

St Edmund Arrowsmith Catholic Centre for Learning



Marking Policy

Reviewed December 2015

This Policy was adopted and ratified by the Full Governing Body of SEA. C.F.L. at the meeting held on

Signed Dated

Chair of Governors J Robson

Signed Dated

Principal M. Campbell

Rationale

Marking & assessment, and the implementation of this policy, is the professional responsibility of all teachers, in accordance with Teacher Standards 2 & 6.

St Edmund Arrowsmith CFL recognises that teachers' marking and assessment of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process.

Marking and feedback at St Edmund Arrowsmith CFL will:

- Inform future planning and individual target setting.
- Focus on student learning.
- Be given at frequent intervals and follow appropriate timings.
- Be positive and personal in tone and accessible by all students.
- Be supportive of achievement in all its forms.
- Help students to improve their work.
- Promote learner confidence and motivation.
- Include opportunities to develop peer and self-assessment skills.

Written Feedback Expectations

Summative Assessments

All subjects will mark the interim and termly assessments in depth; this constitutes 6 opportunities per academic year and this is considered a non-negotiable whole school expectation. Formative marking will begin with a positive comment regarding the strengths of the work produced; this may include comments on effort, progress, quality or presentation. Focus should then be given to suggestions for improvements that could be made to move learning forward. **This is a key feature of marking for improvement – comments should be highly specific and sharply focused on how the work could be improved rather than generic comments** such as 'add more detail' or 'needs more analysis'. The work should also be given a level/grade in accordance with subject specific criteria when necessary. The comment should clearly direct the student towards the next steps required for improvement, something which they can then complete during pupil improvement time.

Time must be allocated to students to reflect/enhance/respond to comments in relation to their work – this may be referred to as PITSTOP (Pupil Improvement Time), DIRT (Dedicated Improvement and reflection Time) or simply Action Time. This will be a response to a sharp improvement point in the form of annotations, amendments, re-drafting, or completion of an additional task (*see appendix A for examples of what this looks like in practice*). Students generally struggle to make meaningful comments regarding their progress and attainment in response to teacher feedback and so this practice should be avoided unless you are confident in your students' ability to engage with this.

Within this piece of work grammar, spelling and punctuation should be corrected using the marking symbols for whole school literacy (see Appendix B) and numeracy where appropriate. Departments may add their own subject specific symbols where necessary.

All departments should use a feedback sheet, sticker or stamp to attach to pupils interim or summative assessment to support the provision of appropriate feedback (See Appendix B for examples). You may wish to use 'WWW/EBI', 'Two Stars and a Wish' or something similar; departments will have autonomy over this but **the use of a feedback methodology such as those exemplified in Appendix C is a non-negotiable whole school expectation.**

Teachers will mark assessments in green pen. Students should make their responses in purple (this will be supplied by SEA).

Frequency and quality of marking

Not all marking can or should be marked in detail. The Subject Leader will identify, via the schemes of work, which additional pieces of work should be assessed in depth in a similar manner to those referenced above or the number of additional assessment opportunities that they expect to see marked in depth. The frequency of these in depth marked pieces of work is related to the number of lessons that are taught in a given week:

- Two or more lessons per week – books/files/portfolios marked twice (in depth) between the summative assessments
- One lesson per week – books/files/portfolios marked at least once (in depth) between the summative assessments

Where necessary, departments must mark students' work for literacy (and where applicable, numeracy) at least once in addition to the final assessment task.

To support the giving of quality feedback at key points in the learning process, other work should be marked in less detail.

- Light touch marking will develop the skills of high quality peer and self-assessment using clearly defined assessment criteria, and will stand alongside whole class and teacher led marking.
- Teachers will acknowledge non-assessed students' work through oral feedback and/or acknowledgement marking which may be in the form of a tick or initial to show the work has been read; this type of marking will inform the teacher of the development of knowledge and skills in order to inform future lesson planning
- When oral feedback is given, the verbal feedback stamp can be used and students should respond with a brief note of any advice/requirements given.



Marking books too frequently will lessen the impact of teacher feedback and significantly increase teacher workload which will ultimately be detrimental to the quality of teaching as it will impact on the quality of lesson planning.

In order to continue to assess the development of knowledge and skills frequently without the need to over-mark pupil books, a variety of AfL activities should be planned into lessons, including high quality peer and self-assessment and targeted and inclusive questioning. Avoiding the use of numerous worksheets to complete, examination style questions and question and answer will reduce the need to complete marking (unless these can be self or peer assessed). Instead, teachers are encouraged to plan collaborative work, presentations and other activities which will both allow ongoing informal assessments of progress to inform lesson planning and provide opportunities for verbal feedback from the teacher and peers.

