

Marking Policy



Lealands
High School

Marking Policy

Lealands High School

Issue Date: September 2024

Introduction

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do

Everyone achieves success and makes excellent progress

We all continually improve what we do and work hard

We care about being the best we can be and getting the best out of those around us

Everyone has responsibility

To prepare young people for life and a positive future

To ensure that school is a safe place

To help and support others to grow and succeed

Respect for all

Everyone is valued for their contribution

All are cared for and supported so that needs are met

We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

Rationale

At Lealands, we recognise that feedback is one of the most powerful influences on learning and achievement. Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and student : a way of acknowledging students ' work, checking the outcomes and making decisions about what teachers and students need to do next with the primary aim of improving and supporting pupil progress. To ensure that quality feedback and marking is not at the expense of teacher workload, our policy is based on three key areas based on eliminating unnecessary workload around marking.

For the purposes of this policy, marking is defined as written feedback made by a teacher, a learning support assistant or a peer about a student's work either at a whole class level or individual student level.

Marking should form a dialogue between teacher and pupil with the aim to improve students' understanding, learning and raise achievement. Similarly, teachers will gain information about student performance and understanding, and use this to inform planning and progression for individuals and groups. Marking should also demonstrate to parents how their child's learning is

progressing and what they need to do to improve. Marking is only one form of feedback and staff should try to provide ongoing and immediate feedback to students as often as possible through the use of other feedback techniques which include:

- Review now following the Do Now.
- Questioning within class.
- The school's modelling technique (I, WE, YOU).
- Whole class 'CURE' (Check understanding and respond effectively) techniques.
- Student self checking and marking.
- Peer checking and marking.
- Access to model answers or mark schemes.
- Use of educational technology to provide immediate feedback, which includes extended learning activities.

Meaningful

Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

Marking practice is proportionate and considers the frequency and complexity of written feedback as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating

Marking should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

Broad Goals

- All staff are clear about the school's expectations about how work in all subjects should be presented and marked.
- Marking is of a high quality which enables students to understand how to improve their work and encourages high levels of engagement and interest.
- Students are able to reflect on and respond to comments given by the teacher and demonstrate this effectively in their books, allowing them to set their own targets.
- The presentation of books enhances learning rather than impedes it.
- All teachers follow a consistent approach to marking in their own subject, across the school and in marking for literacy.

Pupil Impact & Other Outcomes

- Students become confident, independent learners.
- Students achieve their potential.
- To ensure that the teaching and learning in the school encourages students and ensures that they enjoy learning, make progress and achieve.
- Allows students, parents and carers to easily identify 'next steps of learning' recommended by the teacher.

Application

Journey Quiz

All teachers set a weekly or fortnightly journey quiz that checks students' understanding of the key knowledge from prior learning and the knowledge that will be needed to be successful in any subsequent summative assessments (Journey checkpoints, Journey assessments & Mock examinations). Students receive immediate feedback through self marking and will be expected to correct any incorrect responses during the allocated 'fix it' time.

Staff are expected to collect and review these quizzes to spot any common misconceptions or mistakes and respond to these in future learning episodes. Each journey quiz and self marking session should be completed within 15 minutes.

Journey Checkpoint

All teachers across a 10 - 12 week learning journey will set at least one or two journey checkpoint assessments. Staff are expected to collect and mark these assessments using the school's whole class feedback form (see appendix 1). Staff will then give feedback to the whole class highlighting or modelling what excellence looks like for the journey checkpoint assessment and addressing any common misconceptions and mistakes.

Students will be given 'fix it' time to improve and develop their journey checkpoint responses to help them address and develop a greater understanding of any common misconceptions and mistakes.

Staff are expected to address any common misconceptions or mistakes in future learning episodes.

Staff are expected to retain either a physical or electronic copy of each journey checkpoint whole class feedback form.

Journey Assessments

All teachers at the end of a 10 - 12 week learning journey will administer a journey assessment which is part of the school's formal assessment weeks (termly). Staff are expected to collect and mark these assessments using the school's whole class feedback form (see appendix 1). Staff will then give feedback to the whole class highlighting or modelling what excellence looks like for the journey checkpoint assessment and addressing any common misconceptions and mistakes.

