



Joseph Leckie Academy

Marking Policy

This policy is reviewed annually

History of Document

Approved by Governors: September 2019

Rationale

Joseph Leckie Academy marking procedures support the learning, teaching and assessment to develop motivated, independent and reflective learners.

This policy is based on a sound rationale and considers the importance of making marking **meaningful, manageable and motivating**. The Marking Guidance document gives full clarification of our philosophy.

Our marking policy integrates both formative and summative assessments of student work in line with the Academy's Assessment Policy.

All marking and assessed work, including homework where relevant, will feed into the assessment process in line with the Academy's Assessment Policy.

It is the quality of feedback not quantity and the students' ability to tackle future work and impact on progress that is most important.

Expectations

- ✓ All books and work should be marked/checked on a regular basis (see below) through teachers' marking, self- assessment, peer assessments, Teaching Assistant marking and/or verbal feedback.
- ✓ **We do not** expect teachers to provide written comments on every piece of work.
- ✓ All marked/checked work or verbal feedback must be acted upon as necessary by students, for example, to correct spellings and grammar, factual inaccuracies or carry out specific tasks following diagnostic feedback or to show this in subsequent work. Completion tasks and corrections by students are only one way a student may respond to the teacher's comments/codes. There is no requirement for a student to make a written response/dialogue with the teacher, but there should be evidence of impact/progress in future work. See Marking Guidance document.
- ✓ **Classwork/homework/assessments work will be marked/checked for literacy (using the codes on page 4), accuracy of facts/understanding, presentation and to inform planning.** This can be done in a variety of ways for example: teacher written comments/codes/ticks, TA comments/codes in purple pen, peer and self-assessments in green pen, verbally by the teacher as they move around the class, spelling tests to correct common errors or other 'Assessment for Learning (AfL)' methods as appropriate to enable students to make progress in Literacy skills.
- ✓ **Books/work (including 'note' books) in class and at home should be marked/checked by the teacher at least once a week for maths and English and once in a fortnight for other subjects but can be done on a sample basis* as long as by the end of the half term all books/work have been checked /marked in line with their Faculty/Departmental policy, (*Faculty/departmental policies will state where sampling is done in their subject).** See Number 4 above for methods. There is no requirement to re-mark Peer/Self assessment, or TA marking. Where teachers see their classes prior to marking books, the teacher should check progress in the lesson in order to inform planning for subsequent lessons. This AfL can be done in a variety of ways such as the examples in number 4 above.

- The exception to the above is Vocab books, where work is copied directly from the board in class, or some additional tasks set as extension/starter tasks**. Vocab books will only be checked for presentation. This will be clear in faculty/departmental policies and indicated clearly in these books (CW). Where work has been copied incorrectly this will be checked/checked by the teacher when students apply this in their class work/homework. ** Some starter/extension activities may be done on scrap paper and assessed at the time and do not need to be retained.
- **At least two pieces of work per week for maths and English subjects, two pieces of work per half term for all other subjects (except PDP, one per rotation) will be marked/checked diagnostically** by the teacher (see faculty/departmental policies). This can include homework, class work and/or assessment work within the same timescale. *** There may be some exceptions in the case of students working on external examination assessments where teachers' will follow the examination board requirements (see faculty/departmental policies).
- N.B. For all assessment pieces, for students requiring access arrangements or where the teacher believes a student may require access arrangements such as the use of additional time, a reader or scribe or larger font etc, this will be clearly indicated on the front of the paper. This must be signed by the scribe/reader (TA). For students having extra time in the exam this should be clearly visible/indicated on the paper. For example it is recommended that after the normal allowed time, the student uses a different coloured pen so that it is clearly visible what they did in this extra time.
- **At least two pieces of diagnostically marked/checked work must be levelled/graded or other progress indicator in all subjects (except PDP) every half term/unit of work** and this will feed into the Academy's data collection system (see faculty/departmental policies) so that students know how they are progressing and this feeds into their relevant assessment levels (**for external examination work faculties/departments will specify what is allowed regarding levelled work and will state how they will assess current progress in their assessment policy). Note that this can include the formal assessment work, class and homework tasks as stated above.
- It should be clear that the book/work has been marked/checked, for example, through the student's corrections of literacy and factual inaccuracies, TA marking, completion of tasks, progress being made, or neatness of books where this has been lacking. Where feedback is done verbally in class, teachers are not required to use stamps/codes such as VF to indicate this although they can do so if they wish.
- There should be opportunities for students to respond to the teacher's comments, not necessarily in writing but by acting on these verbal or written comments. This will be evident in green pen or improvements in subsequent progress (plus see 9 above).
- Formally assessed work, significant pieces of classwork or homework that has been levelled/graded, but has not yet met the teacher's required standards or has not been completed, should be re-done or improved (Catch-up and Re-do expectations – see Marking Guidance information). Exceptions to this may be some examination work, teachers will adhere to the relevant examination marking guidance. This may well be done through whole class feedback time or individual starter activities
- Written feedback for homework/assessment tasks, whether this is general marking or diagnostic feedback should be given within two weeks of the completion deadline.

