MARKING POLICY

September 2015-18

Outlines the procedures for marking students work for progress

Marking and Feedback @ Coritani

Vision

Coritani Academy is committed to providing relevant and timely feedback to learners, both orally and in writing. Marking & feedback intends to serve the purposes of valuing learners' efforts and successes; helping to diagnose areas for improvement and evaluating the effectiveness of learning in our subject areas. Marking & feedback 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.
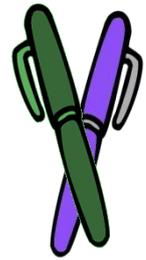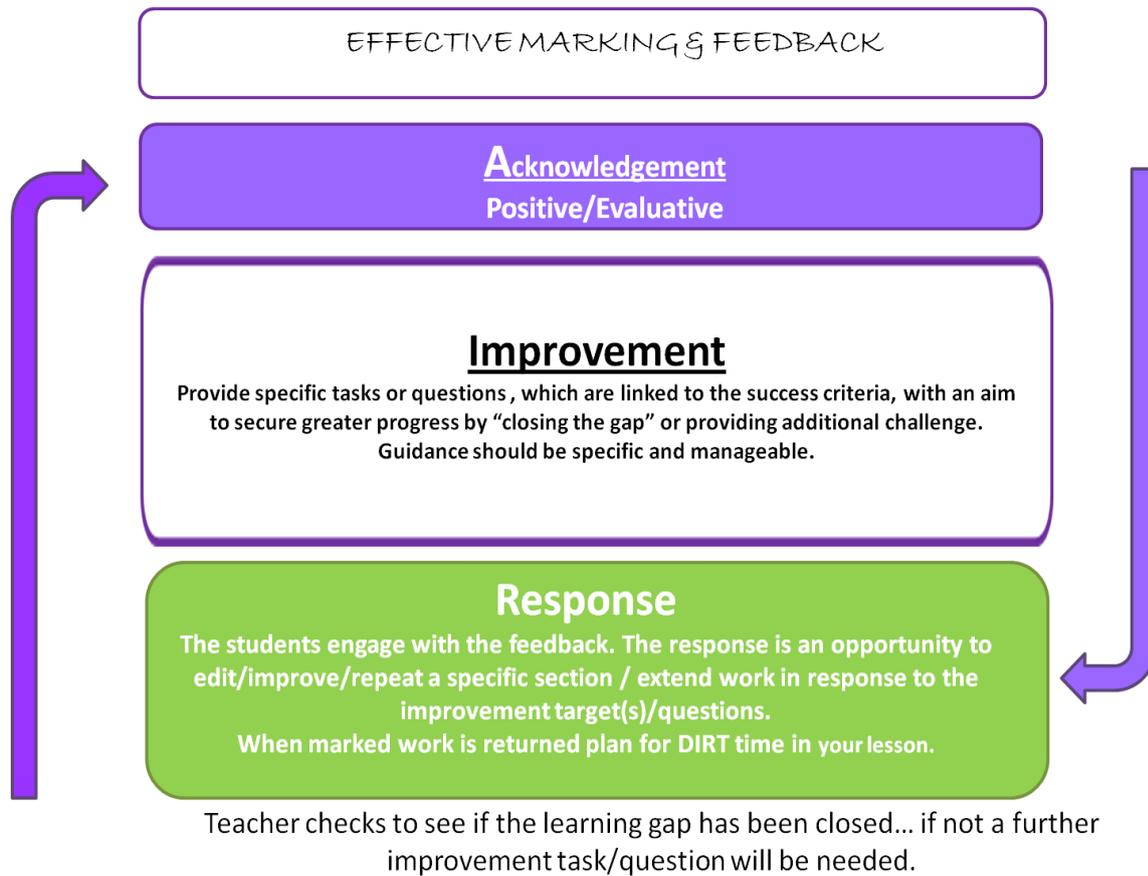
At Coritani we aim to:

