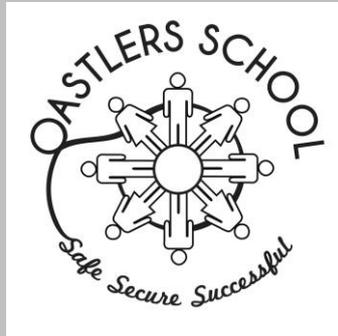


Marking Policy



Oastlers Policy

Approved by Governing Body On	1 September 2013
To be Reviewed On	September 2016
Signed on Behalf of the Governing Body	Mike Vigurs

MARKING POLICY

AIM

To establish a consistent approach to the way the learner's work is marked, so that learners feel valued and have a clear understanding of how well they are doing. To ensure all learners have their work marked regularly to help them reach or exceed their full academic potential. Marking will help learners to improve their work and will inform teacher planning and monitoring.

OBJECTIVES

To achieve this aim, there must be a uniform approach across the school. Learners should all be aware of:

- Their level for the section of work;
- Their successes with the section of work;
- How to improve the section of work.

Why is marking so important?

- M** Motivation – learners are more likely to be motivated to make improvements if marking is regular and formative.
- A** Assessment for Learning – learners know their level for the section of work and how to make improvements.
- R** Regular feedback to inform teachers, learners and parents of level or grade.
- K** Knowledge and understanding can be checked and corrected by the teacher.
- I** Independent learning – comments by the teacher in the form of questions can promote research.
- N** Needs of individuals – all learners are catered for as teachers mark and guide according to ability and PLP objectives.
- G** Gain – learners receive bonus points and/or stickers for effort or achievement with their work.

FREQUENCY OF BOOK MARKING

Marking should take place at the end of each day so the learners receive feedback at the start of the next lesson. Students should be given appropriate opportunities to self or peer-assess.

TARGET LEVEL

All exercise books should have the target level clearly written on the front inside cover using the agreed format.

MARKING STRATEGY

Learning Objective Stickers - At the start of every lesson the learning objective must be shared with the students along with the success criteria. These should be produced on a sticker and placed in the top left hand corner of the page where the learners will be working so that it can be referred to throughout the lesson. This will be used to mark the work.

Colour of pens - All marking completed by the Learning Team in green and the learners should work in black pen.

Types of marking

- **Acknowledgement marking** - This is the light touch marking sometimes referred to as 'tick and flick' marking. It may involve simple corrections or brief comments. This is used to support the giving of quality feedback at key points of learning. Use 'Checked by Teacher' stamp to acknowledge.
- **Quality Written feedback** - This will relate to the success criteria shared at the start of each lesson. It will always recognise and focus on the positives. However the aim of this is to move the learners forward in their learning. It should promote progress and next steps by using the two stars and a wish format. In order for this to be effective time must be given to the learner to respond to the wish, which can sometimes be written as a question. The learner's response should be done in an orange pen.
- **Verbal Feedback** - Verbal feedback should be taking place throughout the lesson and at the end of a piece of work. When verbal feedback is given the corresponding stamper should be used. Next to the stamper, in orange pen, the learners should record the verbal feedback they have been given. This can also be used if there has been any misconceptions by the whole class to save writing it on every piece of work.
- **Quality Student Feedback** - There should be planned opportunities for peer and self assessment. Learners need to be trained to accurately assess their work and others either by using scaffolding and

other appropriate tools. All peer and self- assessment should be done on a post it note in orange pen and then stuck in their book

LITERACY CODES

Mark	Means...
Sp + underline	Try this spelling again.
P	Punctuation error.
G	Grammatical error.
C	Find the missing or misplaced capital letters.
//	New paragraph/Mark in where the paragraph should be.
✓□	Exceptional point/use of language.
?	Not clear. Rewrite this short section again to improve your expression.
FS	Write in full sentences.
Ex	Develop your explanation further using key vocabulary.
WW	Wrong word e.g being/been. Try to find and correct it.
D	You need to add detail. Add in the point you forgot to include.