



WAYLAND
ACADEMY
NORFOLK

Marking Policy

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Created by	Glen Allott
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Signed	Glen Allott
Position	Principal
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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 Bronze, Silver and Gold Learning Objectives
- high standards of presentation are expected from all through PROUD
- high impact, rapid feedback is facilitated by teachers in lessons
- summative assessment is carried out half termly
- Spelling, Punctuation and Grammar is addressed in ALL subjects
- student led personal learning checklists are used to monitor understanding
- tracking and interventions are initiated based upon progress data and identified gaps in learning
- 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 procedures in the front of students' books/folders to provide clarity for students.** The Wider Leadership Team assess these practices and discuss successful initiatives to be shared across the academy and Norfolk Academies. For example core subjects have developed five year curriculum based upon 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 students' 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**  are set to inform future work and is formed as a question. **T in a circle is used as the symbol.** Targets are then actioned by students.
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 *re-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. **Spelling, Punctuation and Grammar** 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
Spellings are corrected by students and written in the margin three times.

How will your work be marked?



sp Spelling mistake

p Punctuation

 Circle around a word or letter
An error which you should self correct.

 Two ticks
Indicates clear, accurate or striking writing.

 Two lines
Indicates the need for a paragraph.

 Unclear here
What did you mean?

pa PA in the margin indicates Peer Assessment.

sa SA in the margin indicates Self-Assessment.

t T indicates a target or question for students to respond to

The Dialogue

Teachers will always mark in red pen. Answer any questions or respond to marking from your teacher with a green pen. This could involve correcting a spelling mistake, putting in the correct punctuation or answering a question.

Wayland Academy is **PROUD**

P **PEN**
Blue or black 

R **RULER**
Always use a ruler for straight lines 

O **OOPS** 

U **UNDERLINE**
Title, date, end of work 

D **DRAW**
In pencil 

EXPECTATIONS

In today's lesson have you:

1. Put the date and title at the top of each piece of work.
2. Taken pride in your exercise book and kept it neat and doodle free,
3. Clearly identified Homework, Notes or Assessments,
4. Ruled off at the end of a piece of work, ready for your next lesson,
5. Made sure you brought the right book to the right lesson?

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.

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. 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-Assess in all areas of the Curriculum. To ensure consistency across the academy, 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 the academy 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 submit progress data, they do so holistically and judgements are therefore based on both formative and summative assessment practices. Teachers 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 moderated through standardisation across Norfolk Academies.

6. Guidance

What should a teacher 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. <i>Avoid binge marking!</i>
Aim for marking to have impact - <i>little and often, quality not quantity.</i> 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.  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.  is used as the symbol. These targets will be written in student's books/folder.	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 <i>green pen</i> – to make it visible to all. This will also apply to self & peer assessment. Use class time for this to happen. (DIRT) Use class time for this to happen – but be aware of differentiated needs as feedback tasks will vary.	Ignore the requirement of our students to show their response to feedback. They <i>own</i> it!
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. Spelling, Punctuation and Grammar	
Aim to identify the key SPaG errors – especially with reference to subject terminology. When identifying errors think up to 5 for High Prior Attainers; 4 for Mid Prior Attainers 3 for Low Prior Attainers – but they correct. This will differ for English department.	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 monitor the quality and regularity of marking on a periodic and recorded basis.
- 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 support individual teachers where appropriate in improving the quality of marking and feedback.
- To ensure that all 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 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) and Spelling, Punctuation and Grammar.
- 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 **through GREEN PEN editing**, correcting spellings.

8. Monitoring

Monitoring and Evaluation
<ul style="list-style-type: none">• Senior Leadership Team with responsibility for Teaching and Learning - in addition to the Principal and members of the Wider Leadership Team• Senior Leadership will monitor and quality assure 'Feedback, Marking and Assessment'.• The quality of feedback and assessment will be monitored through ethos walks and work scrutiny.• External Advisors as appropriate

Work scrutiny is completed half termly by SLT and within WLT. 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 are grouped into the areas that will be evaluated.

Quantity of work
<ul style="list-style-type: none">• As per the scheme of work, evidence that students are completing the work set in the lesson.

- 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 Homework, which is completed and may show higher ability extension (or evidence of Home Learning Project)
- Evidence of **differentiation**
- A range of different activities in lesson

Presentation

- Clear evidence of **PROUD**
- **Handwriting neat and tidy** (unless a specific EBI for a particular student)- evidence of improvement over time.
- Books are in an outstanding condition.
- **No graffiti** in books.
- Labelling of extension work / Homework / any worksheets are glued in books
- 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.**

Evidence of regular marking

- Evidence of deep marking at least **once per half term**.
- Timely marking of all assessments
- Use of **red pen** for all teacher marking.
- Constructive comments by class teacher in book.
- **Corrections written 3 times in the margin.**

Feedback (student and teacher)

- At least **once per half term**, evidence in books of  and .
-  is a constructive comment, based upon the criteria. It is diagnostic yet easy for students to understand.
-  is related to the criteria and is a 'learning' target.
- '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 can reflect on work and make corrections- leading to progress.
Such as:
 - Correcting SPaG errors highlighted by teacher.
 - Re-drafting work.
 - Re-doing questions.
 - Answering teacher prompts.
 - Giving an opinion on an assessment or feedback to the teacher.
 - A dialogue with the teacher.