Tracking and monitoring pupil progress

Students should have a tracking sticker where they are able to track their progress towards their targets; this should be on the front of their book/folder and will include spaces to insert grades for assessments. Students should be involved in tracking and monitoring their progress and should be guided by staff in keeping their tracker sheets up to date.

Quality Control

Subject Leaders will complete a work scrutiny review twice per year and Senior Leaders will complete a work scrutiny three times per year according to the Quality Assurance Calendar in line with the Teaching & Learning Policy. A work scrutiny record sheet will be completed electronically using Schoolip and feedback will be given to staff. ***It is the responsibility of the teacher to ensure interim and summative assessments are clearly labelled and are kept in school either in books or in a separate folder.***

Reference should be made to progress, differentiation and assessment & feedback, in line with Teacher Standards 2, 5 & 6.

Success Criteria

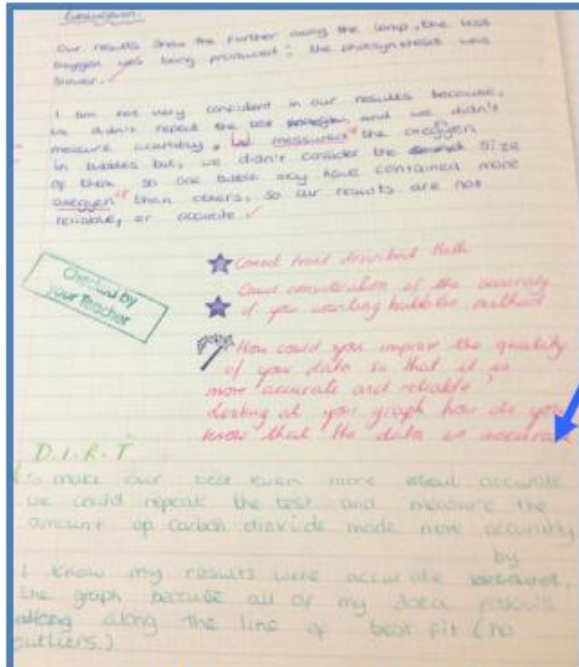
- Raised attainment at KS3 and KS4.
- Consistency of marking across the school.
- All students have knowledge of how to make improvements.
- Students become accurate with self and peer assessment.
- Clarity for all staff and students.
- Narrowing the gap in performance of Pupil Premium students.

Appendix A

What the strategy looks like?

F4 Quality Written Feedback

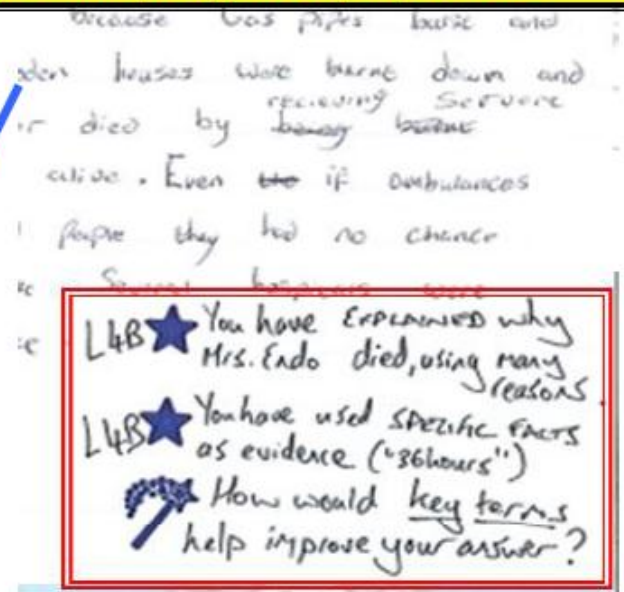
Example 1: Science example, student responds to the target as part of the starter for the next lesson. The student's comment is in green



Example 1: D.I.R.T Science example. Here in the example the student responds to the 'wish' as part of the homework. Clear progression can be seen

At the simplest the star, star wish allows staff to focus on the positives and suggest an area for improvement. In the best practice around school the comments should be directly related to objectives / success criteria. The work may be levelled as per Faculty curriculum guidelines.

