Marking Policy

Status	Statutory
Created by	Glen Allott
Version	V4
Date created/amended	July 2017
Date agreed	July 2017
Ratified at the Local Governing Body Meeting	
Signed	Glen Allott
Position	Principal
Date	3rd July 2017
Next review date	July 2018

1. Aims

The policy is driven by the principle that all marking, assessment and feedback should be purposeful, directed and effective. Its design has been shaped by need; to ensure the greatest impact on students' progress and learning.

Balance needs to be found between the method of marking, the appropriateness of feedback and the approach to acting on points of improvement. Staff and students' actions must be consistent in approach, whilst being manageable, motivational and meaningful.

Effective, regular assessment (formative/summative) and marking informs teacher planning, students' future learning and intervention;

It allows us as teachers to show our students that we value their efforts;

It informs students how to improve in their learning; it should provoke thinking;

It enables students to *actively* respond to feedback;

It enables the academy to meet best practice principles established by educational research e.g. the Educational Endowment Fund; Assessment for learning research; School Inspection Handbook.

It will support the drive for *quality and quantity of student work* being produced.

2. Academy Assessment, Marking and Feedback

The following strands of marking, assessment and feedback are implemented at Wayland Academy for **all** faculties:
- verbal feedback is used to promote learning and reflect on Learning Objectives   (Wayland Guarantee)
- high standards of presentation are expected   (PROUD)
- high impact, rapid feedback is facilitated by teachers in lessons   ('Mark As You Go')
- summative assessment is carried out half termly
- literacy is addressed in all subjects   (Literacy Lions; Literacy Challenge Week)
- student led personal learning checklists are used to monitor understanding
- Personal Learning Checklists (PLC) result in therapy and retesting   (Doddle)
- tracking and intervention initiated based upon progress data
- students use achievement trackers to monitor their own progress and targets
- positive rewards are used to acknowledge a student's contribution to feedback in lessons   (Classcharts)
- teachers annotate work in **RED PEN** and students assess or respond in **ONLY GREEN PEN**
- Pupil Premium Students are targeted and assessed as a priority
- A bank of exemplar WAN marking is available in the shared area.

Alongside these consistent strands, faculties are free to experiment with new forms of assessment according to their needs and curricula. This allows a culture of research led practice and feeds into the academy vision of 'The Big IDEA', enabling staff to 'Innovate' and ensure that teaching and learning remain at the forefront of educational practice. Each faculty will include their marking policy in the front of student's books to provide clarity for students. The Wider Leadership Team assess these practices and discuss successful initiatives to be shared across the academy and TENGroup. For example core subject have developed five year curriculum based up cascaded GCSE objectives, focusing on the development of knowledge and skills.
The marking and assessment of LIFE will differ- with a summary of progress made within each lesson in the front of student's books.

3. Success Criteria

Tangible and evident use of the Marking 4 approach which includes:
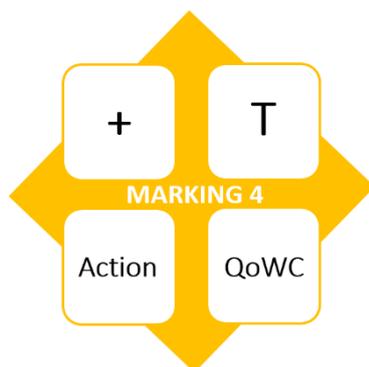
1. **Positive Comment (+)** Timely use of **praise and encouragement** - positive comment that is linked to the objective and to a student's work. (+) in a circle followed by comment.

2. **Target (T)** are set to inform future work and is formed as a question. **T** in a circle is used as the symbol. When targets are subsequently met, they can be ticked off. These targets will be written on Target Tracker sheet in student's books.

3. **Actions** undertaken by students to act on feedback for that piece of work – *Green Pen Editing* e.g. Use of **Next Steps.** Enabling students to respond to feedback can also be in the form of a question; or an instruction to r*e-work a section*; or *to go back and fix*; or *to upgrade this answer*. Marking should provoke action and cause students to act on feedback – *Green Pen Editing.*

4. **Quality of Written Communication** – All teaching and support staff at Wayland Academy are responsible for the development of literacy skills and mark in accordance with the Academy Literacy Codes, also within the quality of written Communication are the Expectations of PROUD

All Faculties support the teaching of spelling by encouraging students to learn 'Key Words' specific to their subject-areas. 'Key Words' are subject-specific words that students should recognise, understand and use when speaking, reading and writing. Every classroom displays key words to familiarise and aid students with essential vocabulary.

4. Feedback

Teaching staff have extensive knowledge and understanding of assessment requirements for the subjects that they teach. Feedback is understood as being part of a productive dialogue between teacher and student and is an integral part of learning. Students are provided with sufficient improvement and reflection time in which to act on feedback.
Students can expect to receive a variety of written and verbal feedback. Self and peer assessment methods are also employed within lessons.

Written Feedback
Students are provided with written feedback that is both formative and summative. Formative feedback is diagnostic and developmental – and is designed to impact on student progress. Summative feedback is used to provide evidence of current performance. Teachers complete all marking in **red pen**.

