

Marking Policy and Procedure

ISP School Battle



Every child achieves no matter how small the steps, therefore every child deserves and is entitled to a celebration of their achievement.

Approved by: Local Governing Body **Date:** January 2022

Last reviewed on: January 2021, January 2022, January 2023

Next review due by: January 2024

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1. Rationale:

It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do in order to maximise progression. Marking and feedback will help drive improvement in outcomes.

2. Aims:

This policy aims to:

Provide clear guidelines on our approach to marking and feedback

Establish an understanding amongst the school community on feedback

3. Ofsted and guidance:

Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils. Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for ISP School to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning. While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers. If it is necessary for inspectors to identify marking as an area for improvement for ISP School, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

4. What are the principles that guide marking?

Marking and feedback should:

- be manageable for staff and accessible to pupils;
- relate to the learning objectives and comment on previous attainment within the context of the learning objectives;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for pupils to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face with some and at a distance with others;
- inform future planning and group target setting;

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- use consistent codes across the school;
- ultimately be seen by pupils as a positive approach to improving their learning.

Research has shown that consistent and effective marking has a significant impact on raising achievement.

5. Marking and Feedback

Adults will make use of three forms of marking/feedback as follows:

Instant Feedback

Wherever possible, feedback will be given to the child at the point of learning. Underlining areas for improvement would support this.

Quantitative feedback / marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong or can be benchmarked against set measures

Qualitative feedback / marking

Using qualitative feedback, staff focus first and foremost on the learning objective of the task. The emphasis being on both successes against the learning objective and improvement needs. When using qualitative marking staff should:

1. Read the entire piece of work;
2. Highlight areas of the work which met objectives and were successful
3. Provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved.

Peer Feedback and Self Reflection

Peer feedback and self-reflection is an integral part of marking and feedback at ISP School – this is encouraged in all lessons in some form. This may be achieved through annotations in books or by discussing what went well during the plenary session.

6. What general expectations and protocols help us to mark work consistently?

Pupils use drawing and writing implements that best suit their own style and comfort. Written work should generally be completed in pen and any drawing or number work completed in pencil.

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All tests / assessments / exams must be completed in black pen.
All work should be dated.

7. How will children respond to the comments that have been put at the end of their work?

In order for the marking to be useful, the information must be acted on by the children. Time should be given once per week for children to read comments and either verbally or written make responses. Teachers should use this as further opportunity for verbal feedback and discussion to aid children's progress and understanding.

8. Literacy issues for marking in other subjects

Spellings and English usage should be corrected in a way which is appropriate to the needs of the child. It might, for example, be best to focus only on spelling in the first five lines of a piece of work.

9. Marking frequency

Verbal feedback will be given for every lesson. It may not always be appropriate to provide full feedback commentary, however, this will be at least weekly.

10. Roles and responsibilities

Governors are responsible for holding the school to account for improving child and adult performance by analyzing impact of feedback.

The Head Teacher is responsible for ensuring that the policy is adhered to.

Teachers are responsible for following the procedure in this policy.

11. Monitoring

Every time this policy is reviewed it will be shared with and ratified by the governing body.

All teaching staff are to read this policy and follow it.

12. Links with other policies

This policy is linked to:

Curriculum Policy

Assessment Policy

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