SPAG marking

- Spelling, Punctuation and Grammar errors identified by the teacher- **as per Guidance**.
Note- if there are no errors, expected no identification.
- Evidence of **Dedicated Improvement & Reflection Time (DIRT)** - students have corrected their own work.

Grades (target/ forecast/ current)

- **Target grade** is in the front of the book/folder.
- **Forecast grade** in the front of book/folder.

- 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.
- Use of **green pen** for self and peer assessment.

Progress over time evident

- 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.

9. Marking Protocols in Core Subjects -English

Subject area protocols are the responsibility of the Head of Faculty and include:

Frequency of Review feedback

KS3	<ul style="list-style-type: none"> • One Formatively Assessed Question (FAQ) piece will be marked for literacy and given Positive and Target comments per unit. This will be in exercise books using Green Pen in Dedicated Improvement and Reflection Time (DIRT). • One Summatively Assessed Question (SAQ) will be marked per unit using exam-based mark sheets and verbal formative comments that students add as relevant to their work. This will be responded in folders using Green Pen (DIRT). • In each unit, there will be a FAQ in the first half term and a SAQ in the second half term. • Teachers will add comments, questions and literacy-based annotations in exercise books as they circulate during lesson times to demonstrate ongoing marking. • Self and peer assessment in exercise books will occur at least once per fortnight. This can include review of the FAQ prior to teacher marking.
KS4	<p>Based on KS3, excepting:</p> <ul style="list-style-type: none"> • Points in the year when mock exams are held. • Work in exercise books/text booklets is likely to be note-based at this stage and, as such, will not be subject to the frequency of marking in KS3. • This work will be labelled as 'Notes'. • The main focus of KS4 marking will be on exam-based content, which links directly to the exam specification wording. This will provide students with their current attainment.

Feedback in Practice

Type	What it looks like in English	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching including mini-whiteboards, book- work etc.	Lesson observations/learning walks (e.g. staff verbally advising students on next steps to improve) in class .
	Questioning is a particular focus in English to ensure understanding, this takes place in a variety of forms.	Questioning techniques – student bounce, peer, group or on the board questioning and consistent feedback in class .
	Takes place in lessons with individuals, small groups or whole class.	Occasional evidence of annotations or use of marking/highlighting (e.g. highlighting terminology in written responses) in books .
	Often given verbally to students for immediate action.	Improvements in books in response to teacher marking, peer assessment or self-assessment, shown as editing or improving a paragraph using a green pen
	May involve use of a Student Support Assistant to provide support or further challenge. May redirect the focus of teaching or the task or lesson.	Improvements can also be in the form of DIRT. This will not always be evidenced in the books as exam-style assessments are stored in student folders.

Type	What it looks like in English	Evidence (for observers)
S	Takes place at the end of a lesson or activity or as part of a mini-plenary .	Lesson observations/learning walks in class .

	Questioning is a particular focus in English to ensure understanding. This takes place in a variety of forms (e.g. questions in plenary - verbal or written). Often involves groups or whole class .	Some evidence of self and peer assessment which will be identified by “+” (positive) and “T” (target) comments in books .
	Provides an opportunity for evaluation of learning in the lesson. May take form of self or peer assessment against an agreed set of criteria.	
	In all cases, will guide a teacher’s future planning and feedback.	

Type	What it looks like in English	Evidence (for observers)
Review	Takes place away from the point of teaching.	Not all pieces of work will be marked in exercise books. However, books are regularly checked by the teacher, at which point there may be comment on particularly successful work or indication of where there needs to be significant improvement, including reminders to adhere to the academy’s PROUD policy.
	May involve written comments/annotations for students to read/respond to.	In all units , students will complete a piece of work in books . FAQs (Formatively Assessed Questions) – during the first half term where teachers will mark fully for specific literacy foci as well as agreed success criteria with the class. These pieces will be suitably differentiated based on the class and will be questions either taken from, or based on, the SAQ for that unit. This guarantees that there is always evidence of detailed marking within books .
	May take place at the beginning of a lesson as ‘ Dedicated Improvement and Reflection Time ’ (DIRT) or as part of the overall learning and feedback where improvements have been identified in previous work, assessments etc.	Evidence of termly feedback will be in folders . Assessment papers – SAQs (Summatively Assessed Questions) - will include a mark sheet for exam specification-based feedback. A box will also be provided for students to write down all feedback points relevant to them from those verbally provided by the teacher, based on outcomes of the whole class’ performance. This will inform DIRT which will be completed in green pen either in the paper itself or on lined paper stored in the exam paper.
	This will lead to adaptation of future lessons when planning lessons, tasks or working groups . Will lead to targets “T” being set for students’ future attention or immediate action.	

