



## Whole School Marking Policy

### RATIONALE

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Our Marking Policy is embedded within the Assessment for Learning process throughout the school.

Marking and feedback at Wightwick Hall will be consistent with the principles of Assessment for Learning (AfL), being:

- Focused on student learning
- Based on shared learning objectives
- Positive in tone
- Supportive of achievement in all its forms
- Helping students to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self assessment skills
- Informing future planning and thereby support individual 'target setting'

### STRATEGIES

Verbal feedback to students impacting upon improvements within lessons is a strength within the school

Within school there are a number of students for which written feedback will have no impact upon their learning. For these students marking will be used to impact upon teacher planning and will follow the grading used within Appendix 1.

The criterion used to identify this group of students is the Neales Test results and B Squared assessment levels for Reading and Speaking and Listening.

Marking of students' work can have different roles and purposes at different times and can involve both written and verbal feedback.

The following procedures for correcting and improving students' work will be implemented by all staff.

- Teachers provide individual verbal feedback to students.
- Time is planned within allocated lessons for students to respond to and make improvements to their work.
- The marking of students' work, written and verbal, is regular and frequent. (see *Appendix 2* for frequency)
- Teachers look for strengths before identifying improvements when marking work.
- Marking is linked to learning objectives/success criteria/targets.
- Students are supported in marking, self-evaluation and peer assessment.
- If students make first draft copies of their work after it has been corrected, originals are kept as an indication of their true progress (KS5).
- Students are taught how to self-assess their own work and act upon written feedback.
- Students use the 'Purple Pen of Progress' to amend and improve their work following feedback from the teacher.
- English: spelling, punctuation and grammar is corrected within work.
- Marking of students' work *is* in a different colour ink to their work. (red - Bannatyne and Roddick Green - Gates.)  
(See *Appendix 2* for types of marking and frequency)  
Alternative marking/assessment strategies may be necessary within specific subjects, where standard policy guidance is not suitable. (See *Appendix 3*)

### **MONITORING AND EVALUATION**

The implementation of this policy will be monitored through: speaking with students, lesson observations and termly marking trawls of students books.

The desired outcomes for this policy are improvement in students' learning and greater clarity amongst students and parents concerning achievement and progress.

The performance indicators will be:

- An improvement in students' attainment.
- Consistency in teachers' marking

**Appendix 1**

Marking that will impact upon teacher's planning and differentiation of work for students within the school where the criterion: Neale's and B Squared assessments are used.

Grading criteria: (Primarily for teacher planning)

OBJECTIVE

**A:** The objective has been fully met students show a thorough understanding of the concept and completed the task correctly

**B:** The objective has mostly been met; students have grasped the key ideas and have most answers are correct

**C:** The objective has only been partially met; work is either mostly inaccurate or incomplete

**D:** The objective has not been met; work is either almost all incorrect or not attempted

A written comment is made relating to the student's effort demonstrated within the lesson

.....

This Grading Criterion is used within Gates Department classes to record student response to targeted work. (Primarily for teacher planning.)



This is recorded for students who have experienced the activity and have demonstrated little or no concept of the lesson outcome.



This is recorded for students who have completed an activity with maximum prompts and the outcome has been partially met.



This is recorded for students who have completed an activity with minimum prompts and the outcome has been mostly met.



This is recorded for students who have completed an activity independently and have demonstrated a good concept of the lesson outcome

## Appendix 2 Marking and Feedback guidance.

Type of marking	Stamp associated (not all subject areas will utilise all stamps available.)	What it looks like.	Frequency (Guideline will depend on the subject area.)
Acknowledgment and checking.		<p>Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments. It means work has been checked for completion and correctness and where necessary correcting or amending work.</p> <p><b>If pupils are correcting mistakes or amending work the 'Purple pen' should be used.</b></p> <p><b>Time should be allocated for pupils to amend/correct mistakes.</b></p>	Every 1-3 pieces in written subjects.
Quality teacher marking/written feedback.		<p>Two stars and a wish.</p> <p>This is detailed feedback which relates to how well students have met the learning objectives. It gives them the next step in improving their work .</p> <p>S - "Star" - positive comment which relates to the learning objectives/success criteria.</p> <p>S - "Star" - second positive comment which relates to the learning objective/success criteria.</p> <p>W - "Wish" - One area where the success criteria was not met/or a suggestion/ question to encourage further thinking.</p> <p><b>Pupils should have the opportunity to respond to the wish.</b></p>	Every 4-8 pieces of work in written subjects.
Quality marking by the students.		<p>Opportunities should be built into the scheme of work to allow for peer and self-assessment. <b>Two stars and a wish. As above but done by students using the paper format with support from clear criteria from the teacher.</b> This should allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there.</p>	At least once per half term. This may be done orally in practical subjects.
Verbal feedback		<p>There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria. This may be identified on work using the stamp.</p> <p><b>Pupils should be encouraged to note/bullet point the feedback next to the stamp.</b></p>	Use as appropriate to support other forms of feedback.

### **Appendix 3**

#### **Alternative marking/assessment strategies**

##### **English**

- Key assessment pieces are marked against a level sheet (QCDA National Strategies APP)
- Assessment moderation (Once a term) - This is a written task which is then marked and levelled.

##### **Science**

- Every 4-6 weeks (half termly) students will sit an end of unit assessment.
- Two stars and a wish completed at the end of a topic.

##### **I.C.T**

- Written feedback is only given on work that is printed upon completion. (Completed work is printed once verbal feedback, peer assessment and evaluation have been given and acted upon.)

##### **Music**

- Written feedback is given to pupils' after a performance. Pupils are also given a level for their performance.

##### **Btec Art and Design**

- Feedback to students is related to unit evidence criteria for which a standardised feedback sheet is used.
- Standardised Self-assessment sheets are used to meet requirements for the award.

##### **B & E**

- Within activities students carryout their own review, either as an individual or as a team. Students follow the 'Plan, Do, Review' continuous process.

##### **Functional skills Maths**

- Test papers (every half term) are marked and then feedback is given individually.

##### **Btec Sport and Active Leisure**

- Students write a review of completed tasks. Students make a comment on how they feel they done, what they have learnt and how they can improve. Written comments are made relevant to the work once it is completed.

### Religious Education

- Pupils' write an initial mind map of what they already know at the beginning of a topic this is then reviewed at the end of a topic when pupils' are encouraged to re-do the task again to review and assess learning and understanding.

### Class 3

- Face stamper - 3 faces are stamped upon completion of work. Expressions are used as feedback to pupils' Staff write next to each expression in green pen. Whenever possible pupils' will draw the expression themselves as self-evaluation.

### Class 6B/61B

- Student self-assessment sheets with pictorial images (thumbs up/middle/down) are used to assess understanding of activities or work.

### Workskills & PSD

- Assessment criteria sheet is mandatory and work is marked against this.
- A front cover with feedback to students on how they could improve work is completed or acknowledgement of a completed unit.