in their learning – either in the individual task or throughout the learning sequence.</i>
Quality	Graded 1 -4	<i>This grading reflects the quality of the work produced in relation to the teacher's understanding of an individual pupil's ability.</i>

Note: For grades on a scale of 1-4, 1 is the highest grade and should be rewarded using the school's rewards system e.g. reward stamps.

Grade Descriptors	
1	Above expectations
2	Meets expectations
3	Inconsistently meets expectations
4	Below expectations

Mastery

Pre-printed stickers will be provided to enable staff to clearly signpost marking to pupils and written feedback can be added next to the sticker

Active Learner

Quality

Assessment opportunities should always seek to encourage pupils to view learning as an ongoing process; therefore, written feedback should be based on five types of comment based marking strategies:

1. **organisational comments** - basic presentation and literacy (sp – for spelling errors, p – for punctuation errors should be used within the body)
2. **encouraging/supportive comments** – including use of stamps and stickers
3. **constructive comments** - showing how it should be done, leading to the improvement of knowledge, understanding and skills
4. **think comments** - not giving an answer, but reflecting the work back to the pupil
5. **challenging comments** - taking learning further, extending.

Feedback and marking should seek to **promote thinking** and **challenge** pupils in their learning in order for it to be purposeful and avoid marking practices which have little or no value.

Where verbal feedback has been given during a lesson, this should be recorded by the use of the code 'VF' or a suitable stamp which conveys this.

Where pupils have responded to feedback, this should be signposted by the use of the code 'PR' or a suitable stamp which conveys this.

Self and Peer Assessment

Where appropriate, staff should aim to build in opportunities for self and peer assessment into their learning sequences.

- Self-assessment should be used where appropriate to gauge understanding and enable pupils to be self-critical and evaluate their work to support progress.
- Peer assessment should only be used when pupils are confident in assessing their own work and resilient enough to accept feedback.

Marking for Literacy

Developing pupils' literacy is vital to their ability to access all areas of the curriculum. All staff at The Key are teachers of literacy. All subjects should be responding to literacy when marking pupils' work. Spelling corrections should focus on subject specific vocabulary or those words which the pupils should know. Punctuation corrections should focus on the basic punctuation needed to enable effective communication of ideas.

Supported Work

Where work has been scribed by a teacher or an LSA, this must be recorded next to the work. This is also applicable if a pupil has required a reader or has used ICT as an alternative method to record their work. It is important that these annotations are evidenced in the work in case evidence is required for exam concessions. If regular scribing/reading is taking place, teachers should inform the SENCO and the exams officer.

Attendance Records

A record should be kept in books of pupils' attendance in lesson. The method for recording absence is at the discretion of the class teacher.