

Oakfield Lodge School



Marking Policy

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Reviewed by:

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Here at Oakfield Lodge School we believe that a consistent marking policy is key to ensure students make good progress. For feedback to be 'outstanding', OfSTED believe that it must be personalised and ensure the students know how to improve. It must consistently and appropriately praise as well as supporting students to improve their learning.

The Aims of Marking

- To empower students to take an active part in their learning
- To praise success/achievement
- To ensure that students have an accurate understanding of their 'next steps' to make progress
- To fully involve students in critiquing their work so that they understand how to be successful
- To maintain open dialogue between staff and students to support progress

This will therefore:

- Ensure students are fully involved in their learning
- Build effective relationships between staff and students through celebrating success
- Encourage and challenge students to achieve and reach their full potential (through specific feedback)
- Allow staff in school to accurately assess learning and track progress
- Ensure staff use student work to effectively plan lessons to personalise lessons and boost progress
- Ensure that staff can accurately report the level of achievement, progress and appropriate expectations to parents/carers and other agencies
- Enable all staff to subscribe to the good practice and ensure consistency

Accessibility

All marking must be made accessible to students. If pupils have low literacy levels, then staff may need to read their marking to pupils and/or give verbal feedback. It is key that all students have a clear understanding of how to improve.

Marking Procedure

Learning Objective

Marking must make reference to the learning objective for the lesson. For example, a member of staff may comment whether a student has fully, partially or neglected to meet their LO. Comments on the LO can be included with the Strength or Target.

Assessment

Assessment will take place every two weeks. STAR marking sheets will be used in students' books where they can read feedback.

All marking in school should follow STAR format wherever possible:

S: STRENGTH

T: TARGET

A: ATTITUDE TO LEARNING

R: RESPONSE

Students need to see consistent marking across all subject areas. Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times.

A comment on attitude or behaviour may be included, but this must be in addition to marking regarding learning, not instead of this.

Time must be given to students to read and access marking. This allows students to discuss and respond to any prompts given if they wish.

Literacy Comment

Wherever possible, staff are requested to make a comment regarding the literacy of pupils (in subjects other than Literacy/English). This may include their writing, reading or speaking and listening in lesson.

Staff are also expected to correct spelling mistakes in high frequency words and subject specific key words using the Marking Code:

^:	Letter/word missing
C:	Capital letter – needed/missing
Sp:	Spelling needs checking
NP or //:	New paragraph needed
_ :	Silly, nonsense
?:	Unclear, confusing
P:	Punctuation needed/misused
T:	Wrong tense used
NL:	New line needed
*:	See comment next to * below
G:	Grammar error/inappropriate language

Presentation of written work

1. Write in blue or black ink and draw in pencil and underline headings
2. When starting a new piece of work, put the date on the right hand side and a title in the middle
3. Always keep work neat and tidy so as work can be read. Students will be asked to rewrite untidy work.
4. When a piece of work is finished, students are to leave two lines and begin the next. Space should not be wasted in books or students will be asked to go back and fill it

Frequency

It is good practice for students' work to be marked before the following lesson to ensure that their successes are celebrated and they are aware of how to improve. Frequent marking encourages students to regularly read and respond to feedback so that it is meaningful. As a minimum assessment, needs to take place **once a week**.

Other forms of assessment

The use of a range of assessment strategies, such as students self-assessing their work or peer assessment, should be should be inbuilt into lessons. This should be in a similar form to staff marking and comment on success (S) and targets (T). This can be verbal or written.

Target Setting

The students should have individual targets which relate to their particular weaknesses and how they can address them.

Responsibilities

It is the responsibility of the Senior Leadership Team

- to monitor the consistent use of this policy across the school and to report back to staff on a regular basis
- to monitor the use of marking across the school to feedback to students and encourage their progress
- to ensure consistency of students responding to and engaging with feedback so that this is a collaborative process

It is the responsibility of the member of staff in charge of assessment

- to monitor the consistent use of this policy across the school and report back to staff on a regular basis
- to ensure that all staff follow the marking policy effectively and it is fully understood by all
- to ensure that targets are used effectively across all subjects
- to ensure that students are actively engaged in the marking process
- to feed any issues back to SLT

It is the responsibility of all classroom teachers

- to ensure that all classwork is marked **at least weekly** according to the school's marking policy
- to ensure that any unfinished student work is subsequently completed
- to keep a record of marks and levels and ensure that assessment information informs further curriculum planning
- to explain the marking and assessment grading system to the students
- to give students time to engage with and access marking and feedback
- the communication needs to be understood by the individual student
- to submit marks to the centralised tracking system at agreed times
- to submit current working assessment information every half-term (i.e., reports home to parents/carers)