



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Marking Policy

Date Approved: July 2013

Date Last Reviewed: July 2021

Status: Non-Statutory

Delegation: Head Of School

Responsibility: AHT T&L

Review Frequency: As required

Policy Locations: Staff Shared Drive/Hard Copy

Policy Essential Information

Marking Policy

Statement of intent

Central to this policy is the understanding that marking, and feedback will be consistent with the principles of Assessment for Learning (AFL) at The Jubilee Academy. Feedback will be:

- Positive in tone and accessible to all students;
- Supportive of achievement in all its forms;
- Confidence building;
- Utilised to adjust teacher planning so that it fully meets students' needs.

At The Jubilee Academy we recognise that teachers' marking is at the heart of accelerated learning and progress. The focus of written feedback will be on ensuring that students gain a clear understanding of what they have learned, how they have learned and what they need to do next.

Marking and implementation of this policy is the responsibility of all adults and students.

Aims and objectives

At The Jubilee Academy we intend to:

- Establish a consistent approach to the way students' work is marked so that they know how well they are doing and what they need to do next to achieve the next level/grade;
- Ensure that all students have their work marked regularly and diagnostically to ensure that they make accelerated progress;
- Inform teacher planning through a 'waves approach' (please refer to Teaching and Learning Policy);
- Increase student and parental understanding of assessment criteria, the meaning of attainment marks and the targets for improving achievement.

The Marking Process

Marking must provide detailed and personalised evaluation points for future developments (*Ofsted: Good Assessment in Secondary Schools*).

Written/verbal feedback should:

- Be encouraging and constructive;
- Relate to the acquisition of essential skills and the extent to which students perform these at appropriate levels in comparison to teaching objectives, success criteria and learning outcomes;
- Utilise 'prompt', 'scaffold' and 'reminder' style marking strategies.

Teachers and education support professionals will:

- Provide detailed, diagnostic marking every 3 to 4 weeks.
- Diagnostically marked work must be returned to students with either 'prompt', 'scaffold' and 'reminder' style comments. This will enable students to know what their next steps are to improve their work so that they can perform a skill at the next level;
- Plan time in lessons for students to enact feedback when marked work is given back. This will ensure that students improve their work immediately;
- Make sure that self-assessed is used every other week against teaching objectives and success criteria. The success criteria will be issued and stuck into student books or retained as appropriate in a folder/portfolio of evidence;
- Mark work in green ink;
- Ensure that students peer-assess/self-assess in red ink;
- Mark for the following aspects of literacy: capital letters and full stops to demarcate sentences; correct use of tense; block paragraphs; subject specific vocabulary;
- Identify late or copied work and take appropriate action;
- Will mark students' work for external examinations using the marking criteria of the relevant examination board and store work securely;
- Moderate and standardise assessment to ensure consistency and accuracy; Adults will mark or grade work. These levels/grades need to be shared with students as part of an ongoing dialogue between adults and students. Every fortnight one marked piece will have a level (sublevel) or a grade assigned in the margin;
- Give a grade for all work in KS4 completed under time conditions as practice for public examinations.

Target Level

- All books or folders must have the student's target level or grade clearly visible on the inside front cover.

Spelling, punctuation and grammar

Standard codes should be used across all learning area: see appendix A.

The role of the subject leader

It is the lead teacher's role to:

- Monitor the effectiveness of this policy on the practice of teachers and students in their learning areas and the impact on progress and achievement;
- Quality-assure marking on a regular basis;
- Ensure their learning area has a coherent and consistent approach to identifying the essential skills that are to be marked diagnostically;

The role of Senior Leaders

It is the Senior Leader's role to:

- Devise and implement a programme to monitor the implementation of the Whole School Marking Policy and its effectiveness of progress and achievement;
- Carry out work scrutiny as part of school self-evaluation.

The role of Students

It is the students' role to:

- Respond constructively to marking and feedback;
- Enact adult advice and guidance;
- Put their best effort into all work;
- Catch up on work after absence;
- Maintain high standards of presentation in all work.

The role of Parents

It is the parents' role to:

- Read through the comments written by teachers regularly and support their child to enact it;
- Support the school in checking that students are organising their work effectively.

Monitoring and review

This effectiveness of this policy is regularly monitored through the school's self-evaluation schedule which includes:

- Learning observations and Learning walk drop-ins and daily observations;
- Departmental marking reviews
- Marking samples at subject meetings – benchmarking or standardisation;
- Progress meetings and QMIP



- Work scrutiny during the MER process;
- Quality Assurance of Academic Reports;
- Examination and student progress and achievement data

.Appendix A

Marking Codes		
WRITE IN MARGIN	ERROR	ACTION IN PUPIL WORK
Sp	Spelling	<u>Underline word</u>
//	Paragraph needed	//
C	Capital letter needed	<u>Underline letter</u>
F	Full stop needed	<u>Underline space</u>
P	Missing/incorrect punctuation	^
T	Tenses confused	<u>Underline errors</u>
SS	Sentence structure needs improvement	<u>Underline /make suggestions re how to improve</u>
V	More sophisticated word needed	<u>Underline /make suggestions</u>
EX	Excellent idea/word/sentence	<u>Underline</u>
Gr	Incorrect use of grammar	<u>Underline/make suggestions</u>
H	Homophones	<u>Underline/give examples</u>

