



Marking Policy

This policy provides a process for consistent marking of student work

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1 AIM

To establish a consistent approach to the way students' work is marked, so that, via Academy wide common practices, they have a clear understanding of how to make progress. All students should have their work marked regularly to help them reach or exceed their full academic potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

- ' **Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.'**
J.Rowe 2007
- ' **Marking must provide detailed and personalised evaluation points for future developments.'** *Ofsted: Good Assessment in Secondary Schools*
- ' **An important notion is that feedback thrives on error ... All students (as all teachers) do not always succeed first time ... This is not a deficit ...; rather acknowledging errors allows for opportunities'**. *Visible Learning for Teachers*
John Hattie 2012

2 THE MARKING PROCESS

Marking is most effective when the student knows:

- The assessment and outcome objectives of each task
- To what extent they have achieved these (WWW)
- What they need to do to improve their work (EBI)
- Be personal and specific and child friendly

Students must have the opportunity to revise their work based on the marking given.

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

3 WRITTEN FEEDBACK

Written feedback must:

- Relate to lesson and learning and examination objectives and outcomes
- Challenge the students to think for themselves and require students to self-correct
- Highlight the progress the student has made in completing the learning tasks

4 MARKING

- Must be regular and kept up-to-date
- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded
- Staff should adopt the common approach to marking Literacy, including spelling
- Practical and project-based subjects need to have regular marking, even if a whole project may extend over a period of time. Teachers should plan for opportunities to obtain written work from students and to give feedback in written form about the students' practical or oral progress
- Teachers should mark in red.

5 ASSESSMENT

- Must include commentary and not just a grade or level. Formative comments must be given that show what progress has been made and what still needs improvement. They will also show students how to improve their performance and progress their learning
- Time must be set aside to allow each student to reflect and respond to the teacher's comments and questions, re-write work and make corrections to improve their understanding and learning skills
- Each student in every subject must have a progress tracker and reflection method (tracker sheet in books or on-line system, whichever is appropriate). **This includes practical subjects.**
- Students' work for external examinations should be marked using the assessment objectives/marketing criteria of the examinations. This marked work should **be shared with students**
- Internal moderation is needed to produce consistent standards between different teachers. Further external standardisation should be sought.

6 FREQUENCY OF BOOK MARKING

Teachers of core subjects and all subjects are required to provide detailed mark, as a minimum, half termly. Feedback and student reflections/responses are also required, as a minimum, half termly. Teachers are expected to provide verbal feedback in lessons and carry out quick checks on books between detailed marking.

In some cases, subjects with special circumstances resulting from lesson frequency or similar, may wish to negotiate, with the Deputy Head of School, alternative marking arrangements.

(Please refer to the exemplars provided.)

7 TARGET LEVEL

The students' planners and the student records on School Information Management System (SIMS) record students' target levels or grades. Where students have exercise books, their target levels or grades must also appear on the covers.

8 SPELLING, PUNCTUATION AND GRAMMAR

In addition to the subject specific marking above, standard literacy codes must be used across all subjects. Laminated guides of the codes below should be on display in all classrooms to better aid student understanding. Please ask if you need copies.

SP in margin and circle the word in red	Spelling error	Students must correct the word and write the correctly spelt word out 3 times in green.
-C in margin and letter underlined in red	Misused capital letter	Students must correct the work in green.
-PS in margin and underline the error in red	Punctuation	Students must correct the work in green.
-PA in margin in red	Paragraph too long / too short	Students must amend with arrow or // in green
-VOC in margin and underlined in red	Vocabulary - indicates that a better word could be used or the WRONG word has been used.	Students must correct the work in green
+ any of the above	Indicates the student has used this skill well	

9 EXTENDED WRITING

Each subject department must produce examples of extended writing and annotate them to show correct use of writing structure and key technical words. These examples must be displayed.

10 SUBJECT LEADERS

Must:

- Check marking of a sample of books regularly
- Ensure the department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail
- Plan regular opportunities to moderate key assessment activities to ensure consistency

11 TEACHING ASSISTANTS

Read through the comments written by teachers in order to guide any students they are working with in the class. Teaching assistants should provide written feedback in purple.