



Whole School Marking Policy
A Framework to Support Progress in Learning

Approved by Governors on 4 October 2016

Review Committee: Standards & Effectiveness

Review: Autumn Term 2018



Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people
– are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in
achieving their potential – spiritually, academically and personally.

Whole School Marking Policy A Framework to Support Progress in Learning

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1. Aim

To ensure that all students have their work marked in such a way that learning and self esteem are improved.

2. Objectives

- To enable written feedback to be an effective tool for promoting learning for all CtK students
- To develop an interactive process that confirms when students are on track and then informs them how to improve and make further progress.
- To prompt all students to respond to the written feedback given by their teachers.

3. Rationale

CtK recognises that teachers' marking of students' written work and students' assessment of their own work are central functions in the learning process and are essential for progress and attainment. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to further meet the learning objectives or to improve. It is then essential that the students are prompted to improve their learning.

Marking is most effective when the student knows:

- the purpose of the task;
- how far they have achieved this;
- how to move closer towards the goal of their learning or improve on what has been achieved.

Marking and the implementation of this policy is the responsibility of all teachers.

4. Expectations

4.1 Teachers are expected to ensure that:

- Students should receive written feedback at regular intervals.
- Marking of assessed pieces of work should include positive feedback, attainment grade/level, effort grade* and targets/advice on work can be improved.
- Errors in literacy should be marked using the appropriate Literacy Codes.
- Opportunities should be given in class for students to respond to feedback e.g. complete corrections, answer "challenge" question(s), re-draft work.
- Assessed/marked pieces of work should be given back within a reasonable time frame.
- Peer and self-assessment should be evident in books/folders.
- Termly targets should be displayed clearly in books/folders.
- Teacher written feedback/dialogue should be in green pen.

Effort grades are to correspond with the reporting and assessment criteria to provide students with consistency and understanding of the grades received. The codes are as follows:

Grade	Descriptor	What does this mean?
A	Excellent	All work has been completed to an excellent standard, the student has worked to the very best of their ability.
B	Good	All work has been completed to a good standard, the student has put in extra effort and work produced reflects the student's ability.
C	Satisfactory	All work is complete and the student has done what has been asked of them.
D	Unsatisfactory	The student has not done what has been asked of them, work is poorly presented and may be incomplete. Work needs to be improved to at least meet a satisfactory level.
E	Unacceptable	The work produced is unacceptable and needs to be repeated.

4.2 Heads of Departments are expected to ensure that:

- the Whole School Marking Policy is to be effectively implemented within their department;
- all subject areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
- a balanced marking procedure is developed for a unit of work after decisions have been made as to the purpose and role of written feedback;
- subject marking is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given;
- the impact of the Whole School Marking Policy is monitored by participating in the planned departmental work scrutiny.
- planned opportunities are created each term to moderate key assessment activities to ensure consistency;
- students and teachers have easy access to level and grade descriptors that are understood by **all** students [it is good practice for these to be prominently displayed in classrooms and in the front of exercise books or folders].
- a system of rewards is planned to ensure that students of **all** abilities are motivated to learn and progress.
- the marking within the department motivates students and strives to have a positive impact on self esteem.

4.3 The Senior Leadership Team are expected to ensure that:

- the implementation of The Whole School Marking Policy is monitored;
- work reviews are completed each term to assess the quality and extent of formative feedback;
- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.

5. The review of the Marking Policy

The school marking policy will be reviewed at intervals of two years.

6. Marking Policy: "Literacy for Learning"

When marking a piece of work, literacy needs to be a key focus for both the teacher and the student. Themes will be consistent across the school and will be nominated by the Literacy Coordinator. Errors are to be circled and one or more of the following codes written in the margin.

p	<u>Punctuation</u> error. Check full stops, commas, speech marks etc.
sp	<u>Spelling</u> error. Write out the correct spelling at the end of your work.
cp	<u>Capital letter</u> . Have you missed one or put one in by mistake? Remember to include proper nouns (names).
ap	<u>Apostrophe</u> error – is the apostrophe in the correct place?
exp	<u>Expression</u> – reread your work and check that the sentence or paragraph makes sense or could sound better rephrased.
tense	The wrong <u>tense</u> has been used – check the rest of your work.
Ev?	<u>Evidence</u> - Where is the quote from the text to support what you are saying.
Expl?	<u>Explanation</u> – you have not explained how your evidence proves your point.
rep	You have <u>repeated</u> a word, phrase or point. Find a different way to express yourself.
wd	Incorrect <u>word</u> choice. Can you choose a more appropriate word?
H	You have used the wrong <u>homophone</u> . There/their/they're or too/to/two for example.
g	<u>Grammatical error</u> . Common errors found: 'would/could/should of' instead of 'would/could/should have'; 'he's' instead of 'his'; 'we was' rather than 'we were'; 'what' instead of 'that'; 'more faster' rather than 'faster'; 'most fastest' instead of 'fastest' and 'I haven't go no money' rather than 'I haven't got any money'.
L	A new <u>sentence</u> should start here.
//	A new paragraph should start here.