Students' work is marked regularly and routinely, according to the frequency table. Written feedback is specific to individual students, who are provided with dedicated improvement and reflection time and expected to act on feedback as required.

Verbal Feedback
Verbal feedback is valued as highly as written feedback. It is used in combination with written feedback to advance student attainment and progress. Verbal feedback is clear, focused and descriptive. It is used formatively to encourage development. **It does not need to be evidenced.**

Feedback: Peer and Self-Assessment Marking
Students at Wayland Academy are given opportunities to peer and Self-Asses in all areas of the Curriculum. In order to ensure consistency across the school, Peer and Self-Assessment is indicated in the margin using the code PA for Peer Assessment and SA for Self-Assessment. Where students are responding to **green pen** is used.

5. Assessment

All Faculties at Wayland Academy make use of summative and formative assessment practices in order to ensure that students are systematically guided and supported to become effective, resilient and independent learners. Any assessment being completed in books should be marked as "Assessment" in the margin.

(i) Formative assessment is diagnostic and developmental. It is used to monitor student learning on a day-to-day basis. Staff should employ a range of techniques in the classroom, such as targeted questioning, to allow them to gain immediate information regarding individual student attainment and learning.

(ii) Summative assessment is used to evaluate student learning at the end of a unit. It enables an individual student's performance to be compared to the performance of others – either within school or nationally. Information gained from summative assessments can then be used formatively – when either students or staff use it to guide subsequent classroom activity and or intervention

Teaching staff make use of assessments to provide termly reflections on students' progress toward GCSE targets. When teachers complete snapshots they do so holistically and judgements regarding progress are therefore based on both formative and summative assessment practices. Teachers submit a Currently Achieving Grade that reflects the student's attainment at this stage of the curriculum. They also submit a Professional Forecast Grade, this is based on students' current work, attitude to learning and progress; it is a realistic composite based on the work done so far. These are agreed with a range of indicators, teacher professional judgement and agreement through moderation.

6. Guidance

What should a teachers at WAN do?	What should teachers at WAN not do?
Adopt a regular & systematic approach.	
Aim for a subject system of marking – which is clear on a marking framework with work set being marked regularly.	Leave marking student books longer than three to four weeks. Avoid *binge marking*! *(Follow the frequency chart)*
Aim for marking to have impact - *little and often, quality not quantity.* Students can self / peer assess key points on worksheet answers	Mark work that is copied from the board or from textbooks; including worksheets.
Aim for marking (progress) over time and not just a one-off assessment point. Is your assessment formative or summative?	Mark every page of work. Avoid tick and flick; instead, leave it blank.
1. Positive comment	
Aim for identifying what went well with a piece of work that is linked to the objective and to a student's work. (+) in a circle followed by comment.	Mark work with just 'Well done' or Very good!'
2. Target	
Aim for identifying a specific subject target that is formed into a question – **T** in a circle is used as the symbol. When targets are subsequently met, they can be ticked off. These targets will be written on Target Tracker sheet in student's books.	Set vague targets – be precise.
3. Action	
Aim for students to act on feedback through Dedicated Improvement & Reflection Time (DIRT) *with* a precise question; or identifying what exactly needs to be re-done; or reworked, or upgraded.	Provide extensive or unnecessary written dialogue between teacher and student as evidence of redrafting and reflecting on feedback.
Task students to respond in **green pen** – to make it visible to all. This will also apply to self & peer assessment. Use homework for this to happen. Use class time for this to happen – but be aware of differentiated need as feedback tasks will vary.	Ignore the requirement of our students to show their response to feedback. They *own* it!
Aim for a periodic *review window* discussion – a learning conversation with the student on progress with work. This should be possible with GCSE on a termly basis.	Ignore this – if students do not do it, treat it the same as not doing set work.
Aim for students to redo / redraft an answer/s; a piece of work, based on verbal / written feedback provided periodically.	
Aim for feedback to appear in different forms, other than writing. E.g. verbal feedback / student marking.	
4. Literacy Codes	
Aim for to identify the key SPG errors – especially with reference to subject terminology. Think up to 5 for High Prior Attainers; 4 for Mid Prior Attainers and 3 for Low Prior Attainers – but they correct. This will differ for English department.	Do not identify all errors–

7. Responsibilities

Leadership Team

- To ensure that the marking policy is real across the whole academy e.g. through ethos walks and Work scrutiny.
- To ensure that good practice is shared through CPD opportunities.
- To ensure that students are aware of their progress and areas for improvement.
- To support Heads of Faculty where appropriate in the implementation of the policy.
- To outline the number of pieces of work to be assessed.

Heads of Faculty

- To ensure that the faculty implements the marking policy.
- To monitor the quality and regularity of marking on a periodic, recorded, basis.
- To support individual teachers where appropriate.
- To ensure that students taught in the faculty are aware of their progress.

Teachers

- Teaching Standards 2 and 6 are our benchmarks.
- To contribute to and follow the Academy marking policy.
- To keep evidence of marked work e.g. subject folders for key assessments for students; exemplar work by type of student e.g. SEN; EAL; Pupil Premium; Low Prior Attainer etc.
- To set homework for students to actively respond to feedback as a minimum – this enables the High Prior Attainers and the Low Prior Attainers to have due time to respond and work on feedback.
- To ensure that all students in their classes are aware of their progress and areas for improvement.

