



# Marking Policy

## Document Control

This document is issued, controlled and impact assessed by the Leadership Team.

The latest version of the procedure will be maintained on the School Website.

## Scope

At Endeavour Academy we believe that high quality marking is part of the assessment process and at the core of student progress. Assessment is vital for both the teacher and the student to have an accurate understanding of where they are along their educational journey as well as what they need to do to achieve their target grades. It is not an 'add on', it is central to effective teaching and learning.

This document sets out the school's guidance for marking and assessment so that staff and departments can incorporate these features into their work.

## Principles of Marking

- Marking informs teacher planning and intervention.
- Marking acts as an incentive to promote learning and further attainment, through a variety of strategies including enabling students to reflect on, develop, revise and correct their work.
- Motivating students by helping them understand what and how they are learning.
- Inform the student how well they are progressing, what they are doing well and what they need to do to make further progress. It should be a part of the learning process rather than an end point: that is more the role of summative assessment.

## Purpose of Marking

Marking and assessment has two purposes. One, students act on progress over time. Two, it informs future planning and teaching.

## Expectations

- Teachers must have a secure overview of starting points, progress and context for all students they teach.
- Teachers should plan for marking when writing lesson plans and SOW. Teachers will plan set criteria for student tasks as this will help reduce the marking load and provide focus for your comments.
- High quality marking of key assessment pieces will make much more of a difference to students learning and outcomes than marking all of the notes and ticking every page. However, all work must be acknowledged (see marking codes)
- Marking must be formative. Never put grades on students work next to a formative comment unless it is part of a summative assessment.
- All formative assessment will be carried out using the WWW / EBI Strategy
- Teachers will check and acknowledge responses at next marking point.
- Students must have time to reflect on and respond to any actions set by the teacher by using 'yellow box' and DIRT strategies
- Some work may be peer and self-marked by students under guidance from the teacher. Peer and self-assessment must be made explicit on work in books. A peer assessor should initial the work they have 'assessed'.

- The literacy policy must be implemented across all subject areas and be marked accordingly.
- The Endeavour Academy marking codes must be used across all subject areas.
- No other marking codes should be used to ensure a standardised approach in all areas.
- Work should be marked on no less than a two weekly cycle i.e. one significant piece of work fully marked every two weeks

## Marking Codes

SYMBOL/CODE	MEANING
✓	Good point / well written
Sp	Correct a spelling mistake
P	Correct punctuation
CAP	Use a capital letter
^	You need to add a word
//	You need to start a new paragraph
??	This needs to make sense or be clearer

## Expected Practice for Recording Learning

- Exercise books / folders should be clearly marked so that students, parents and observers clearly understand the purpose of each book / folder e.g. class book / assessment book / homework book.
- All books should clearly state the students' target grade and progress at the end of each term towards meeting those targets

## The WWW / EBI Strategy

**WWW** - How well has the student achieved the success criteria for the task? Emphasis will be placed on positive aspects to encourage and motivate but feedback must be realistic. It is a suggestion that this section will be marked in green pen (green to go).

**EBI** - Teachers will outline what specific, subject related target will allow knowledge, understanding or skills to be developed further. This may be written in the form of a question for the student to answer. It is a suggestion that this section will be marked in pink pen (pink to think)

**Yellow Box** – The student will write back to the teacher answering any questions directly, telling them how they have completed their target, asking the teacher a question or responding in any appropriate way to the feedback given.

## No Grade / Levels Formative Assessment

- When tasks are marked for formative assessment, grades and levels should not be shared with the student, although they could be recorded by the teacher and can be shared with the student after they have reflected on their work. Grades should only be given to the student in the initial instance for end of unit, exam response or summative tasks.

## DIRT (Dedicated Improvement and Reflection Time)

- Teachers in all subject areas must ensure that mechanisms are in place so that students have an opportunity to improve and redraft something based on the formative comment. This can be supported by a dialogue by the teacher and student with the teacher writing in the margin 'Please speak to me about this... ' and the student noting 'I must remember to....' after the dialogue. Teachers need to decide whether this is done independently or in pairs etc.
- Students must be recognised for achieving their targets.
- Students must be given DIRT time during lessons.

## Examples of Dirt Marking

- Reflection and responding to precise feedback. Pupils use teacher feedback to analyse and improve their work.
- Feedback in the form of questions to extend pupils understanding. This scaffolds pupils understanding, step by step, with the expectation that pupils act upon their feedback using DIRT.

