



WIGHTWICK HALL SCHOOL

Whole School Marking Policy

RATIONALE

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Marking and feedback at Wightwick Hall will be consistent with the principles of Assessment for Learning (AfL), being:

- Focused on student learning
- Based on shared learning objectives
- Positive in tone
- Supportive of achievement in all its forms
- Helping students to improve their work
- Promoting learner confidence
- Including opportunities to develop peer and self-assessment skills
- Informing future planning and thereby support individual 'target setting'

STRATEGIES

Live marking and verbal feedback during lessons, which results in improved work, is considered a strength within school.

Within school there are a number of students for which written feedback will have no impact upon their learning. For these students marking will be used to impact upon teacher planning and will follow the grading used within (*Appendix 1*).

Marking of students' work can have different roles and purposes at different times and can involve both written and verbal feedback. The following procedures for correcting and improving students' work will be implemented by staff:

(See *Appendix 2* for types of marking and frequency).

- Teachers provide individual feedback during lessons through live marking and verbal feedback.
- Teachers use whole-class marking techniques to identify misconceptions, gaps in knowledge, corrections and next step progress tasks. Time is allocated during lessons for students to respond to feedback (*See Appendix 3*)
- Students amend and improve their work following feedback from the teacher.
- Teachers look for strengths before identifying improvements when marking work.
- Marking is linked to learning objectives/success criteria/targets.
- Students are supported in marking, self-evaluation and peer assessment.

- Students are taught how to self-assess their own work.
- Teachers correct important elements of English (spelling, punctuation and grammar) relevant to their lesson.
- Marking of students' work is in a different colour ink to their work.

Alternative marking/assessment strategies may be necessary within specific subjects, where standard policy guidance is not suitable. (See *Appendix 4*)

MONITORING AND EVALUATION

The implementation of this policy will be monitored through: speaking with students, lesson observations and termly marking trawls of students' books. The desired outcomes for this policy are improvement in students' learning and greater clarity amongst students and parents concerning achievement and progress.

The performance indicators will be:

- An improvement in students' attainment.
- Consistency in teachers' marking.

Appendix 1

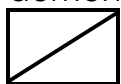
Marking that will impact upon teacher's planning and differentiation of work for students within the school:

Grading criteria: (Primarily for teacher planning)

This Grading Criteria is used within Class 3LT to record student response to targeted work within Maths and English.



This is recorded for students who have experienced the activity and have demonstrated little or no concept of the lesson outcome.



This is recorded for students who have completed an activity with maximum prompts and the outcome has been partially met.





This is recorded for students who have completed an activity with minimum prompts and the outcome has been mostly met.






This is recorded for students who have completed an activity independently and have demonstrated a good concept of the lesson outcome

Appendix 2: Marking and Feedback guidance.

Type of marking		What it looks like.	Frequency (Guideline will depend on the subject area.)
Acknowledgment and checking.		Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments. It means work has been checked for completion and correctness or where necessary correcting or amending work. If students are correcting mistakes or amending work then purple pens should be used. Time should be allocated for students to correct mistakes.	Every 1-3 pieces in written subjects.
Whole class marking	See Appendix 3	<p>Teachers look through the class books and complete the whole class marking template (see Appendix 3). Alongside quality live marking, where verbal feedback is personalised, differentiated and immediate, whole class marking can address common misconceptions and gaps in learning amongst the whole class, groups of individuals or individuals. This provides a basis to inform future and next lesson planning. Consequently, during the next lesson, students can respond to the feedback recorded via whole class marking. Time is allocated for 'Dedicated Improvement and Reflection Time (D.I.R.T)' whereby students may focus on: SPaG corrections, other corrections, next step challenge questions and also additional work on certain topic areas. Students respond to feedback using purple pens.</p> <p>Whole class marking may be assisted by the use of a class visualiser which, in addition to supporting peer and self-assessment, is a tool for sharing best practice. With respect to COVID-19, use of the class visualiser can allow the teacher to keep a reasonable distance from the pupil whilst providing feedback on work.</p>	Every 6-8 pieces of work in written subjects: key pieces of class work, homework or assessment
Quality marking by the students.		Opportunities are built into the scheme of work to allow for peer and self-assessment. Subject areas can use different approaches based on the nature of the topic taught or optionally use the 'Two Stars and a Wish' grid.	At least once per half term.

Appendix 3 Whole Class Marking Template

	<u>Whole Class Feedback</u>	Subject:	Date:	Class:
Praise:		Missing/Incomplete work:	SPaG errors:	
Presentation:	What went well:	Targets for improvement, D.I.R.T. questions/tasks: 		
	Outstanding work:			

Appendix 4

Alternative marking/assessment strategies

English

- Key assessment pieces are marked against assessment objectives.
- Assessment moderation (once a term) – This is a written task which is then marked and levelled.

I.C.T

- Written feedback is only given on work that is printed upon completion.
(Completed work is printed once verbal feedback; peer assessment and evaluation have been given and acted upon.)

Religious Education

- Students write an initial mind map of what they already know at the beginning of a topic this is then reviewed at the end of a topic when students are encouraged to re-do the task again to review and assess learning and understanding.

Class 3 LT

- Face stamper - 3 faces are stamped upon completion of work. Expressions are used as feedback to students. Staff comment next to each expression in green pen. Whenever possible students will draw the expression themselves as self-evaluation.

KS5

Btec Art and Design

- Feedback to students is related to unit evidence criteria for which a standardised feedback sheet is used.
- Standardised Self-assessment sheets are used to meet requirements for the award.

B&E

- Within activities students carry out their own review, either as an individual or as a team. Students follow the 'Plan, Do, Review' continuous process.

B.T.E.C Courses

- Written comments are made relevant to the work once it is completed.
- Students write a review of completed tasks.
- Students make a comment on how they feel they have done, what they have learnt and how they could improve.
- Marking is as EdExcel policy for assignment work.

Workskills and PSD

- Assessment criteria sheet is mandatory and work is marked against this.
- Verbal feedback to students on how they could improve work is given on completion of a unit where appropriate.
- Individual challenges are annotated and verbal feedback is given.

Class 6HS

- Student self-assessment sheets with pictorial images (thumbs up/middle/down) are used to assess understanding of activities or work.
- Teaching staff use the same method of feedback to record understanding and comprehension of the work/task.
- Teaching staff record how much support has been given (Gestural/spoken support or independent work).
- A short witness statement is given by teaching staff to show what has been achieved.
- If a next step statement is required to show the next stage of learning, this is recorded on the evidence sheet.
- Any comments are verbally given to students.
- Marking supports ASDANS policy and requirements.