Laleham Gap School – Marking Policy

Kent County Council

Education Learning and Skills Directorate

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Owner: Deputy Head Teacher

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1. Security Protective Marking

Not Protective Marked

2. Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Laleham Gap School. Teachers are given the opportunity to use their professional judgement with regard to marking frequencies to best support sustained progress and learning across their lessons.

3. Rationale

Laleham Gap School is committed to providing relevant and timely feedback to students, both orally and in writing. Marking intends to serve the purposes of valuing students' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Laleham Gap School, we aim to:

- Provide consistency and continuity in marking throughout the school so that student have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging students to give of their best and improve on their last piece of work.
- Develop student's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.
- Not mark work unnecessarily with extensive dialogue, we aim to provide the quality over substance approach.

4. Principles of Effective Marking

4.1   Effective marking should:

- Be positive, motivating and constructive for student
- Be at the student's level of comprehension
- Be written in handwriting that is legible and a model for the student
- Allow specific time for the student to read, reflect and respond to marking
- Involve all adults working with student in the classroom

- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school

4.2 FREQUENCY

- Marking should happen so that it provides timely feedback to support sustained pupil progress. **TA's should be actively engaged in the process!**
- Termly comments from HoD/subject leader (where applicable) or when sent to this person for good work; both should be encouraged.
- Ensure work is marked regularly and promptly after completion, to make feedback effective.
- Work should be levelled termly and have comments that relate to how to reach the target level.

4.3 TYPES OF FEEDBACK (Marking for Improvement).

- Not all pieces of work need an in-depth style of marking (WWW, EBI). There is a definite place for "tick and flick" marking. This is still a way to celebrate success.
- Verbal feedback should still be encouraged and best used as part of a feedback process (alongside regular and in-depth written feedback).
- Verbal feedback should be simply recorded (use of stamps or documented and signed by member of staff) to demonstrate the ongoing dialogue. This can also act as a prompt and reminder to students.
- Peer marking should be used across the school. All students should be able to assess the work against the learning objective and success criteria. Students are encouraged to read their response partner's work carefully and choose two good things and one for improvement.
- Students to acknowledge teacher feedback by initialling the comments and responding when asked/given opportunity.

4.4 MARKING PROTOCOLS

- In depth marking should happen in the format of WWW (What Went Well) and EBI (Even Better If).
- WWW can be a comment against the learning objective.
- EBI can be posed as a question to confirm a students' understanding and providing stretch and challenge for that student.
- Students should be given opportunity in lessons to read and respond to the marking and help to develop a positive "student dialogue". This could be in format of MRI (My Response Is).
- The student should initial teacher comments to show that they have read it.

- Teachers to sign (initial) and date marking.
- Mark in green pen.

4.5 MARKING FOR LITERACY

All written work should be marked for literacy across all subjects; spelling, punctuation and grammar.

4.6 MARKING SYMBOLS

✓	Tick	✓✓	Outstanding work
Sp.	Spelling	○	Upper or lower case error
⌣	Missing punctuation	//	New paragraph
∧	Missing word or phrase		

4.7 STAMPS OR STICKERS

- Verbal feedback
- Independent work

These can be used by all staff in lessons to highlight where and when feedback has been given and to identify independent work.

4.8 WORK FORMAT

- Date and title.
- Learning objective recorded in the book – this can be written, sticker format or printed and stuck into books.
- Learning objectives should be used in the marking process. An objective should be set for every lesson and used to assess the learning that has happened in that lesson. Student comments (verbal and written should be recorded against the learning objectives).
- Learning objectives should be SMART (not just letting the students know what the tasks are – more "what are you wanting them to learn that lesson").

Subjects where the use of books isn't common practice can adopt a learning journal which has a learning objective for each lesson and then space for student and teacher dialogue regarding success, development and overall progress being made.

4.9 TIPS AND GUIDANCE FOR "OUTSTANDING" MARKING

- Look for progress and success before highlighting areas to develop. Effective marking and feedback is supportive and positive for students.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets.
- Acknowledge verbal comments and praise with the appropriate symbol/stamp.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual student should be reasonably expected to know.
- Remember the marking is to support improvement in the students learning and to aid progress across the school.