Marking Policy

Introduction
Marking and feedback to students should be:
• At the heart of the assessment, recording and reporting process.
• An essential part of teaching and learning.
• An integral part of reflection by students.
• A continuous two-way process which:
  o provides feedback to be given to the student to help improve their learning.
  o provides the teacher with vital information that feeds forward into their planning.

Definition
Marking is defined as a means by which students, teachers, parents/carers and the Academy can:
• Assess a student’s progress.
• Inform the student how to improve to maximise progress.
• Praise a student’s effort and achievements.
• Inform planning for the teacher.
Students should be proud to show their books to anyone and teachers’ comments should be part of that pride.

Aims
Marking at all Key Stages will:
• Provide clear feedback to students about how to make progress.
• Focus teachers on those areas of learning where groups and individuals need specific help.
• Provide a record of students’ progress.
• Be characterised by fairness and consistency.
• Be an essential part of the learning process.
• Recognise, encourage and reward students’ effort and progress.
• Be an important way of informing students and parents/carers of expectations regarding the content and presentation of their work.
• Help students and parents/carers understand strengths and weaknesses in their work.
• Be used to evaluate the effectiveness of learning and teaching.

General Procedures
In order that the marking policy is applied consistently across the Academy, teachers will:
• Mark in green pen.
• Undertake marking as soon as possible after the completion of work, but at the latest, two weeks after the work was produced for subjects who regularly see their classes i.e. every day and three weeks after for subjects who do not regularly see their classes.
• Allow students time to review their marked books using red pen, so students can reflect upon any comments made on their work and act upon the suggestions that are made (this can form ‘Do Now’).
• Mark students’ reflection, in order to check that students have properly reviewed / reflected on marking and have acted upon comments.

Literacy is everyone’s responsibility, so all teachers must correct the following, through rule reminders of the following:
• Incorrect spellings - the correct spelling should be written above the incorrect version or in the margin for less able students. Nevertheless, only the most important words should be marked for correction if spelling is an issue for the student, as over-marking can undermine student confidence – maximum of 3 per page.
• Missing or unnecessary capital letters.
• Incorrect or missing punctuation.
• Grammatical and homophonic errors.
• Inappropriately informal phrasing or use of slang.
• Missing new paragraphs should be indicated by two forward slashes or NP in the margin.
• Any other literacy errors that need to be addressed.

N.B. Teachers should always correct grammatical errors, (both written and verbal), e.g., “I done it yesterday”, no matter what the age or ability of the student.

At least once every two or three weeks, depending on regularity of teaching the class, teachers must formally assess a piece of work, using the standard green sheet, giving it a level/mark/grade. They must also provide summative comments at the end of this piece which:
• Praise students’ achievements.
• Give a minimum of two developmental comments, written in language appropriate to the age/ability of the student.
• Clearly identify areas for development and demonstrate how this can be achieved.
• Allow students to respond thoroughly.

These levels/marks/grades should be used as evidence to inform the completion of interim reports.

N.B. All classwork and reflection should be marked, in addition to this ‘deep marking’.

In Summary
The marking of students’ work should:
• Inform the student how to improve to maximise progress.
• Be completed in green pen by the teacher.
• Take place, at the latest, two or three weeks after the work was produced depending on regularity of teaching the class.
• Be reviewed by students using red pen.
• Address literacy errors.
• Include a minimum of two developmental comments every two weeks on the green sheet.
• All classwork and reflection should be marked, in addition to this ‘deep marking’.