- Provide consistency and continuity in marking across the school, so that learners have a clear understanding of teacher expectations
- Use the marking & feedback as a tool to close gaps in learning or provide challenge
- Improve standards by encouraging our learners to give of their best and always strive to improve on their last piece of work to move towards excellence
- Develop learners' self-esteem through praise and valuing their achievements
- Create a dialogue, which will aid progression.
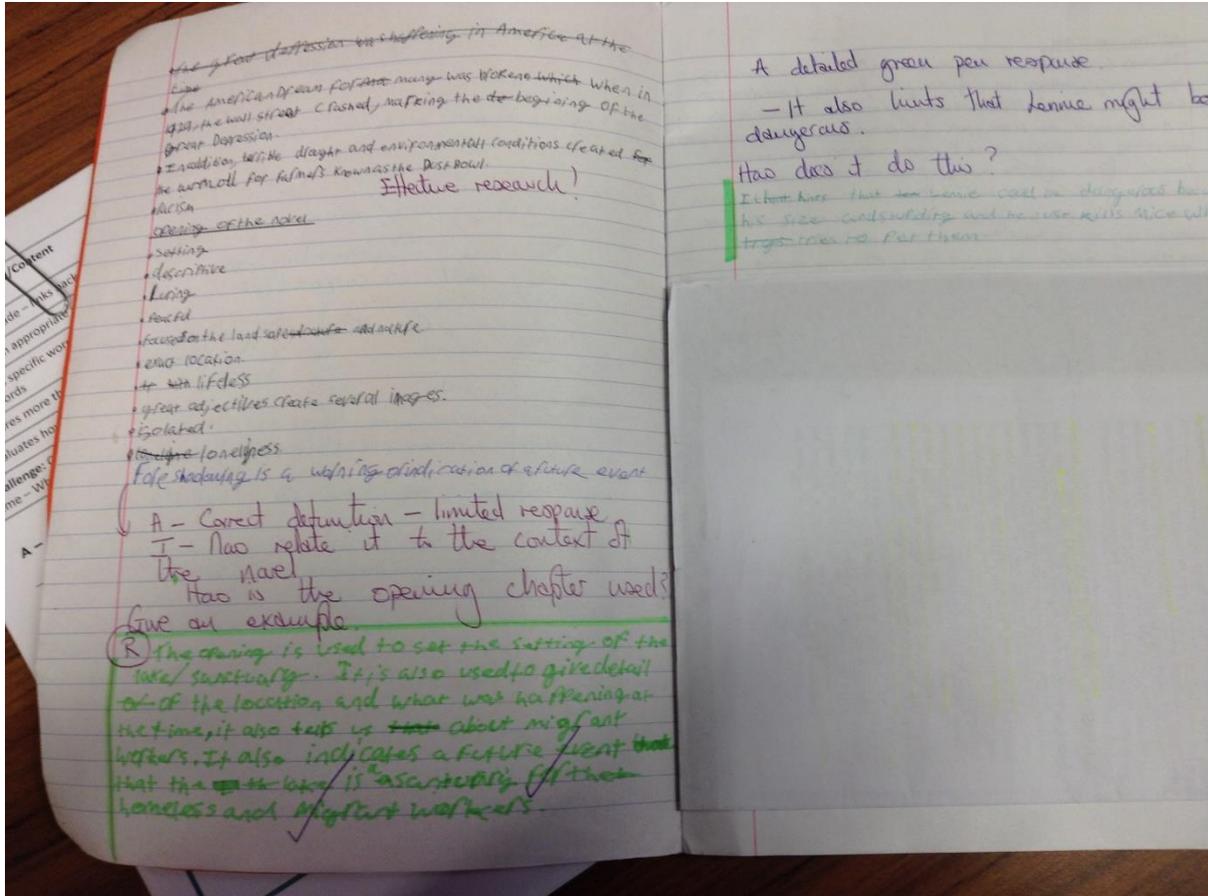
Effective marking and feedback should:

- Be positive, motivating and constructive for learners
- Encourage learners to attempt challenge
- Use the AIR model (including consistent use of purple and green pen)
- Be timely and relevant to the learner's development in order give clear, specific and achievable improvement tasks and/or opportunities for challenge based on their current learning.
- Include opportunities to receive verbal and written feedback; peer and self assessment, as well as teacher feedback
- Give learners opportunities to become aware of and reflect on their learning needs
- Address literacy issues including SPAG
- Address the specific gaps in knowledge and/or skill needed to move the learner forward.
- Allow specific time for the pupils to read, reflect and respond to marking (DIRT).

Acknowledgement

IMPROVEMENT

RESPONSE

EFFECTIVE MARKING & FEEDBACK

Acknowledgement
Positive/Evaluative

Improvement
Provide specific tasks or questions , which are linked to the success criteria, with an aim
to secure greater progress by "closing the gap" or providing additional challenge.
Guidance should be specific and manageable.

Response
The students engage with the feedback. The response is an opportunity to
edit/improve/repeat a specific section / extend work in response to the
improvement target(s)/questions.
When marked work is returned plan for DIRT time in your lesson.

Teacher checks to see if the learning gap has been closed… if not a further
improvement task/question will be needed.

Appendix 1

Marking Exemplar

Appendix 2 - Literacy

The Academy does not expect that every single spelling mistake is highlighted or corrected; what is expected is that reference to spelling/grammar mistakes at the end of the piece of work along with some spellings/grammatical errors in the piece are corrected following the policy below.

<u>Must be used</u>

Full stops – add full-stop and circle   .

New Paragraph - mark //^{np}

Spelling – write correct spelling in margin or above the word in space and mark   sp

Capital letters – change to a capital letter for lower-case where used inaccurately and mark   c

<u>Others</u>

P = punctuation

vv = exceptional point/use of language

?? = not clear

^ = something's missing