Student Support Assistants

- To contribute to and follow the academy marking policy with students.
- To support students in Standards of Presentation (PROUD); key spelling, grammar and punctuation.
- To mark work as applicable and encourage students to act on feedback.

Students

- To meet the Expectations of PROUD
- To hand in work on time
- To respond to marking and feedback e.g. through GREEN PEN Editing, correcting spellings.

8. Monitoring

Monitoring and Evaluation	Other Policies
- Senior Leadership Team with responsibility for Teaching and Learning - in addition to the Principal and members of the Wider Leadership Team - Heads of Faculty will monitor and quality assure 'Feedback, Marking and Assessment'. - The quality of feedback and assessment will be monitored through the accountability cycle. - External Advisors as appropriate	- Teaching, Learning and Assessment Policy - Homework Policy

Work scrutiny is completed half termly by SLT and within Faculties. These are then evaluated against criteria which is shared with staff to ensure objectivity.

The table below lists the expectation of marking and feedback, these grouped into the areas that will be evaluated.

Quantity of work

- As per the scheme of work, evidence that students are completing the work set in the lesson. (2.2, 1.6.a, 1.3.a)
- Ipsatively- teachers across the department are at approximately the same point on the scheme of work.
- Higher ability students are completing extension tasks which are labelled. Or depth of explanations demonstrate evidence of higher ability work.
- **Late starters** are indicated in the start of the book.

Quality of work

- All books/ folders have in the front of them the following- **forecast grades and tracking sheet**.
- **Lesson objectives** are differentiated.
- Evidence of higher ability students meeting higher level objectives.
- Labelled evidence of extension tasks.
- Labelled evidence of meaningful HW, which is completed and may show higher ability extension. (or evidence of HLP) (1.4.c, 1.4.b)
- Evidence of **differentiation** (1.1.b, 1.5.a)
- A range of different activities in lesson (VAK).

Presentation

- Clear evidence of **PROUD**
- **Handwriting neat and tidy** (unless a specific EBI for a particular student)- evidence then of improvement over time.
- Books are in an outstanding condition.
- **No graffiti** in books.
- Labelling of extension/ HW/ folded sheets glued in are labelled.
- Work is in a logical order (if using a folder)
- May see colour coding/ highlighting if appropriate.
- No loose sheets in books.
- **Students clearly take pride in their work.** (1.1.b, 1.4.b)

Evidence of regular marking

- Evidence of deep marking at least **once per half term**. (2.2, 1.6.a, 1.6.b 1.3.c)
- No more than **two weeks** going by without surface marking.
- Use of **red pen** for all teacher marking.
- Constructive comments by class teacher in book.

Feedback (student and teacher)

- At least **once per half term**, evidence in book of **+** and **T**.
- **+** is a constructive comment, based upon the criteria. It is diagnostic yet easy for students to understand. (1.5.a, 1.6.d) (1.6.a, 1.2.a)
- **T** is related to the criteria and is a 'learning' T.
- **T**'s are replicated on trackers, so there is a log of improvement.
- Evidence of a wide variety of student reflection in **green pen**, clearly demonstrating that the student is able to reflect on work and make corrections- leading to progress. (1.2.c, 1.2.e 1.6.b, 1.6.d)
  Such as:
  - Correcting SPAG errors highlighted by teacher.
  - Re-drafting work. (1.1.b, 1.2.e)
  - Re-doing questions.
  - Answering teacher prompts.
  - Giving an opinion on an assessment or feedback to the teacher.
  - A dialogue with the teacher.

SPAG marking
• The vast majority of spelling/ grammatical and punctuation identified by the teacher- **as per whole academy codes**. (An exception may be if a student has a significant number of mistakes, in which case it may be appropriate to focus on improving one aspect initially). Note- if no errors, expected no identification. • Evidence of built in reflection time- students have corrected their own work.

Grades (target/ forecast/ current)
• **Target grade** is in the front of the book/folder. (if issued) • **Forecast grades** are in the front of books (if issued) • Current grades are on assessments • Current assessment grades are on tracking sheet.

Self and peer assessment
• Clear and labelled evidence of peer or self-assessment, that is easy to identify. • Some evidence seen of students being capable of giving constructive feedback to their peers and/or commenting on their own work. (1.6.d) • Use of **green pen** for self and peer assessment.

Progress over time evident
• The majority of students are **on track to meet or exceed target.** • Progress is evident within lessons, with more able students meeting the most challenging lesson objectives and/or completing extension activities. • **Green pen** re-drafting demonstrates students have reflected upon work and shown improvement. • Students in general demonstrate improvement over time. (though depends on skills assessed in specific assessment) • Students are not constantly getting the same **T**- i.e. they are showing progress at particular skills.

Areas of Strength	Areas for Development
Comments:	Comments

9. Review

This policy will be reviewed annually by members of the Senior Leadership Team and the Academy Council.