

School Policy	
<b>School</b>	St Martins school
<b>Name</b>	<b>Marking Policy</b>
<b>Statutory Policy</b>	yes
<b>Members of Staff Responsible</b>	Headteacher /SLT.
<b>Date of Review of current document , term / year</b>	Spring 2022
<b>Review Cycle</b>	2 Years
<b>Website</b>	Yes
<b>Approval body.</b>	Local Governing Body
<b>Legislation/ dfe guidance doc.</b>	Teacher standards
<b>Trust policy</b>	No
<b>Stakeholders; staff / students / parents / community</b>	<b>staff / students / parents / community</b>
<b>Other policy to be taken account of</b>	teaching and learning

## Rationale

At St. Martins School we believe marking should provide constructive feedback to every pupil, focussing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them close the gap between current and desired performance.

The marking policy should be seen as part of the cycle of effective assessment which includes using learning objectives, success criteria, quality questioning and quality feedback both oral and written.

Marking is most effective when it is:

- Simple
- Appropriate to age and ability
  - Helps pupils know what they have done well against learning objectives and success criteria
- Clearly shows how to improve or next steps
- Supports self and peer assessment
- Builds in time for children to act on feedback
- Requires the pupils to do something to improve
- Addresses the child

## **Aims & Objectives**

The aim of the school policy is to ensure that pupils are taught and consistently encouraged to value feedback, and to know that it is addressed to them and designed to help them learn, improve and achieve higher standards.

To help achieve this aim, the marking policy should be applied consistently across all the school.

The objective of the policy is to raise pupil achievement and accelerate rates of progress. The judgement on the effectiveness of the marking policy rests on the impact that marking and feedback have on pupil progress and attainment. The following points are considered as indicators of effective marking and feedback:

- pupils showed that they understood that the purpose of the marking or feedback was for them, to help them improve and produce higher standards of work
- teachers mark pupils' work and that there is sufficient work in the books to allow for impact
- teachers' handwriting is easy to read and models the school style and that all spelling, grammar and punctuation is correct
- marking recognises successes against the learning objective and helps pupils understand what they have done well
- teachers provide constructive feedback to pupils so that they can identify and understand how they can improve their learning and standards
- action points for improvement are given that specifically relate to instances in the marked work and give opportunities for pupils to close the gap to desired outcomes
- teachers use their marking and feedback to deepen pupils' knowledge and understanding and to help them make progress in the subject
- there are clear instances of marking eliciting responses from pupils and dialogue between teacher and pupil (age appropriate)
- pupils have support to conduct peer assessment or self-assessment, where appropriate through the use of clear success criteria
- marking and feedback clearly links to target setting and is evidence of achieving targets
- teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly

### **Subject Specific Marking within the Primary Phase**

There will be a greater emphasis on the marking of work in English and Mathematics. Other Foundation subjects should be marked as appropriate but with greater focus on spelling, punctuation, grammar and presentation.

### **Subject Specific Marking within the Secondary Phase**

Specific pieces of work will be marked in greater depth (see Marking Calendar). Next steps allow students to be able to understand exactly what it is that they need to do to improve. There may be examples of now try this and there should be opportunity for pupils to feedback on their targets and next steps.

Every pupil should understand their current position, their target and exactly what they need to do to improve.

### **Types of feedback**

- Self/peer assessment
- Live in-lesson marking and verbal feedback
- Deep marking
- Summative exams

### **Live marking**

Teachers are responsible for evaluating the impact they are having on students on a daily basis.

Key to the success of this is teachers' movement around the classroom to routinely, systematically check students' completion of work in relation to the success criteria of the task and the opportunities for 'in the moment' feedback that this provides.

The teacher should circulate around the room as students are working in order to:

- check that all tasks are completed;
- check that the quality of work is at the required standard;
- provide verbal feedback or make notes to correct misconceptions and/or guide students on next steps.

