

# Marking Policy and Procedure ISP School Kent



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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. 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;
- 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.*

## 3. How do we mark pupils' work?

Pupils' work is marked in a colour that can be clearly seen: work will be marked with positive feedback in **green** and areas for next step improvement in **pink**.

Feedback is written clearly using language that the pupil understands

Staff mark using a standardised format for work presentation i.e. use of pen / pencil, date, format, writing form etc. All pupils work will have date TBAT underlined and a drawn margin if not provided in work book. (see next section)

Staff will make positive phone calls home to carers to acknowledge when pupils have performed above expectation or exceeded TBAT.

Pupils work will have P (Poised), F (In Flight) or S (Soaring) to indicate progress attained.

Staff make use of three forms of marking/feedback as follows:



### **Verbal Feedback**

It is important for pupils to have verbal feedback from the teacher working with them. Pupils of all ages need regular verbal feedback.

### **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 through green feedback.
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 through use of pink feedback.

In some case's it may not be appropriate to use pink or green, such as difficulties with colour recognition, emotional need or need of exam board in which case teachers will use professional judgement and an alternative colour for these pupils/ requirements.

## **4. 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.

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

All work is dated and underlined with English lessons using a full date.

Feedback should be focused on success of TBAT and areas for next step improvement

## **5. How will pupils 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 pupils. Time should be given once per week for pupils to read and then make one focused improvement based on the pink feedback from the teacher. Teachers should use this as further opportunity for verbal feedback and discussion to aid pupil progress and understanding.

## 6. What other styles of marking do staff use?

**Support codes** – teachers will indicate in books if pupils had support to complete the task or if they were absent. Work marked by teachers other than normal class teacher will initial the marking.

Supported Work: comment  
Absences will be recorded in books

What went well? **Green feedback**  
What can I do better? **Pink feedback**

**Peer to Peer marking** -These are skills we are aiming to develop in pupils as appropriate. All pupils will complete this at least one peer marking activity each term. Teachers will provide a scaffolded marking checklist if required/ appropriate.

**Self marking** - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Pupils should be encouraged to work within a meta- cognition and self regulation ethos and environment. Pupils should be encouraged to work towards self evaluation and self planning, self monitoring and evaluation. Self marking dialogue should encourage pupils to be thinking about the impact of their performance and how they can improve.

**Shared Marking** - staff sometimes use one piece of work from an unnamed pupil in another class to mark as a class. This enables staff to model the marking process and teaches particular points at the same time.

**Paired Marking** - once a marking process has been modelled with the class pupils sometimes mark work in pairs. This allows them to develop their own critical capacity.

## 7. Marking in Literacy and English subjects

Pupils should also be taking an active role in understanding their progress and providing feedback on their work and that of their peers. It is important that we adopt a clear and consistent marking procedure for literacy across all key stages.



In written feedback, **green** feedback will indicate where pupils have performed well and the **pink** will highlight areas for improvements. Once per week pupils should look to correct a piece of work focusing on the highlighted **pink** sections.

## **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 pupil. It might, for example, be best to focus only on spelling in the first five lines of a piece of work. Frequent spelling errors should form part of the next step **pink** teacher feedback and acted upon in pupil responses.

## **9. Marking frequency**

All pupil work will be marked, but it may not always be appropriate to provide full feedback commentary. This will be once a week.

## **10. Monitoring**

Subject Co-ordinators who oversee other staff delivering parts of the subject programme are expected to sample the quality and quantity of marking of work in their subject area in line with marking policy.