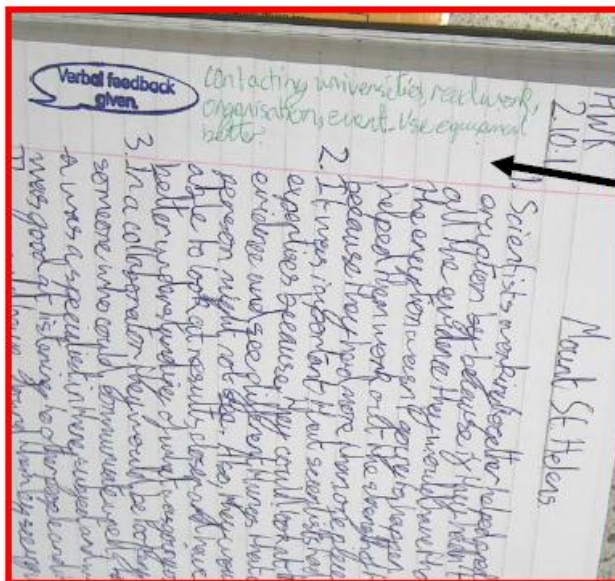
Outstanding feedback would also include clear evidence of students responding to the targets/questions/wish.



Example 2: Humanities example, teacher poses a question as a target to encourage a response

What the strategy looks like?

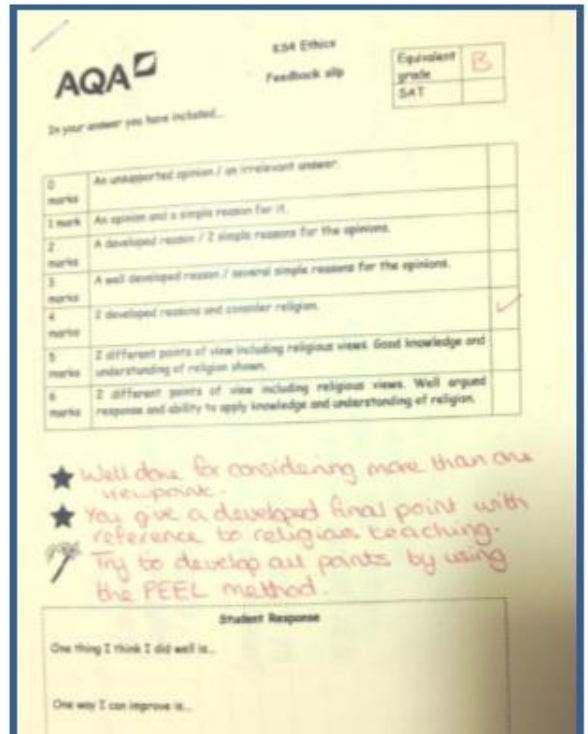
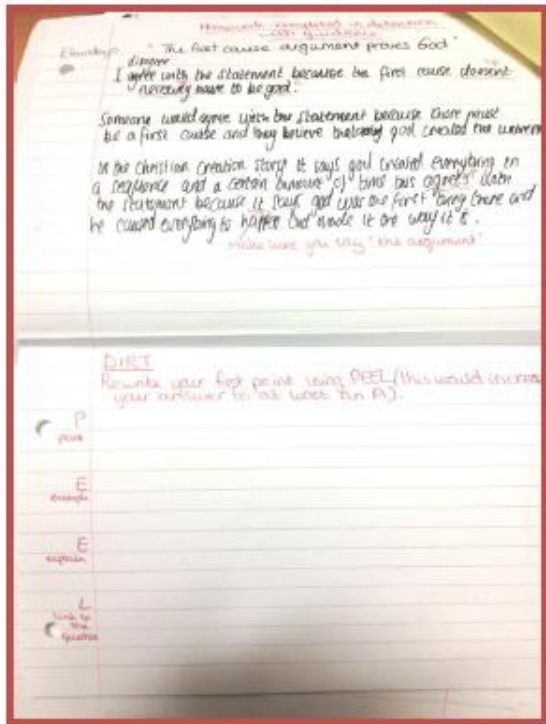
F4 Quality Feedback (Verbal/Written)



