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**Accepted by:** Board of Directors June 2014

**Leadership Team Lead Reviewer:** Assistant Head Teacher (Teaching and Learning)

**Review Cycle:** 1 Years

**Last reviewed:** September 2021

**Date for next review:** September 2022

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## **Aims and Rationale:**

To establish a broad and consistent approach to the way in which pupil work is marked so that pupils feel valued and have a clear understanding of how well they are doing. This is key because:

- Marking is essential to see how effective teaching has been and how students are learning
- Marking informs teacher planning and intervention
- Marking provides pupils with guidance on how to progress in all subject areas. It allows pupils to see where they are, where they should be and the steps they need to get them there
- Effective and regular marking is critical to student achievement and the development of independent learning skills, allowing them to reach their full academic potential
- Marking and feedback across the school should be consistent with the principles of the whole school assessment procedures

## **Impact of effective marking:**

- Increased pupil motivation if marking is regular and formative making effective use of the whole school reward systems
- Pupils have a clear understanding on the non-negotiable knowledge they need to know and promotes the discussion of progress with students.
- Students understand the knowledge they require in order to progress.
- Feedback provides a good overview of pupils' knowledge and understanding how much progress they have made towards securing the Non-Negotiable Knowledge within each subject at Key Stage 3 and meeting the objectives and criteria set by exam boards specifications at Key Stage 4.
- The needs of individuals are identified and specific intervention strategies are put into place to remove barriers to learning.

## **Marking is effective when:**

- Departments follow their individual policies which adhere to the key principles of the whole school marking policy
- Within each unit of work the department has identified a number of assessment opportunities where students will receive detailed feedback focussed on knowledge secured and knowledge to be secured
- The marking of work should recognise achievement, effort and future targets to allow an ongoing dialogue between teacher and student
- Success criteria for assessment pieces should be shared with students before and after the task with specific areas for development identified

- Marking tokens should be used as part of the feedback process. There should be a minimum of one per half term. This can include whole class marking tokens. Marking tokens should reflect the departmental and whole school assessment procedures
- The whole school reward system should be used consistently
- Feedback provided should be appropriate to students' ability level
- Classwork and Independent Learning Tasks should be marked regularly in line with the departmental policy. Constructive comments should provide specific guidance for improvement
- Students should be actively involved in the assessment process by self and peer assessment, using purple pen
- Time should be built into lesson time to allow students to review and reflect on feedback. Where appropriate time should be allowed to redraft work

Marksheets and/or departmental spread sheets should be regularly updated and include data about the progress students have made, for use in reporting to parents/carers and to meet statutory requirements. There needs to be a record of what Non Negotiable Knowledge a student knows, can remember and can apply, and in a form that is manageable, accurate, comprehensive and accessible to teachers and students. Such records will form a basis for continuity and progression between Year Groups, teaching groups and Key Stages. Individual records will be kept of a student's achievement and progress. Such records might include mark books, Progress Review data (held on SIMS marksheets), Departmental tracking information, marking tokens, student record sheets, individual portfolios.

### **Roles and Responsibilities:**

#### **Classroom Teacher:**

- Mark work regularly in green pen, in line with departmental policy
- Utilise whole school and departmental marking codes in line with departmental policy
- Ensure pupils are aware of the identified learning journey and non negotiable knowledge to be secured
- Ensure feedback is appropriate to the ability of individual pupils/ groups of pupils
- Recognise and reward effort and progress utilising whole school systems
- Keep up to date marking records utilising departmental and whole school systems

#### **Head of Department (HoD):**

- Ensure staff within the department adopts a consistent approach to marking classwork/Independent Learning Tasks and assessment tasks
- Carry out departmental verification
- To monitor the quality and regularity of marking by completing regular book scrutinies following whole school protocols
- To support individual teachers where appropriate

#### **Leadership Team (LT):**

- Monitor and oversee policy ensuring implementation across the school
- Monitor the implementation of specific departmental marking policies
- Meet with appropriate HoD and complete verification process throughout the academic year
- Support HoD where necessary in the implementation of the policy
- Ensure good practise is shared within and across departments

**This policy should be read in conjunction with:**

- Assessment, Reporting and Recording Policy
- Tracking and Mentoring Policy
- Teaching and Learning Policy
- Independent Learning and Study Support Policy