



Marking and Literacy Policy

Effective Date:

October 2014

Date of minuted/ review approval by the Board of Governors:

23 January 2019

Review Committee:

Secondary Local Board

Review Date:

September 2019

Owner:

Assistant Head – Director of Studies

Marking, Feedback, Targets, Response and Checking

REQUIRED STANDARDS

1. All work must have a title and be dated. Writing should be in blue/black pen and diagrams drawn with a pencil and ruler.
2. An Assessment 'Good' Book, Assessment Sheets or Folder will be used in each subject to keep key assessment work. This must be presented with pride and care.
3. Light touch marking will acknowledge the completion of tasks to an acceptable standard. Students will at times mark their own work and the work of other students but **all work** needs to be acknowledged by the teacher.
4. Quality marking will provide more detailed comments highlighting positives and identifying where improvements could be made by asking further questions or suggesting additions to the work. This could be for a piece of classwork or Independent Learning. A level or grade is not always required on marked work.
5. Quality diagnostic feedback will be clearly identifiable through the use of the school's standard 'marking and feedback stickers' with headings: **POSITIVE** and **QUESTION/ADDITION**. Teachers must also date and initial these.
6. Students **MUST** be given time to reflect upon the teacher comments, doing further questions or additions in order to improve. They will provide a response that must be checked by the teacher during starter activities and may at times, when appropriate, establish differentiated starting points.
7. Regular opportunities will be provided for **peer and self-assessment**, against assessment criteria provided by teachers.
8. Key milestone levels and grades will be recorded in the Assessment Book, Sheets or Folder. They will be levelled/graded to agreed national standards.
9. Both mid and end of term LPS levels/grades will be recorded against targets. Teachers will record these grades in either written or electronic markbooks to inform progress judgements.

10. Subject leaders will develop and update assessment portfolios. These will keep samples of work, marking and feedback across the ability range as an aid to moderating assessments, marking and LPS grades.
11. Both Subject Leaders and members of the Senior Team will conduct regular work scrutiny, indicating with a sticker on the cover when a book has been seen.
10. A whole school approach will be adopted in marking to improve literacy (SPAG), as shown in the **Marking for Literacy Policy**.
11. Average frequency of quality marking/ acknowledgement/feedback:

Hours per fortnight	Quality mark every
6+	1 week
3/4/5	2 weeks
2	3 weeks
1	4 weeks

12. Average frequency of diagnostic marking/feedback:

Hours per fortnight	Quality mark every
6+	2 week
3/4/5	3 weeks
2	4 weeks
1	6 weeks

Whole School Marking for Literacy Policy

The development of literacy (and numeracy) skills is the responsibility of **all** staff. Our aim is to develop students' knowledge, understanding and skills relating to the use of language. To do this most effectively there needs to be a consistent approach, clear goals and common expectations across the school. Literacy stickers will be displayed on the front of student exercise and assessment books. When a student's work is marked/assessed the following symbols should be used:

- O** capital letter missing or incorrectly used
- ^** a word left out or to show where to add more writing
- sp** written in margin: a spelling mistake in this line, underline word
- //** new paragraph
- p** punctuation mistake (the teacher corrects this)
- ?** this part (underlined) is confusing

All student work should be marked in a pink pen (except coursework when a pencil can be used). Self-reflection known as 'green glossing' will be marked in green pen. Peer marking will be marked using a red pen. Additionally, purple pen is used to highlight a 'Purple Zoning' tasks.

Subject teachers may not wish to indicate all errors in each piece of work, as this could be demoralising for the student. A number of errors, however, should be brought to the student's attention so that they are made aware that the teacher is considering spelling and punctuation skills.

It is recommended that only two or three spelling errors or spelling rules should be identified in a single piece of work. The student should be encouraged to learn these spellings. This could be set as a question on the marking and feedback sticker.