

The Academy is committed to excellent Safeguarding

MARKING POLICY

Policy Date: July 2016

Last updated: July 2016

Date review due: July 2018

Portfolio Group responsible: SIMG

Origin: New policy

Hope Kindness Courage Integrity Trust Respect
 Responsibility

Objectives

1. To give students accurate feedback and identify for students their next steps in order to make progress
2. To monitor, evaluate and review students' current stages of progress.
3. To facilitate focused lesson planning
4. To promote a positive self-image and growth mind-set for students
5. To encourage students to value and take pride in their work.
6. To enable students to self-evaluate their work and take responsibility for their progress
7. To provide evidence for summative assessment, recording and reporting.
8. To enable parents to support students and see clearly the feedback their children receive
9. To standardise marking procedures throughout the school.

What Constitutes Effective Marking and Feedback

- **Marking for Literacy:** Students receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language).
- **Frequency of marking/Feedback:** Examples of in-depth teacher marking as well as other forms of marking within an appropriate period of time.
- **Monitoring of progress:** Students are able to track their progress towards their targets
- **Quality of written feedback:** Students receive good quality, constructive written feedback. Students praised for positive aspects of their work. Students have an opportunity to respond to the feedback/targets.
- **Verbal feedback:** this is an important form of feedback which should impact positively on student progress
- **Peer and self-assessment:** Students trained in how to accurately assess each other's work and their own work and provide fair and helpful feedback?
- **Presentation:** Students take pride in what they are learning and their books reflect this. Teachers have very high expectations of presentation.

Outstanding Marking:

Feedback is written in a clear and constructive manner. Teacher feedback promotes progress ; there is evidence of students acting on feedback in order to make progress. Student responses are well-thought out and evident in the vast majority of books. **There is evidence that students clearly know where to go in their next stage of learning as a of result feedback.** Presentation and organisation are commended or challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Students clearly take pride in how work is presented.

Summary:

Marking at The Ilfracombe Academy should be a formative dialogue and should :

- ✓ Be in red pen to make clear that it is a teacher comment
- ✓ Be frequent, positive and challenging
- ✓ Provide the student with opportunities to respond directly or to demonstrate progress through their subsequent pieces of work
- ✓ Address subject specific misconceptions related to the intended outcomes of the work
- ✓ Require high standards of presentation in the line with Student Presentation policy displayed in rooms
- ✓ Promote accuracy, SPAG (symbols) and high quality presentation. Teachers are asked to mark students' work using the following symbols:
 - sp: spelling (followed by the correct spelling)
 - p: punctuation
 - gr: grammar
 - //: new paragraphNo more than 5 incorrect spellings should be corrected in any piece of work. The corrected spellings should be either key words or relatively frequent.
- ✓ Promote the development of subject specific skills through modelling/explanation
- ✓ Mark the books of boys and PPI students first

In Depth Marking should identify:

S-“Strength” – subject specific positive comment which relates to the learning outcomes

T- “Target” - one area where the subject specific success criteria was not met / or a suggestion /question to allow opportunity for further subject specific progress.

Time should always be built into subsequent lessons to allow students to review their strengths and targets and respond to the feedback they have been given. Space should be left for students to respond if a direct written response is required

Monitoring

In addition to lesson observations and work scrutinies, each month a sample of the books of 3-4 students in Years 7-11, and books and assessments of post 16 students will be requested by the Senior Team to check on the quality of work being produced by students and the progress they are making in response to teacher feedback.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
July 16	Marking and assessment policy become separated	P Roberts	July 16	July 18