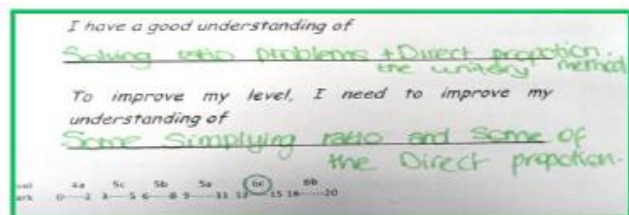
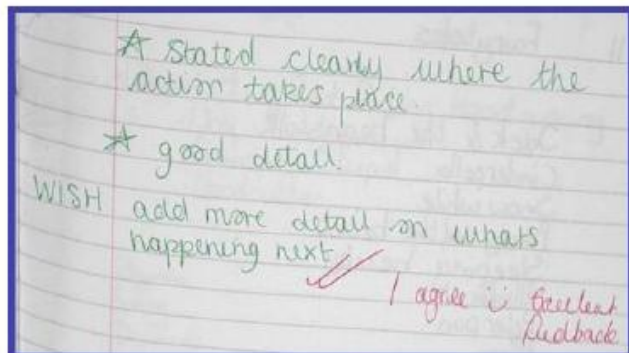
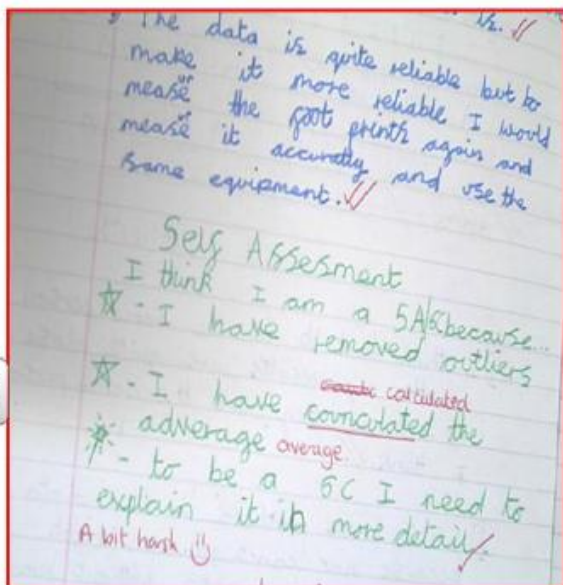
Often it is difficult to evidence when verbal feedback has happened in a lesson. Where verbal feedback has been given in the lesson, this may be acknowledged using the feedback stamp. In good examples students will have recorded the feedback and in outstanding examples it should be clear that students have acted upon the advice.

The example on the left was verbal feedback given for a homework piece. All students had made a similar error, rather than writing this correction on all students work, this formed the starter for the next lesson. Students recorded the feedback next to the stamp.

DIRT: Dedicated Improvement and Reflection Time. Students are given time in the lesson to improve their work. Works to "Close the gap". Responds to the wish. Attempts to improve the one issue identified or answer the one question asked.



Strategy A: Students write their own star, star and wish or WWW EBI (What went well/ Even Better if) that should be linked to success criteria. NB: If they do it accurately, you don't have to do it. It makes them independent, responsible and reflective learners.



Appendix B

Developing a consistent and effective approach to marking – Literacy.

✓	Ticks for good or correct work.
X	For a factually incorrect answer.
sp	For a spelling error; the error should be underlined.
p	For a punctuation error; the space should be circled where the missing punctuation should be.
gr	For a grammatical error; the error should be underlined.
np with // or [To indicate a new paragraph.
^	To indicate that something has been missed out; a comment should be put in the margin to clarify.

Supporting spelling, punctuation and grammar

- We should identify a manageable number of errors – no more than five per page.
- We should prioritise; key subject vocabulary, punctuation and common errors and confusions. For example, ‘where/were’, ‘there/their’.
- Key spelling errors should be identified using ‘sp’ in the margin with the error underlined. Students should respond by writing the correct spelling.
- Key grammatical errors should be identified using ‘gr’ in the margin with the error underlined. Students should respond by writing the correct word.
- Key punctuation errors should be identified using ‘p’ in the margin and the space where the punctuation is missing should be circled. Students should respond by inputting the missing punctuation or correcting a mistake.

Appendix C

Target Grade/Level:	Assessment Grade/Level:
Teacher Comment:	
Target(s):	
Next Steps:	
Student Response:	

This work has achieved a level/grade:			
You are therefore:	Above Target	On Target	Below Target
What Went Well:	Even Better If:		
Student Comment:			

Example from The English Department

Target Grade/Level: B	Assessment Grade/Level: C
Teacher Comment: Dylan, you have made some clear points and used quotations from the text to support your ideas.	
Target(s): The explanation part of your paragraph needs extending. Explore the issues rather than just make vague comments.	
Next Steps: Re-write the last paragraph in this piece of work, you can use the point you have made and the quotation. Add in some developed explanations and explore the issues of homelessness. Make an effort to make an inference.	
Student Response: It took me a while to get started because I didn't get it at first. I feel like I'm sort of getting the hang of it now so I will write out the last paragraph again to try and get better.	