

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN

The University Academy Holbeach

Principal: Steve Baragwanath B.Sc. (Hons.)

Marking Policy

Adopted by the governing body: January 2018

To be reviewed every two years

Review date: January 2020

Aim

This policy aims to help the Academy achieve its overall aims and objectives as outlined in the Academy Prospectus. This policy is also designed to foster a consistency of approach across the Academy curriculum whilst recognising the need for departments to retain their individual identities within their subjects.

The Value of Marking

Marking is an important responsibility of all teaching staff that when carried out consistently, regularly and according to agreed criteria has the potential to raise standards of pupil achievement in the classroom. When carried out effectively, it is a reflection of the value that staff attach to pupil progress in learning and is part of the dialogue that staff develop with pupils about their learning.

Individual departments must have an agreed marking policy that enables staff, pupils and parents to be part of this dialogue which has as its purpose the support of pupil learning and the raising of standards across the curriculum. Good marking should therefore be clear, accessible to pupils and both formative and summative. This should be reflected in department policy.

Department Marking Policies

All department marking policies should include the following elements, along with the effort and attainment codes and marking for literacy codes given below:

1. The purposes of marking
 - Why work is marked
 - Its role for pupils, parents and teaching staff
 - How it links in with other aspects of assessment, recording and reporting

2. The processes of marking
 - Regularity; work to be marked on receipt and returned promptly
 - Agreed marking code for each department which includes the codes given below
 - Marking and follow up with pupils
 - The use of grades, scores and NC levels of attainment
 - The use of formative comments

3. The principles underlying practice
 - Building best practice in providing feedback
 - Specificity and accuracy
 - Developmental comments
 - Pupils' involvement and consistent practice

Each departmental policy should be drawn up with the involvement of all staff within the department and each Head of Department should ensure that all those in the department understand the policy. The policy should be reviewed regularly.

Once the policy has been agreed a portfolio of exemplar work which has been moderated in the department should be available to teaching staff. All members of the department will then be able to adopt the same consistent approach. This will allow both pupils and parents to understand what the marking of their work means and how improvements can be made.

Responsibilities

- Each teacher is responsible for their own marking.
- Each Head of Department has the responsibility for monitoring the policy and practice, ensuring consistency and accuracy and developing good practice.
- Line Managers have the overall responsibility to ensure that each department has a policy and that it is being put into practice. Books will be monitored on a regular basis to ensure that marking is thorough.
- Governors have responsibility for monitoring the whole process.

A copy of the pro-forma used to monitor marking by Line Managers/SMT is included with this policy which will be reviewed annually and modified, as necessary, in the light of changes in practice to ensure consistency.

Effort and Attainment

Pupil written work should give an indication of the effort reflected in the work. Staff should use the following codes to indicate this against pupil work:

- E5 Your work shows excellent effort
- E4 Your work shows good effort
- E3 Your work shows satisfactory effort
- E2 Your work shows a disappointing level of effort
- E1 Your work shows little effort and should be completed again

Pupils should also be given feedback on their progress through marking:

Pupils in Years 7 and 8 should be made aware of their progress in light of their end of Key Stage 2 scores.

At Key Stage 4 pupils' work should be marked according to GCSE criteria (or equivalent) and marked with GCSE grades 9-1 and/or E, D, C, B, A etc. (or equivalent). This will change in light of new GCSE grades. Work will also be marked in accordance with other subject grades such as Pass, Merit and Distinction.

A pro-forma containing this information is included in the Appendix below for all departments to place at the start of pupil exercise books as a guide to good practice.

Marking for Literacy

To ensure that a consistent approach to supporting pupil literacy is carried out across the Academy, all department policies should include reference to literacy. As a core skill across the curriculum staff should endeavour to give pupils feedback about their literacy especially when producing extended written work. This should focus on the overall construction of written work as well as technical accuracy of spelling, punctuation and grammar where appropriate.

Departments should use the following basic codes when marking extended written work:

Sp	Spelling error
P	Punctuation error
Unclear	Sentences or words are unclear (handwriting or sense)
NP	New Paragraph needed

Clearly, in some subjects pupils will produce a lot of written work, in others less so. It is important that a balance is maintained between marking for accuracy and control alongside content that demonstrates knowledge and understanding. However, the two are connected and the clearer pupil writing is the clearer they will be able to express their understanding.

Target Setting

In addition the following codes should be used to highlight success in pupil work, alongside areas that need improvement. A target should also be set following from this.

T	Target to aim for
WWW	What Went Well...
EBI	Even Better If...

Appendix

Pupil pro-forma for use in exercise books/folders:

Attainment and effort in your work

Your work will receive the following effort and attainment grades:

- E5 Your work shows excellent effort
- E4 Your work shows good effort
- E3 Your work shows satisfactory effort
- E2 Your work shows a disappointing level of effort
- E1 Your work shows little effort and should be completed again

In Years 7 and 8 your work will be marked to inform you if you are making the necessary progress.

At KS4 your work will be marked according to GCSE criteria (or equivalent) and marked with GCSE grades E, D, C, B, A etc (or equivalent).

Marking for Literacy

Your work will also be marked for basic skills in literacy using the following codes:

- Sp Spelling error
- P Punctuation error
- Uncl Sentences or words are unclear
- NP New paragraph needed
- Obj. x3 identifies words that need to be spelt for improvement

Target Setting

You will also receive a target for your next piece of work when it is marked using the following codes:

- WWW What Went Well...
- EBI Even Better If...
- T Target to aim for

Work Scrutiny

Departments should ensure that a review of the quality of pupil work and marking is carried out, feedback given, the findings recorded in the QA folder. Work Scrutiny should be identify good practice which should be shared and highlight weaknesses for which an action plan for progress should be put in place.

The SMT will carry out work scrutiny to monitor the quality of teaching and learning and marking, feedback and pupil progress. A pro-forma will be used and feedback will be given to HoDs and individual staff to provide praise or to highlight areas of weakness. The following pro-forma will be used:

Book Scrutiny

Date: _____

Subject: _____

Teacher: _____

Review by: _____

Commonality of Practice	Yes/ No/Comment
Use of marking policy	
Regularity of marking	
Use of formative comments	
Literacy focus	
Presentation	
Quality of work	
Evidence of pupil response	
Evidence of homework and use of marking policy	

Grading (1-4):

Feedback given by..... Date.....

Comments: _____