Summative Focus

SAQ marking will be on the Exam Mark Sheets with space provided for teacher feedback to be recorded in both KS3 and KS4. SAQs will be planned into the curriculum (in both long and medium term) and will be designed to match progress descriptors, which link directly to the exam specification wording. This will provide students with their current attainment.

Proof reading

It is expected that students will proof read their work before submission. Where it is evident that this has not been undertaken, students may be requested to re-do the work. This is evidence of review.

Monitoring

Half termly moderation meetings between teachers of each year group to co-ordinate marking methods and ensure consistency. Additionally, every term there will be at least one Subject Development Meeting which is calendared for the monitoring of feedback. Moderation is also carried out across Norfolk Academies and with schools who attend the Hub meetings at AAN for KS4. Books will also be checked during Learning Walks and QA Days.

Marking Protocols in Maths

Subject area protocols are the responsibility of the Subject leader and include:

Frequency of Review feedback

KS3	<ul style="list-style-type: none"> At the conclusion of each topic (approx 3 weeks) students will be assessed using examination style questions in line with the new GCSE format. These will be specific to the topic covered. These will be recorded in the department data sheet. Work in books will be reviewed at least once per topic for written feedback, including Positive “+” and Target “T” comment where appropriate. Teachers will add comments, questions and literacy-based annotations in books as appropriate during lessons. Annotations will reflect support offered through verbal feedback, although significant amounts of verbal feedback will not be evidenced. Self and peer assessment in exercise books will be used regularly to ensure that students are working accurately and efficiently. Summative assessments of all topics covered will be completed half termly. This will make use of sample KS4 papers, with papers 1, 2 and 3 used in rotation.
KS4	As for KS3, except where mock examinations are completed in line with the academy assessment calendar, which will replace summative assessments.

Feedback in Practice

Type	What it looks like in Maths	Evidence (for observers)
Immediate	Teachers will assess through questioning, making use of open and closed questions as appropriate, targeted to assess and to extend thinking.	Within lessons, questioning will take as long as required to inform the direction of the next stage of the lesson or to, identify prior knowledge and assess understanding .
	Use of mini plenaries will inform the direction of the lesson, gathering data through use of mini whiteboards, student feedback, questioning and quick quizzes.	Quick quizzes in books, assorted formats of dialogue that inform the teacher of the understanding and competency of students as a group and as individuals.
	Verbal feedback will be provided frequently within a lesson, to the class, small groups and individuals. As a consequence of this, students may complete green pen action or simply adjust their strategy or develop their ideas further.	Conversations between staff and students that support the progression of the students in question.
	Teachers may annotate work during a lesson to demonstrate a structure or correct a process. This will be completed in red pen.	Annotations in books, seen in Red pen , which support and guide students, demonstrate a method or correct an error.

Type	What it looks like in English	Evidence (for observers)
Summary	A conclusion (plenary) to the lesson, tasking students to complete a question or activity to consolidate and develop their understanding.	Tasks set at the end of the lesson summarising the skills and knowledge developed during the lesson. These may be self or peer marked.
	Questioning and observations made within the classroom guide decisions regarding progression and any further support needed.	Questioning is likely to form part of the plenary. Other forms of assessment that provide immediate feedback, such as quick quizzes and mastery questions may be used.
	Assessment at the conclusion of a topic will make use of a set of exam style questions on the topic completed. The outcome of this will be recorded on the department spreadsheet and will inform decisions regarding progression.	End of topic assessments will be kept in individual student folders . They may be peer marked or marked by the teacher and students will have the opportunity to green pen following marking.

Type	What it looks like in Maths	Evidence (for observers)
Review	Summative assessments completed every half term. These will be marked by the class teacher and then students will be given the opportunity to green pen their test to support progress and develop confidence.	Summative assessments will be held in folders following the completion of green pen work. These are available on request.
	Books will be reviewed by staff regularly, at least once per topic. Feedback will follow the academy policy, highlighting good work, setting targets (usually in to form of an additional question to complete) and correcting SPaG . Comments linked to PROUD will be added as appropriate.	Red pen will be used by teachers to give feedback to students. Marking will be purposeful, with students able to act upon the guidance offered.
	‘ DIRT ’ (Dedicated Improvement and Response Time) will be used to allow students to respond to feedback and complete targets as appropriate.	Students complete work in Green pen , including completing targets set.

Checking for Accuracy

It is expected that students will check their work before submission, using appropriate strategies to ascertain whether an answer is accurate. Where it is evident that this has not been undertaken, students may be requested to re-do the work. This is evidence of review.

Monitoring

Half termly moderation meetings between all colleagues will ensure consistency of the application of the mark scheme. Every term there will be at least one Subject Development Meeting which is calendared for the monitoring of feedback. Books will also be checked during Learning Walks and QA Days.