



## Whole School Marking Policy

### Aim

To establish a broad and consistent approach to the way learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. Marking will help students to improve their work and inform teacher planning and monitoring.

### Principle

"Assessment for learning (Afl) is the process of seeking and interpreting evidence for use by the students and their teachers, to decide where students are in their learning, where they need to go and how best to get there." J.Rowe.

Marking and feedback at STFS will be consistent with the principles of Afl. Marking and feedback will therefore be;

- Focused on pupil learning
- Based on shared learning objectives
- Periodically and selectively given
- Positive in tone and accessible by all students
- Supportive of achievement in all its forms
- Helping students improve their work
- Promoting learner confidence
- Inclusive of opportunities to develop self and peer assessment
- Informative with regard to future planning and thereby support individual target setting

### Strategies

To plan for good learning teachers need to be aware of areas of weakness in pupil learning, as well as what students already know and understand. The identification of curricular targets and base lining supports this.

**Curricular targets** – identified from a range of sources, curriculum targets identify typical areas of weakness in students' learning, and become a focus for improvement.

**Base lining** – at the start of a new unit of work teachers should ascertain what students specifically already know and understand.

Together this knowledge will inform the identification of curricular targets objectives for whole year groups, classes, sets or even individuals, and more specifically the planning of learning objectives and learning outcomes by teachers.

To support learning students need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

**Learning objectives** – broad learning objectives will be shared with students. These will focus on the learning e.g., on what students “**will know**” and “**be able to do ...**” by the end of the learning process. They will be expressed in such a way that they are accessible to all.

**Learning outcomes** – will also be shared. These will focus on what the students will be doing, making or producing, this might usefully be summed up as “**What I am looking for...**”

**Success criteria** – the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and end of unit assessment. These criteria may be generated in conjunction with the students or by the teacher/department as appropriate.

**Modelling** – before starting a task, students find it helpful to see what a finished product/piece of work might look like. It can generate discussion about what makes a good piece of work and how examples might be improved.

**Learning milestones** – not all marking can or should be marked in detail. Within each unit of work departments will identify a number of key pieces of work for more in depth, quality marking.

- These pieces of work will focus on the assessment of progress in relation to specific learning objectives.
- Success criteria will be shared with students and at the end of the marking process it should be clear to the pupil “what they have done well” and “what they need to do to improve”.
- Comments will be positive and subject specific. Linking words such as BUT are best avoided. “**Even better if...**” (EBI) or “**to improve further**”, may be a more helpful way of focusing teacher and pupil feedback.
- An interim KS level or grade will be awarded and students will be given opportunity to improve their work.

- **Light touch/“tick and flick” marking** – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self-assessment, and will stand alongside whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as well as the use of an **effort grade**, ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments. This is further supported by the Green Stamper which all teachers and TAs have. This stamper is used for light touch and recognition that the work has been checked by the teacher. Teachers and TAs must include an effort grade 1-Outstanding, 2- Good, 3- Improving, 4-Requires improvement . This can be used during lessons or as an indication that the work has been checked.



**Formative marking** – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time. To support this process and ensure that a feedback dialogue is created between teachers and students all subject areas must use the yellow mark sheet. This sheet is to be used 2x per half term and will identify clearly WWW and the EBI. Students also get an opportunity to comment on their work. Maths and MFL have adapted the original mark sheet to meet their own specific requirements.

The mark sheet is a yellow rectangular form with a black border. It contains the following sections:

- Level Achieved:** A small box at the top left.
- Effort:** A small box at the top right.
- WWW:** A large rectangular box for 'What Went Well'.
- EBI:** A large rectangular box for 'Even Better If'.
- Key Spelling Corrections:** A rectangular box for spelling corrections.
- I am pleased with...** A rectangular box with a green border for student reflection.
- I need to improve...** A rectangular box with a red border for student reflection.

Level Achieved:	Effort:
WWW:	
EBI:	
Further Question: ◊ Recap ◊ Challenge	
Answer:	
I am pleased with...	I need to improve...

Level Achieved:	Effort:
WWW:	
EBI:	
Further Question: ◊ Recap ◊ Challenge	
Answer:	
I am pleased with...	I need to improve...

**Peer & Self Assessment-** Students will also 2x per half term peer or self- assess their work. This is usually based on a formative assessment and allows students opportunities to identify their own strengths and areas to develop. It also for exemplar work to be created.

PEER/SELF ASSESSMENT

WWW 	
EBI 	
WWW 	
EBI 	
WWW 	
EBI 	

**Attainment** – Grades aren't always necessary. They can for example be meaningless given the size/nature of the task, and distract from improvement comments. Grades can undermine confidence in some students and result in complacency for others. However, it is still important for teachers, parents and students to know periodically how well the learning is going **and** what still need to be done. Students need to be clear about what they need to do to progress

from one level/grade to the next, and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:

- levels and grades should be ‘translated’ into pupil speak and shared with students.
- key pieces of work or learning milestones, will be awarded an attainment grade expressed in terms of an interim KS level or grade.
- at the end of a unit a formal assessment will take place and a KS level or grade will be awarded.

**Effort** – students of all ages and abilities say they like to see effort acknowledged. Effort though crucial for learning success, is distinct from attainment levels and is personal to the individual. Effort grades can be entered at any time in the students’ book.

Please follow this format.

1- Excellent      2- Good      3- Satisfactory      4- See me to improve

**Colour of Ink** – having spoken to students there appears to be no concern about the use of red ink for marking. Any peer or self-assessment marking needs to be completed in green.

**Marking for Literacy** – in order to promote consistency a common approach is taken to the marking of all written work regardless of subject.

Literacy is the responsibility of all.

Agreed by the Full Governing body

Signed by: ..... Chair of Governors      Date .....

Signed by: ..... Mr D J Lyon; Headmaster      Date .....

## Appendix 1

<u>Mark</u>	<u>Meaning</u>
_____sp	Try spelling this word again
C	Find the missing or misplaced capital letter(s) on this line
P	Find and include the missing punctuation on this line
//	A new paragraph is needed
"	Speech marks are missing or used incorrectly.
^	A word or letter has been missed out
T	Check the tenses of your sentence
WW	Well written section - apt and clear
VWW	Very well written, interesting & engaging.
?	The meaning here is unclear, or difficult to understand
X	This is incorrect, or not appropriate at this point
e.g./Q	An example, supporting information or quote is needed