Marking & Assessment Policy

The purposes of marking
- To monitor the progress of students
- To determine the level of knowledge, understanding and skills of students
- To award a current grade, mark or comment corresponding to the standard of work
- To identify any gaps in learning, understanding or skills
- To inform students what they specifically need to do in order to improve and achieve at least their target grade
- To reward success and encourage improvement
- To inform future lesson planning

Teacher Standard 6 - Make accurate and productive use of assessment
- *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *Make use of formative and summative assessment to secure students' progress*
- *Use relevant data to monitor progress, set targets, and plan subsequent lessons*
- *Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.*

How we mark
In order for marking to have a significant impact on learning, it must be an integral part of teaching, ensuring students, as reflective learners, know how to 'close the gap' between where they are (their current grade) and where they need to be (their target).

Marking must include:
- annotation of key misconceptions, mistakes, methodology and accuracy – which should be checked to ensure progress
- checking and correction of spelling of subject specific language and high frequency words (no more than five errors for any piece of work, three is SEND)
- checking and correction of punctuation, in particular the use of capital letters, full stops and question marks (the symbols in the table must be used)
- *specific* feedback for the student on how to improve further to achieve *at least* their target grade
- the use of praise and reward in line with the Behaviour Policy
- ATL effort, grade if appropriate and a comment if diagnostic marking. If students struggle try not to continue reporting a low ATL if they have worked to the best of their ability.

How often?
1 Milestone marking: This should be assessed using the marking sticker. There should be a *minimum* of **one**, key piece of work each half term* that is marked in detail. This should be:
  - given a grade/mark relating to their target
  - a comment of what they the student did well
  - *a comment telling the students what they specifically need to* improve their work.
  - An AtL grade
  *This may be more frequent i.e. the end of a unit

| Marking sticker | | Check your spellings and copy out three times. |
| Name: | | Use a dictionary as a great self help tool. |

Steps you have made towards achieving your target grade:

To improve your work and achieve your target grade:

Be proud	
Use a pencil when drawing diagrams	
Proof read your work before handing it in	
Check your literacy – spelling and punctuation	
Show working out	
Underline date and title	
Other:	

Now use your purple pen and respond to the feedback you have been given.

Marking stickers will be printed by the main office on purple paper.

2.   Marking common misconceptions activity – once a fortnight of every 6 lessons

When marking only one key piece of work every half term it is important that we also are continually looking through students' books to:
-    Swiftly address any misconceptions
-    Inform lesson planning (if the class are all misunderstanding this you may need to build in time to re-teach).
-    Ensure they maintain high standards of presentation
-    Be aware of pupils who have poor handwriting and motor skills

As you go look through the books identify common misconceptions and make notes on the Marking for Progress sheet. This will then inform your planning for the next lesson.

This will be shared with the students and stuck in their books. Students should be given time in the lesson where they will then look through their work and correct any of these misconceptions with a purple pen.

Marking for progress - planning sheet

Class:	Marking period:

Amazing!	Misconceptions
Literacy/ Spag	**How you will make progress**
Extra challenge	**Incomplete work**

Marking for Spelling, Punctuation & Grammar (SPaG)

Symbol	Meaning	Symbol	Meaning
Sp	*Spelling mistake*	**O**	*Punctuation (and circle it)*
G	*Grammar (your sentence does not make sense)*	*//*	*Start a new paragraph*
H	*Homophone errors, e.g. there, their, they're*	*/*	*New line*
^	*Word missing*	*Pr*	*Presentation*

When marking for spelling, punctuation and grammar please use the symbols below.

For spelling mistakes for most students begin by writing out the word correctly so they can copy out three times (in purple pen). For students with SEND (specifically weak literacy), limit the number of mistakes highlighted. For spelling, focus on no more than three high frequency words and one subject specific word. SEND pupils should highlight the specific words rather than copy them out. Then ask the students to write the words on a post-it note and stick it where their next piece will be. This will act as a reminder.

Responding for progress: Students acting on feedback and improving their work.
Appropriate time should be given for students to read the comments you have given them and act upon the specific advice to improve their work. This may be re-drafting a piece of work or completing similar work implementing the action points. This should be done using purple pen and will allow them to demonstrate progress in understanding, knowledge and skills.

It is essential that this is then re-checked to ensure students have improved. Again if there are any errors/misconceptions address this individually with the student through wave 1 intervention (or additional intervention).

Live marking and verbal feedback

Marking should not be something which always happens away from the classroom. One of the most impactful way of assessing students' work is 'live marking'. This is an activity which happens as part of the lesson, where staff will be required to move around the room and discuss work with students. This can be done with green pen or more simply be a conversation which takes place to identify a mistake/pose a question/realign learning. The student should write any changes suggested in purple pen as this shows them where they have improved their work and where you have supported them in doing so.

This is one of the most impactful ways of giving feedback because you are working with the student to make improvements which can be done immediately and therefore avoids them building in misconceptions and develops their confidence.

Peer and Self- Assessment

It is extremely useful for students to assess both their own work and the work of their peers. However, in order to do this with real meaning they must be given:

- time to show them clearly the assessment criteria
- training on how to give impactful feedback
- training on how to give appropriate comments
- expectations on handwriting
- Some SEND will struggle to provide independent feedback and will need a prompt sheet. This will allow them to focus on specific areas such as presentation, handwriting etc. Pupils with SEND will find this difficult, but should be given the opportunity to peer assess and express their thoughts.

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