- Where a lesson is covered for long term absence (over two weeks) cover staff will mark work in line with the agreed policy above and with advice, guidance and support from the HOF/HOD/KSL. This should be done in purple pen.
- All cover staff should monitor work during the lesson and provide constructive feedback to ensure students make appropriate progress in their work. Cover supervisors should feedback either verbally or in writing using purple pen, for example; checking work for SPAG, presentation, correcting basic factual inaccuracies or marking work with the given markscheme as appropriate in the lesson.

Teaching Assistants/Peer/Self-Assessment/Student responses

- Where Teaching Assistants, peer and self-assessments are used to inform students, this should be clear in students' books/work using the appropriate coloured pens and PA/SA codes. TA marking should not account for more than 50% of the overall feedback in students' books.
- Where students are acting upon teacher's comments, this should be done in green pen. Teachers may use the 'highlighter box' approach (see Marking Guidance for details).
- Students should be given time to reflect on their own and others' learning through self and peer assessed work. This involves students using success criteria to assess themselves and each other. This can be done through starter activities, review activities, individually or as part of a whole class review activity.
- Teachers are encouraged to plan opportunities for self and peer assessment as well as reviewing previous marking (e.g. highlighter box approach) and acting upon this to improve their current or future work. There will be evidence of this in future work subsequent to marking.
- Work that is self or peer assessed should be signposted using the marking codes SA and PA and will be in green pen.
- Where Teaching Assistants' assess work, this will be done in purple pen.

Diagnostic Marking

- Teachers provide diagnostic written feedback on pieces of work, assessments and/or some homework, where appropriate as determined by their professional judgement and in line with the Academy Policy and Marking Guidance document and faculty/departmental policies. This does not need to be extensive comments and codes can be used such as the Literacy codes or specific Faculty/Departmental codes (see Faculty/Departmental policies).
- Should give precise, accessible advice to students on how to improve their work to move them to higher levels of achievement through differentiated work or provide exemplar work for students to do this themselves.
- Teachers should plan time in lessons and/or homework to allow students to act upon this feedback and then check that this has been done.
- It is expected that students read these comments and act upon them. Students should not be expected to write a written comment/dialogue or target (though students may do so if they wish) but should take some action to improve and/or complete their work. See Marking Guidance document.

Literacy

- Literacy will be marked in all forms of writing in every subject (unless examination rules prevent this or it is copied work see 7 and 8 above).
- Teachers and Teaching Assistants will use the whole Academy codes including literacy marking codes (see table on page 4/5) to provide clear written feedback on Literacy. This will be clearly displayed in all classrooms and in student organisers (Y7 only).
- There should be evidence that students have acted upon this such as corrections or in future work.

Estimates and levels

- Academy estimates should be indicated on the front of students' books or on the inside cover.
- Current levels will be clear either in students' books, on computer screens or faculty/departments may use assessment sheets in student's books or on work or on diagnostically marked work.
- Diagnostically marked work and other appropriate class/homework tasks should be levelled, where appropriate (see above for minimum expectations or as stated in faculty/departmental policies) so that there is an indication of progress in students' books/work to provide feedback and motivation to students and feed into assessment data.
- Teachers should keep a record of levelled work to inform current assessments, this will be recorded in teachers' planners or on teachers' exported SIMS sheets at the teachers' discretion (unless stated specifically in faculty/departmental policies). Not all levelled work in books needs to be recorded, this is at the professional discretion of teachers.