### **Deep Marking**




A Marking Calendar will be devised by teachers which identifies pieces of work that will be marked in depth each term. Deep marking should include:

- correction of spellings and punctuation
- comments about handwriting/presentation or modelling of letter/number formation (if appropriate)
- a mark or grade to indicate the standard of the piece of work (if appropriate)
- next step comments aimed at pupils improving their work and moving on in their learning
- an age appropriate task for pupils to complete which will help them move on in their learning - this task should then be marked/responded to by the class teacher

### **Methodology**

Marking is against the learning objective and success criteria, and comments are related to the extent to which each pupil demonstrates that they have met them.

### Primary Phase Codes to communicate if the Learning Objective has been met

Reception, Year 1 and Year 2	
Code	Meaning
	Learning Objective fully met. Ext. may be given.
	Learning Objective nearly met. Next steps or verbal feedback will be given
	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by colouring one, two or three faces.	

Years 3 - 6	
Code	Meaning
LO	Learning Objective fully met. Ext. may be given.
LO	Learning Objective nearly met. Next steps or verbal feedback will be given.
LO	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by using the traffic light system: Red = I could do better with this, Orange = I need more practise with this Green = I was really good at this	

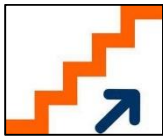
### Primary Phase - Other codes

Code	Meaning
V	Verbal feedback given
Ext.	Extension task
HP	House Point
Aa	Capital letter(s) needed
Sp ,G, P	Spelling, grammar, punctuation error
●	Full stops
fs	Finger spaces needed

### Effort Grades

Grade	Meaning
1	Excellent
2	Good
3	Satisfactory
4	Unsatisfactory

## Secondary marking framework and codes:

Marking Framework		
<u>My target level for the end of this year is;</u>		
Currently I am <b>above</b> , <b>on</b> or <b>below</b> target		
AUT	SPR	SUM
_____	_____	_____
<b>PROGRESS</b> - Teachers will mark your work with either:		
<b>T+</b>	Above target,	if this standard of work continues you should exceed your target.
<b>T</b>	On target,	if this standard of work continues you should achieve your target.
<b>T-</b>	Below target	if this standard of work continues you will not meet your target.
<b>Attitude to Learning</b>		
Your attitude to learning in lessons and how hard you try to complete your work will be tracked and reported to your parents: <b>1</b> Excellent, <b>2</b> Good, <b>3</b> Requires Improvement, <b>4</b> Unsatisfactory		
AUT	SPR	SUM
_____	_____	_____
<b>Next steps</b>		
	Following an assessment piece of work, your teacher will give you subject specific targets to improve. These are key to helping you understand what you need to do to improve your current working grade. You must respond to the comments in the yellow boxes.	
<b>Literacy</b>		
Errors with your spelling, punctuation or grammar will be highlighted using the following codes:		
S Spelling	P Punctuation	G Grammar

### Presentation Pledge

- A high standard of presentation is expected across the curriculum

### We expect;

- the date - underlined
- the title - underlined
- don't forget spelling, punctuation and grammar
- back or blue pen unless given separate permission
- you to use a pencil and ruler for pictures and diagrams
- you need to respond to the teacher in the yellow box provided
- you to have the right equipment - pens, pencil, ruler, rubber, compass, protractor, coloured pencils/pens, highlighters, whiteboard pen and calculator

Teaching Assistants may wish to mark work with 'TA' detailing assistance or concerns raised having worked closely alongside the pupil.

### **Fix It Time**

Opportunities for pupils to read, or have comments read to them, and respond to next steps comments and tasks will be built into timetables. This time is known as 'Fix It' time. KS1 pupils will complete any tasks as soon after the lesson as possible.

The Senior Leadership Team will monitor the Marking Policy, in order to report on the effectiveness and impact on pupil learning and progress.

Governors will receive reports on progress and attainment and on the quality of teaching and learning as part of the regular cycle of review. Marking and feedback will be mentioned in the regular teaching and learning review reports as well as evidenced in pupil progress and attainment.

### **Review & Implementation Dates**

This policy will be reviewed as part of the Governor Policy Review Cycle and will be discussed with school representatives prior to implementation.

