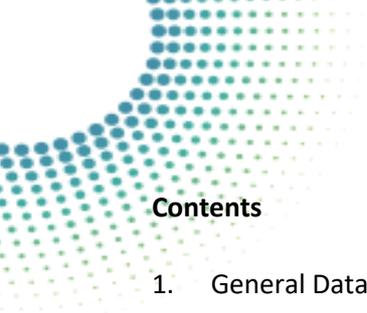


Marking Policy

Adopted by the Board of Trustees

Date: May 2020

Trustee Reviewers: Standards Board



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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Aims

At The Bramble Academy marking & feedback has three purposes: To help pupils:

Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand.

Understand how to improve.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time (MRT) is regularly built into lessons each week as appropriate. From the end of Year 2, Children respond to marking with a purple pen to show visible signs of improvement.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ between the key stages and between classes.

Sometimes, it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking and feedback should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school.

3. Guidance for teachers and teaching assistants

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they can complete work to the highest standard. Short, challenging comments or oral feedback are more effective than in-depth written comments. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment. The Bramble Academy aims to ensure consistency across the school but recognises that

marking varies by age group, subject and what works best for pupils in relation to any particular piece of work.

This policy should be read alongside our Teaching & Learning Policy. Use of formative assessment to assist us with planning is at the heart of all teaching at Bramble Academy and helps us to achieve good and outstanding outcomes in all lessons. Checking, marking and assessment are key factors that affect pupil progress. The aim of our Marking Policy & Guidelines is to ensure that all checking, marking and assessment promotes good and outstanding pupil progress in all areas of learning. Please refer to the Marking Guidelines document for more information on how we ensure that all marking, whether verbal or written, is of a consistently high quality.

Plan time for MRT & use the Purple Pens of Progress when appropriate to the piece of work

Provide time within the lesson for pupils to respond to feedback. This can be at the start of the lesson or even during the lesson- plan for it when it will be most effective. Encourage the children to use purple pens to create a dialogue between you and them.

In Key Stage One, teachers use their professional judgement to decide when to introduce the purple pen of progress. It is recognised that until pupils are ready in Key Stage One, other methods of dialogue for improvement may be used. (See Whole School Marking Code)

Explain to pupils how purple pens of progress work - **they must respond to any marking comment made by the teacher or by a peer to show their understanding of how to improve their work.** Then, pupils must make the improvement(s) suggested using the purple pens to show a difference between their previous work and the improvement. Purple Pens of Progress should be used to show **progress, not only corrections.**

Use peer and self-assessment/marking

Encourage children to see themselves as the first markers and audience for their learning and use their peers to assess work with them. This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning. Plan time for this and ensure the children know what they are assessing. Model examples of this to the class until they are familiar with the language and/or methods.

Use a green highlighter pen ('Green = Good') to save time

When marking, use green highlighter pens to emphasise what is good about the piece of work. Use this method when appropriate e.g. in a piece of writing where the LO may have been, 'I can use adjectives to describe a character', the marking of that work can just be the highlighting of the adjectives they have used well. Children **must not** use green highlighter pens for their own work to avoid confusion.

Use a pink highlighter pen (think pink!) to identify areas that children need to improve or change.

Where appropriate, add a  in the margin to indicate next step improvement task.

All staff should refer to the school handwriting policy to ensure correct modelling is used in marking feedback.

Use learning questions to encourage further responses and challenges in learning

When marking provide a learning question linked to the skills the children have been learning when it is appropriate. Make questions open ended where possible. Link the questions to knowledge, skills and application of skills- the questions linked to the application of skills will be the most memorable.

Examples:

*I like the way you ordered numbers using the largest number first
*You remembered the value of each digit in each decimal number

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What is the largest decimal number you can make using the digits 5 1 2?
What is the smallest decimal number you can make using the same digits?
Find the difference between the two numbers.

Link marking comments to the children's targets

Where appropriate, relate marking comments closely to children's targets so that they are able to achieve them quickly and show visible signs of progress within their work.

The important point is we expect all teachers to use marking as a means of helping pupils identify next learning steps which the teacher can then plan for.

All written comments from teachers/teaching assistants should be in green pen.

4. Academy marking codes

School Marking Code		Key Stage adaptations	
Success	Green Highlighting	Fantastic work which achieves the Learning Objective	
	✓	Correct	
Improvement	Pink Highlighting Ⓢ	Work which needs improving highlighted and if appropriate give a target for improvement	
	X	Incorrect	
	The ^ was walking to the shops.	Words missing	Key stage 1 – word may be inserted
	sp pink Highlighting	Spelling error	
	P	Punctuation error	
	//	Start a new line or paragraph	
Support	GT/TA	Support from a Group Teacher/Teaching Assistant to complete the task (give support ratio e.g. 1:1)	
	*VF A word or phrase about what was discussed	Verbal feedback Support from a Class Teacher to complete the task (give support ratio e.g. 1:1) Key word marking- an adult has discussed the work with the child at this point and suggested improvements	Key Stage 1 – symbols stamps may be used to identify key words