

Marking Policy



Lealands
High School

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February 2020

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.

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.

Marking should form a dialogue between teacher and student with the aim to improve students' understanding, learning and raise achievement. Similarly, teachers will gain information about student performance 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.

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 student progress. To ensure that this drive is not at the expense of teacher workload, our policy is based on three key areas based on eliminating unnecessary workload around marking (March 2016).

Meaningful

Marking varies by age group, subject and what works best for the student 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. This is written into any assessment policy.

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 Objectives and Questions

All teachers set at least one clear lesson objective per lesson. This then becomes a journey question; a clear question asked of students to measure their progress throughout the lesson. All staff will ask students to complete a journey question for at least half of their taught lessons on a fortnightly basis. For example, students have one lesson of Performing Arts a week. Therefore, the performing arts teacher will set and mark for students in that class one journey question a fortnight; every two lessons.

Marking for Subject Learning and Assessment

To be effective, feedback through marking should:

- Use 'fix it' time stamps to give feedback about what has been done well, as well as about what can be done better and ensure that students make improvements and corrections to their work.
- Be completed at least every two weeks.
- Use 'Outstanding Learner' stamps to reward and highlight the use of deeper level thinking skills.

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 questions, although staff are encouraged to 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 questions
- As the Fix-It Time slide states, all mistakes must be rectified in the student's book with green pen and spellings must be copied three times at the end of the piece of work.
- 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:

(sp)	A spelling error. The word should also be circled in the text.
(p)	A punctuation error. The error should also be circled in the text. This could be missing or incorrect use of punctuation.
(C)	Lack of capital letters. The error should also be circled in the text.
(c)	Incorrect use of capital letters. The error should also be circled in the text.
(exp)	Expression is unclear. The phrase/sentence should be underlined in the text with a  line. 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.
(ACT)	Academic terminology (Tier 3) vocabulary needs to be used instead. The inaccurate/non-academic language should be circled in the text.

Students Engaging with Marking – Fix It Time

Staff will ensure that students respond to marking through the use of ‘fix it’ stamps to highlight improvements and corrections needed, by:

- 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.
- Writing targets for learning, relevant to the feedback at the end of the piece of work.

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 teacher at the beginning of the lesson.

Presentation of books

The following expectations are placed upon students when completing work in their books and teachers should ensure students follow these:

- All titles and dates for each piece of work are underlined with an appropriate ruler.
- Dates are written for each piece of work in full, e.g. *Monday 17th September*.
- All writing is in black or blue ink and all drawings and diagrams are in pencil.
- 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.

- Teachers marking electronically produced work will follow the same marking, feedback and presentation guidelines.
- Teachers and Learning Support Staff should mark students' work using a RED pen and students should respond to marking and conduct peer marking using a GREEN pen.

Monitoring, Evaluation & Review

Directors of Subject are responsible for the successful implementation of this policy in their subject teams and will monitor the quality, consistency and regularity of marking through regular work scrutiny. They will ensure that issues arising from the monitoring inform regular items of team and individual development, as well as performance management.

The quality of marking across the school will be monitored through the school's programme of internal and external audit, the annual Quality Assurance Review, the school's programme of learning walks and book reviews by directors of subject and senior leaders.

This policy will be reviewed annually by the appropriate Assistant Headteacher who has overall responsibility for the successful implementation of the policy.