Policy was developed by: Julie Faulks, Carol Jones and Zoe Mottershaw with all teaching staff

(June 2018).

**Next Review Date: June 2020 - Scrutiny Committee**

## Appendix 1 Explanations of Live and Deep Marking within each subject area

### Subject: English

#### Live Marking Definition

- Circulate the room and give oral or perhaps some written feedback.
- Check work for basic skills - spelling, grammar and punctuation

#### Deep Marking Definition

- Deep Marking Calendar/MTP plots out end of unit pieces
- Success criteria/mark schemes used to assess end of unit pieces
- Deep marking to take place as and when it is applicable to a particular unit of work.
- Deep marked work shows success against the marking criteria and next steps show what pupils need to do to improve

### Subject: Maths (also see Marking in Mathematics at St Martins School Appendix 2)

#### Live Marking Definition

- Circulate the room
- Immediate intervention when misconceptions. errors spotted
- Verbal feedback/quick annotation given on the spot
- Also spotting capability and accelerating progress as applicable
- Most marking is peer/self-marking

#### Deep Marking Definition

- Deep Calendar/MTP plots out assessments
- Actions/fix it/lessons to address difficulties from assessment paper
- Pupil targets formulated - specific work on these
- Lessons to address weak topics
- Feedback slips so pupils recognise weak areas - what do pupils need to do to improve?

## Subject: Science

### Live Marking Definition

- Circulate the room
- Verbal feedback through question and answer
- Work may be peer or self-marked during the lesson

### Deep Marking Definition

- Improvement/next step boxes highlighted - these will be completed during Fix It time

#### KS3

- assessments built into each topic that have success criteria. These will be a marking sheet that show the student what they have done well and what they need to improve on
- They will peer/independently assess after the teacher has deep marked.
- End of term/unit tests with a marking matrix

#### KS4

- 6 mark questions and practical assessments
- End of topic tests with marking matrix

## Subject: MFL

### Live Marking Definitions

#### Listening

- Model first answer to check for understanding - ask what students put
- Checking comprehension of task by walking around
- Stop the recording to clear up misconceptions
- Students peer mark, self-mark listening tasks
- Poll taking - show of hands for how many they got right (subtle observations of who may need support next time or who may need to listen again with a tape script)
- Use of tape script to inform understanding (independently)

#### Speaking

- Correct pronunciation
- Listening in to role plays and interjecting
- Verbal praise for answers volunteered
- Asking students what was good about a particularly answer
- Ask for elaboration - what can we add to make it better?
- Target questioning whole class and when working independently
- Students say a word or phrase as they leave or enter the room
- One- minute dialogue - whole class have to say an utterance within the time set

#### Reading

- Circulate the room
- Self/peer marking
- Addressing errors and demonstrating strategies for understanding - e.g. Cognates key phrases spotting the negative looking for "but"
- Small group work reading for inference and ambiguity



**Writing**

- Live marking in class over the shoulder/sat next to
- Use of marking codes and check that students understand and are able to self - correct with student - gradually students becoming better at this
- Showing verbal praise by sticker/stamp/smiley faces to recognize positive behaviours/work
- Students grade own attitude to learning as they leave the room/half way through the lesson

**Deep Marking Definition****Listening**

- Opportunity to listen to task, mark, listen with tape script, and listen again

**Speaking**

- Could involve recording a role-play/presentation/or question and answer session and feedback is given orally - straight after the session and whilst the recording is still going on - then e-mailed out
- Could involve completion of a detailed feedback sheet

**Reading**

- Annotation of a text with/without student (especially exam papers) to highlight strategies and pitfalls to comprehension (use of highlighters)

**Writing**

- Marking code used for corrections
- Grammar points explained in more detail at the start of a lesson with a worked example to help correct common errors
- Mistakes are identified. The expectation is that students will correct themselves
- Some corrections will be given by the teacher according to the ability of the student
- Students will redraft all or part of the answer in the yellow box
- Feedback sheets/proformas used to talk about next steps if appropriate

**Subject: Humanities****Live Marking Definition**

1. Understanding of task
2. Monitoring class to assess progress - stretch and challenge
3. Spelling of key words

**Deep Marking Definition**

Teacher marking of extended answers and exams against success criteria with pupils responding effectively and showing progression (see Deep Marking Calendar).

