Marking and Checking Policy

July 2020

Signed:

Headteacher

Date of Policy	1st September 2020
SLT Lead	Assistant Head Teaching and Learning
Date of next review	July 2021

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

COVID-19 RESPONSE

During the period of time that schools are operating in a way that is different to pre-COVID-19 we will make certain adjustments to policies and procedures. Any adjustments made will have these key principles:-

- Reduce the risk posed to all members of the school community due to COVID-19.
- Focus on staff and students well-being.
- Maintain a strong focus on consistently high teaching and learning inside and outside the classroom.
- Students are not disadvantaged by experience, opportunity or resource.
- Commitment to embedding the 7 core values of the school.

This policy has been reviewed and aligned to the whole school response to COVID-19.

INTRODUCTION

Sexey's School has adopted the principles outlined by the Department for Education Marking Policy Review Group, 'Eliminating unnecessary workload around marking' report (2016). We have also drawn upon the research conducted by Oxford University and the Education Endowment Foundation "A Marked Improvement" (2016).

This policy should be read alongside the **Feedback Policy** and **Assessment, recording and reporting** policy.

Effective feedback and marking are the key drivers for progress, teacher-student dialogue is central to the progress of students. Effective marking;

- Informs future teaching.
- Provides the opportunity for students to review their progress.
- Develops the independence of a student and provides them with the tools, knowledge and determination to drive forward their own learning and progress.

It is essential that marking helps students know where they are with their learning and what they need to do to move their learning forward.

As outlined by the DFE (2016) The 3 principles of effective marking are that it should be:

- **Meaningful:** marking varies by key stage, subject, and what works best for the student and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and incorporate the outcomes into subsequent planning and teaching.

- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

- **Motivating:** Marking should help to motivate students to progress. This does not mean writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students are, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

At Sexey's we draw a distinction between *feedback* and *marking.* Over time, written marking has become disproportionately valued compared to other forms of feedback to students. We encourage all our teachers to have a balanced approach and use a range of approaches to secure further student progress via the right form of feedback.

Figure 1. Examples of different forms of feedback.

Source; Education Endowment Fund/ Oxford University, "A Marked Improvement" (2016)

- Reviewed and amended work should be completed in green pen
- Any reviewed work not finished in class should be set as homework

Principles of Marking

Marking should be proportionate with curriculum time. The frequency of marking is proportionate to lessons to ensure equality between departments who see their classes for one lesson a week and those who see the class far more often.

There is no need to mark a book or worksheet using purely using ticks and comments such as "well done", these serve no value in enabling a student's learning to develop and for them to make exceptional progress.

If the time taken to mark a class set of books is out of proportion with the amount of time the class collectively spends on responding to the feedback from the marked piece of work, then something has gone wrong. If students do not engage with the feedback, there is no impact.

Peer Marking

- Peer marking should be done in a **Red pen.**
- Successful Peer marking will need scaffolding in place to support the students.
- Teachers should ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectation of student performance.
- Peer marking must be a positive process, which is simple, engaging and non-threatening.
- Peer marking should lead to peer feedback and facilitate students writing What Went Well (WWW) and Even Better If (EBI) comments.

Teacher Marking

When marking work teachers should:

- Incorporate the sharing of assessment criteria with students before starting the task.
- Must grade or level work according to the assessment criteria.
- Provide specific feedback, which develops learning.
- Provide an appropriate DIRT task.
- Mark students work in **Purple pen.**

Regularity of marking

- All assessed pieces of work that are part of the assessment, recording and reporting cycle must be marked and personalised written feedback provided.
- At the end of a unit or at least once every 6 weeks.

What to include when marking

- Current grade for the piece of work.
- Target grade.
- What went well.
- Even better if.
- Literacy codes.

- DIRT task to ensure student moves towards or exceeds target grade.

Literacy marking codes

- **S**   Spelling: look up and/or re-write correction.
- **P**   Punctuation: correct it or add.
- **C**   Capital letters: start of sentence or proper noun.
- **//**   Paragraph: new paragraph needed.
- **?**   Does this make sense? Re-read and make it sound better.

Principles of Book Checking

Staff will check books that students take notes in when in class to ensure any misconceptions are addressed.

What to include when checking

When a book has been reviewed and checked for misconceptions, the staff member will initial and date in the margin at the end of the last piece of work reviewed.

Book checking is not marking or feedback but plays a key role in addressing misconceptions and informing future planning and teaching.

Regularity of checking

- Once every 6 lessons.

COVID-19

Due to COVID-19 measures, student's books are to remain in a classroom and sit "dormant" for 48 hours in a box before a teacher reviews them and again after teacher review books must sit "dormant" in a box for 48 hours before being used by the student in class.

Teachers should wash their hand and surfaces they are working on before and after handling student books or files.

Where marking can be provided electronically to students, for example submission on ClassCharts and making and feedback through ClassCharts, this mechanism is encouraged. Staff should however ensure there is a mechanism for recording and storing this, so students are able to access it for revision purposes.

QUALITY ASSURANCE

Quality assurance of marking and checking will take place through a range of methods including: -

- Student Progress.
- Head of Faculty Learning Walks.
- Head of Faculty Book Looks.
- SLT Learning Walks.
- SLT Book Looks.
- Student voice.

REVIEW OF POLICY

This policy will be reviewed annually or sooner if required in response to COVID-19.