



MARKING STUDENTS WORK POLICY

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Marking Policy

Rationale

The rationale behind the whole school marking policy is to create a consistent approach to the way pupils' work is marked. A consistent approach to marking allows pupils to feel that their work is valued and allows them to understand the way their work has been marked across the breadth of the curriculum. The ultimate reason for marking pupils' work in a consistent manner is to further learning, develop greater knowledge and deepen pupils' understanding. Reasoned and consistent marking informs teachers' assessments and as such their planning and monitoring allowing for accurate target setting and appropriate differentiation.

The Purposes of Marking

- Encourage, motivate, support and promote positive attitudes
- Challenge students to think for themselves and develop as independent learners
- Assess what a student has understood
- Gain an overview of what the class has understood
- Keep track of a student's progress and feedback into teachers' planning of future learning
- Ensure that poor work or errors in work do not go uncorrected
- Communicate progress to parents
- Find out which students have not done the work or completed it satisfactorily
- Communicate achievement and attainment standards
- Show that the teacher values the work that students produce.
- ***Marking should be used to judge if teaching and learning have been effective***

The Effectiveness of Marking

We recognise that marking can only be effective when students understand:

- The purpose of the task
- How far they have achieved this
- How to move closer towards the goal of their learning

As such marking must be linked directly to the learning objective of the lesson and positively show how to make progress. To this end teachers must adopt the following roles:

- The Monitor – Checking the work has been done
- The Editor – Advising how to re-write or improve the next piece of writing/learning
- The Proof-reader – Highlighting errors and trying to ensure those errors are not repeated next time
- The Examiner – Grading or levelling work.

Expectations

Staff

- When writing on a board or in a student's book staff should make sure that their handwriting is neat and legible.
- They should use a blue or black pen when writing in students' exercise books (see NCFE section for exception)
- If using a whiteboard, staff should consider use of a range of different coloured markers — as this may help students with dyslexic difficulties read from the board.
- The date should be written on the board – it does not matter which format is used for the date.
- Titles should be underlined.
- The target/objective for the lesson should be clearly visible
- Where appropriate for the learner, key words should be written clearly on the board.

Students (Primary)

- All work should be neatly set out & clearly dated
- Headings should be underlined
- Work should be completed in pencil (except when an exam board requires the use of pen e.g. a learner working towards Asdan New Horizons)
- The page should have a margin – if the exercise book or paper does not have one, one should be drawn in with a pencil and ruler.
- Writing should start by the margin.

● **Students (Secondary/Post 16)**

- All work should be neatly set out & clearly dated
- Headings should be underlined
- The page should have a margin – if the exercise book or paper does not have one, one should be drawn in with a pencil and ruler.
- Writing should start by the margin.
- Writing should be in blue or black pen.

Marking Standards:

- All forms, comments etc., should be neatly written in green
- Correct answers can be ticked in green
- Incorrect answers should be left and suggestions made – either verbally or in writing– the ALP Primary Marking Slip can be used for this;
- Be selective - focus on particular qualities of work/ learning/ thinking;
- Highlight where learners' have succeeded against their learning objective
- Include teacher modeling – the ALP Primary Marking Slip can be used for this
- Promote personal pride, develop motivation, encourage positive attitudes.

Frequency

Marking, at least once per week, must reflect the sessions learning objectives and show how to develop towards achieving them. Marked work must be dated.

Teacher feedback

When giving feedback, teachers must comment on what went well using **WWW** and on how the student can progress further using 'even better if' **EBI**.

Responding to Feedback and Self-assessment

We understand that unless students are given adequate time to revisit marked work and reflect on their learning then marking is of little use. In addition to this it is of no use to the teacher who is trying to move the pupils along in their understanding and attainment, and of no use to the child who is unable to see how to move on and progress. For this purpose it is essential that all pupils have access to their attainment levels and know how their future targets are linked to the marked work they are looking at.

As such and when appropriate given the nature of our pupils:

- Should be given time to reflect on marked work (i.e, comment on feedback from tutor)
- Should have a chance to correct mistakes
- Should be given access to dictionaries and thesauri where appropriate
- Should be given managed task time to reflect or peer mark with a partner
- Should be given the opportunity to self-assess using the lessons' success criteria as a guide.