Homework Marking

- Written homework must be checked for literacy, accuracy of facts and clarity of understanding and diagnostic marking applied where this is appropriate or laid down in the faculty/departmental policy.
- Written homework must be checked/marked within two weeks of the deadline.

Monitoring of Marking

- All Heads of Faculty/Department are expected to monitor their subject teachers' marking through half termly work scrutiny.
- Heads of Faculty/Department will assess this through a range of books (minimum of 6 from each set) from sets chosen by the Head of Faculty/Department and take any necessary actions as required.
- Heads of faculty/Department will determine when book checks are carried out in their faculty/department during each half term as long as the completed forms are uploaded to

- SharePoint by the calendared deadline. For example, in some faculties/departments it may be more appropriate to do this prior to assessments in line with Faculty/departmental policies.
- Link Leaders will monitor this and support and intervene as required to improve the quality of marking and feedback as necessary.
- They will review the frequency and quality of marking and the impact this is having on student progress.
- They should also take into account that the teacher will be using different types of marking including the use of peer and self-assessments and that some checking will have taken place verbally.
- Whatever types of feedback have been given it is the **quality not the quantity** that will be reviewed and whether this is enabling students to progress and there is no requirement for students to provide a written comment in response to the teacher.
- Heads of Faculty/Departments will also review marking and assessments of work through their on-going monitoring of student progress across their subject(s) and moderation practices.
- Books, assessed work and verbal feedback/questioning are also checked through lesson observations and 'Drop-ins' by the Leadership Team.
- Where there appears to be limited evidence of marking/checking, the HOF/HOD/KSL will review progress of the class e.g. assessment marks, prior to making comments to the teacher as it may well be that there has been more verbal feedback during that particular period of time or other forms of assessment which shows that students are receiving feedback prior to making comments on the work scrutiny sheets.
- Where there is concern over marking/checking and/or there is also limited evidence of progress in other forms mentioned above, the HOF/HOD may ask for some more books from the class prior to the next work scrutiny deadline.
- Comments will reflect the quality of written/verbal feedback and evidence of PA/SA (and TA marking where appropriate) not quantity and the impact this is making on progress.
- HOF/HOD will ensure that access arrangements and use of additional time is clearly indicated on all assessment pieces for students who require this or may require in future in line with JCQ requirements that this is common practice across the faculty/department and centre (see No 7).

Academy Codes used

- Where this is not specified by faculty/departmental policies, a tick to show that it has been checked and correct should appear. A double tick shows exemplary work.
- Students should know what they have done well; this may be through use of ticks ✓ or ✓✓ for exemplary work or effort, use of vivos, stamps and on diagnostic feedback this may be indicated using www. (See Marking Guidance).
- Targets will be given if required using T or EBI and it should be clear how to improve so that they know the standards they are aiming for and how to achieve this.
- Faculties/departments may have their own additional codes/tick sheets/stamps subject to the needs of the subject and examination specifications, as long as they are consistent with the whole Academy codes. These will be indicated in faculty/departmental polices as necessary.

Summary of Codes/colours

Marking Codes Work should be marked in line with Whole Academy and Faculty/Departmental expectations.

WWW	What Worked Well
EBI or T	Even Better If or Target for improvement
SA	Self-Assessment
PA	Peer Assessment
✓	Checked and correct
✓✓	Exemplary work or effort
CW	Work copied from the board
Green Pen	Student self/peer and acting upon feedback
Purple Pen	Teaching Assistant Feedback /Cover Supervisors (except long term absence)

Literacy

ERROR	SYMBOL IN MARGIN	MARK IN WORK	STUDENT CORRECTIONS
Spelling	Sp	Underline problem area	Correct work and write in back of book
Punctuation	P	Ring problem area	Add missing punctuation
Capital Letter	CL	Underline letter	Write in correction
Paragraph	NP	//	Take note
Grammar	G	Wavy line under problem area	Rewrite whole sentence
Confusion/Unclear	?	Brackets around problem	Rewrite whole sentence
Slang	sl	Underline	Write a suitable expression
Wrong word used	ww	Underline	Write an alternative word
Incomplete sentence	IS	Underline problem area	Rewrite the whole sentence

The use of stamps / stickers may also be used (see faculty/departmental policies).