## Peer and Self-Assessment

Including opportunities for independent learning.

- Sharing the criteria – students should be given the appropriate criteria when peer assessing each other's work.
- Students could be encouraged to set assessment questions for each other with a marking scheme - effective to identify the requirements of command verbs in assignments and exam questions.
- Peer assessment in practice – when recording comments on their peer's work students should use WWW / EBI / Yellow box and refer to the objective of their task, making comments linked to the criteria.
- Students will use purple pen and write PA or SA in the margin. Also the peer assessor will sign their name.

## Strategies for Embedding Effective Marking and Feedback

### Sharing Learning Objectives and Success Criteria

#### Learning Objectives

Learning objectives will be shared with the students. Where appropriate these should be based on the language of Bloom's Taxonomy to give students opportunities to progress from lower order to higher order thinking skills.

#### Success Criteria/ Assessment Criteria

The purpose of tasks and the criteria in which different pieces of work will be marked will be shared. At the beginning of a longer more detailed task criteria should be expressed as 'All', 'Most', 'Some' so that they are understood by the student. These will be graded (KS4 and 5) wherever possible.

### Providing Opportunities to Assess Learning in Different Forms

#### Classroom Discussions

It is helpful to structure discussions with 'key questions' that have to be answered and managing them so that all students are given the opportunity to engage. This could be done through 'no hands up', 'lollipop sticks' or other strategies where all students are thinking about an answer and are chosen at random.

#### Questioning

A range of different questions should be used to assess learning from lower order recall questions to higher order questions. To encourage longer answers and a wider variety of responses teachers should build in 'wait time' before expecting students to answer. Students should also be encouraged to question each other.

#### Reviewing Learning within a Lesson

Strategies should be used for students to reflect on their learning during a lesson and not just at the end.

#### Learning Checkpoints

Learning Checkpoints should be built into a lesson at regular intervals so that students can give feedback and evidence to the teacher before moving on to the next activity.

#### Practical Assessment

Practical assessment is often made through observation. Verbal feedback may be given following the WWW/EBI approach or feedback may be recorded by the student or teacher using witness testimony or observation checklists. (Practical assessment for summative purposes should be recorded as per awarding body requirements).

#### Written Tasks

Specific assessed tasks should be marked using the WWW / EBI approach. It is suggested that the teacher giving the feedback will write comments in green pen for WWW and pink pen for EBI, with yellow box used for the students to respond. This may be during DIRT in the next lesson or set as homework. Where written

feedback cannot be given in this way other methods which follow the same process will be agreed with SLT line managers.

## **Providing Feedback that Moves the Learner Forward**

Formative assessment that does not lead to action on the part of the student is summative assessment. (Please note awarding body requirements in relation to feedback following summative assessment).

## **Monitoring and Evaluation**

To ensure marking is occurring frequently, accurately and demonstrating impact it will be monitored throughout the academic year. Book scrutiny will take part throughout the academic year as outlined in the monitoring schedule. Staff will be asked to provide a sample which includes a range of levels and sub groups; SLT will also select a random sample.

The monitoring timeline will be carried out as part of the monitoring process and will be coordinated and recorded by the member of SLT carrying out the scrutiny. Peer scrutiny will also form part of the process this academic year. Feedback will be given to staff as soon as practicably possible; identification of good practice and areas for improvement will feature in the feedback given to staff.

Teachers who fail to mark their books in accordance with the school / department guidelines will be failing in their teachers' standards and in their contractual obligations to the school and therefore necessary sanctions could ensue. This also applies to student work assessed for summative purposes for Vocational and other qualifications with a coursework / assignment element.

## **Definitions and Practice**

### **Classwork**

Written work and other work completed within the time of the lesson.

### **Homework**

Written work or other directed to be completed outside of lesson time according to the homework policy. This is set regularly and consistently for all core curriculum areas and must be marked. Homework for other curriculum areas is set at as required.

### **End of Unit Assessments**

Common tasks for whole groups / cohort of students to particularly assess their understanding at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school, therefore accuracy of marking/assessment and selection of appropriate assessment tool is paramount.

## **Self-Assessment / Peer Assessment**

Students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspect and areas for development.

## **Policy Statement**

Breach of this policy may lead to action being taken under the School's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.

## **Documents and Records**

None