Students will be given 'fix it' time to improve and develop their journey assessment responses to help them address and develop a greater understanding of any common misconceptions and mistakes.

Staff are expected to address any common misconceptions or mistakes in future learning episodes.

Staff are expected to retain either a physical or electronic copy of each journey assessment whole class feedback form.

Marking for journey checkpoints and assessments

To be effective, feedback through marking should:

- Be completed in a red pen by all staff.
- Be completed on the school's whole class feedback form.
- Use 'fix it' stamps to highlight to students any key misconceptions or mistakes that they will need to address during the allocated 'fix it' time.

- Any written remarks should be precise and praise the process or product. I.e. *Your use of contrasting colours has really enhanced your design.*
- Be returned to the students as soon as possible and no more than two weeks from the completion of the journey checkpoint or journey assessment.

Live marking

Live marking provides immediate in lesson feedback to students. Staff should circulate and live mark as students are working independently. Staff should use the following to give live feedback to students.

- A red pen for all live marking or marking stamps including the 'fix it' stamp.
- Not all work needs to be live marked; a representative sample of students or key questions/knowledge should be live marked each lesson.
- Tick where students' work is meeting the expected standard
- Cross where the students' work is not meeting the expected standard. The staff will also give verbal feedback at this point to support the student to fix their error/s.
- Write a capital 'E' where the work exhibits excellence and/or place a red box around this work.
- Write a capital 'T' where the work requires the student to think further. An example of this could be where students have made a common misconception or where they are required to use greater academic language to an extended response.
- Use the marking for literacy codes for obvious and repeated literacy errors or subject specific literacy errors.

Peer Marking








Staff are encouraged to use peer marking and assessment as an integral part of their teaching strategies. When peer marking, students will write '**Marked by...**' and state **WWW:** (What Went Well) and **EBI:** (Even Better If), following the marking criteria established by the staff member.

Marking for Literacy

All teachers are responsible for supporting students to develop their reading, writing, communication and numeracy skills in all subjects. Staff will use the following symbols and procedures to mark writing:

- The minimum expectation of marking for literacy is that all staff will mark the journey checkpoints and assessments, although staff are encouraged to live mark any obvious or repeated literacy errors (for example, misspelling of the title or date)
- Spellings, punctuation and grammar all need to be challenged in the journey checkpoints and assessments. However, a page of red pen corrections can be discouraging and so teachers should use their judgement to correct the most important/common errors.
- Spellings of subject specific terminology (Tier 3 words) especially must be challenged and corrected
- Ongoing literacy errors must be followed up with a more rigorous 'response' task to be completed during Fix-it Time.

The literacy codes are as follows and should appear in the margin on the correct line, or just before where the error occurs:

	A spelling error. The word should also be circled in the text.
	A punctuation error. The error should also be circled in the text. This could be missing or incorrect use of punctuation.
	Lack of capital letters. The error should also be circled in the text.
	Incorrect use of capital letters. The error should also be circled in the text.
	Expression is unclear. The phrase/sentence should be underlined in the text. It is also likely, in this case, that you will need to give this as a response task in order for the student to correct it.
	New paragraph needed. The symbol should be placed in the text in the appropriate place.
	Academic terminology (Tier 3) vocabulary needs to be used instead. The inaccurate/non-academic language should be circled in the text.

Students engaging with literacy marking – Fix It Time

Staff will ensure that students respond to literacy marking by:

- Ensuring students respond in green pen.
- Writing incorrect spellings correctly three times at the end of the piece of work.
- Writing incorrect sentences correctly at the end of the piece of work.
- Improving or upgrading work as instructed by feedback.

Presentation of books

The following expectations should be taught and reinforced with students when completing work in their books and teachers should ensure students follow these:

- All writing is in black or blue ink and all drawings and diagrams are in pencil.
- All titles and dates for each piece of work are written neatly at the top of the work.
- Dates are written for each piece of work in full, e.g. *Monday 17th September*.
- Graphs are clearly labelled and drawn with a ruler in all subjects following correct mathematical conventions.
- Students take care to present their work neatly and legibly and with neat alterations, corrections and crossings-out where required.
- Each piece of work is given a specific title, e.g. The Vietnam War.