## Subject: The Arts

### Live and Deep Marking Definitions

Creative Arts at KS3:

They will be marked on practical and written tasks; during practical lessons teachers will live mark students with targeted questions according to the criteria of the context:

**Music:** Performance, Composing, Notation and written work

**Drama:** Improvisation, Use of Script, Devised and written work

**Dance:** Skills development, creative input and written work

**Art:** Skills development, focus on technique and precision and annotation

Deep marking will be on research and written work that is sent for homework or final tasks where they will observe their own performances and self-mark.

KS4:

Students are assessed using assignments and practical tasks to suit the subject students study- Dance, drama and Music are Btec Tech Awards and are live marked via Peer and Teacher feedback on performance work; written work has guidelines via criteria listed in the briefs and targets set for lessons; live marking will focus on ensuring research is carried out but no copying and pasting occurs, class workshops and discussions on the topic area researching; but deep marking is provided on the completion of any components set. Once an assessment has begun, learners will not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently. Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year

Art is a GCSE subject they have tasks set and coursework will be assessed via components set. Students will have guidance during lessons and teacher observations, they will be advised (live marking) at the completion of the component the teacher will deep mark their work and provide a formative feedback providing students the opportunity to resubmit their work accordingly.

## Subject: PE

### Live Marking Definition

Live marking takes place within practical PE lessons. It consists of observing movements, skills and sequences of play and giving constructive feedback. Performance observations of high, middle and lower ability groups take place and feedback about areas of strengths and points for development are given.

Pupils are encouraged to give peer assessment by observing skills/performances and share areas of strengths and areas for development.

### Deep Marking Definition

Deep marking is completed when marking GCSE PE books/folders. This is when work is marked in detail with the main aim of helping students to understand how they can improve their work further. Next steps questions are carefully designed for individual students to help them consolidate learning and marked as certain units of work have been delivered (see Deep Marking Calendar).

## Subject: Food Technology

### Live Marking Definition

#### KS3

- Immediate verbal feedback during all lessons, in particular verbal feedback during practical sessions
- Students will compare and taste their own and others food and provide immediate positive feedback only
- Students will be given directed one to one feedback during discussion and short written tasks
- Students will assess their own working using the traffic light card system

#### KS4 - all of the above and;

- Students will be asked to answer short exam knowledge questions and given immediate verbal feedback
- Students will regularly be given targeted personalised questions to assess knowledge and understanding

### Deep Marking Definition

#### KS3

- Students will study food as part of a carousel system. During each rotation which is approximately 6 - 8 weeks
- They will complete written tasks in a D7 T exercise book. They will have their own book work checked for simple grammatical errors/correct understanding at approximately weeks 3 and 6
- They will have two extended written pieces of work deep marked against set criteria at weeks 4 and 7. These will be based on an extended design and make case study. It will include a practical assessment.

#### KS4

- Students will have their books marked for basic comprehension and grammatical errors approximately every 3 weeks
- Students will be set extended exam style questions as homework tasks and during theory lessons. These will be peer marked and teacher marked as the teacher feels is appropriate
- Students will complete 'draft' coursework activities throughout the course and these will always be marked by the teacher against the coursework mark scheme
- Formal course work tasks will be checked and general verbal/short written comments provided. They will be deep marked but then not returned as per exam board requirements

## Subject: IT and Technology

### Live Marking Definition

#### KS3

- Immediate verbal feedback during all lessons, in particular verbal feedback during practical sessions
- Students will compare and taste their own and others food and provide immediate positive feedback only. Students will evaluate and use their own practical outcomes and those of other students.
- Students will be given directed one to one feedback during discussion and short written tasks.
- Students will assess their own working using the traffic light card system

#### KS4 - all of the above and;

- Students will be asked to answer short exam knowledge questions and given immediate verbal feedback
- Students will regularly be given targeted personalised questions to assess knowledge and understanding

### Deep Marking Definition

#### KS3

- Students will study food, textiles and resistant material as part of a carousel system. During each rotation which is approximately 6 - 8 weeks
- They will complete written tasks in a D7 T exercise book or folder. They will have their own work checked for simple grammatical errors/correct understanding at approximately weeks 3 and 6
- They will have two extended written pieces of work deep marked against set criteria at weeks 4 and 7. These will be based on an extended design and make case study. It will include a practical assessment.

#### KS4

- Students will have their books marked for basic comprehension and grammatical errors approximately every 3 weeks
- Students will be set extended exam style questions as homework tasks and during theory lessons. These will be peer marked and teacher marked as the teacher feels is appropriate
- Students will complete 'draft' coursework activities throughout the course and these will always be marked by the teacher against the coursework mark scheme
- Formal course work tasks will be checked and general verbal/short written comments provided. They will be deep marked but then not returned as per exam board requirements

## Appendix 2

### Marking and Mathematics at St Martins School

For pupils to make progress in their learning they require feedback on how to improve and then opportunities to act on this feedback. The whole school marking policy talks of two types of marking; live marking and deep marking, this document intends to set out how these tools are best put to use in Mathematics.

#### Live Marking

The type of assessment/marking that has the most impact is that which happens immediately. The aim of live marking is to tackle misconceptions, intervene and allow the pupil to act upon this intervention. The main points of live marking are;

- When the class are working on a task, movement around the room is essential. Visit pupils to observe their work, trying to ensure every pupil is visited at least once. Pupil's individual learning needs will sometimes dictate the best time to visit their working space.
- When a misconception/error is spotted in a pupils' work intervention can be immediate via verbal feedback or some one-to-one modelling of possible solutions. If annotation in a pupils' book is required, it should be done in a different colour pen to the pupils' work. If the pupils are required to complete additional annotation, they should highlight it appropriately. If an additional question is given to aid improvement, then a quick 'next steps' symbol can be drawn in by pupil or teacher.
- If it is noticed that a pupil is competent with the task/questions they are completing, then an opportunity to accelerate pupils progress will present itself. Pupils should be directed to more challenging questions, or the task enriched to allow for more challenge.
- The majority of tick and cross style marking should come from the pupils. Use of peer/self- marking should feature heavily with an emphasis on pupils reflecting on their work. Teacher's should monitor books (frequency to be decided by the teacher dependent on age/stage) to ensure this marking/reflection is occurring.

#### Deep Marking

This marking is about seeking out deeper knowledge of a pupils' abilities for use by both teacher and pupil. Deep marking in Mathematics is best used on assessments that test pupils across a range of mathematical topics and strategies.

- Assessments should be marked by the teacher, with annotations on errors/misconceptions where appropriate. If possible a T-, T or T+ should be written on the feedback in line with the whole school policy.
- Teacher's should be able to gather an overview of an individuals' strengths and weakness within the subject.
- Pupils should have an opportunity to read through this marking and reflect upon it. This reflection can be done by feedback slips detailing the knowledge required for each question.
- Post assessment there must be lesson time given over to opportunities to fix and improve on weak areas highlighted by the deep marking feedback. This work will require the 'next steps' symbol next to it to highlight its presence in books.

#### What pupils should see when they look in their books

- Whether they have got things right or wrong.
- Notes and reminders to tackle errors/misconceptions.
- Deep feedback and reflection on assessments.
- Highlighted topics/areas that require improvement.
- Completed 'next steps' work to help improve learning.

#### What Maths teachers have to do

- Visit pupils, catch misconceptions fast, jot a note in pupil books.
- Monitor books (once per term?) to ensure appropriate peer/self- marking, pupil annotation and follow up 'fix-it' work is occurring.
- Mark a large assessment ready for each data catch with detailed annotations where appropriate.