



Marking Policy

**Stonehill Avenue
Leicester
LE4 4JG**

Aims:

Through development of a rigorous Marking and Feedback Policy we aim to ensure the learners understand what they have done well, how to improve their learning and clear visible progress is evident.

- Improvement in learners' achievement and attainment;
- Consistency in tutors'/teachers' marking across subjects;
- Participation of learners in the process.
- The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, tutors and parents concerning learner achievement and progress.
- The performance indicators will be:
- An improvement in learner's attainment;
- Consistency in teachers marking across the school.

We will do this by providing the learners with;

- Frequent, detailed and accurate written and/or oral feedback
- Positive comments highlighting what they have done well and developmental comments to show what they need to do to improve further
- Regular opportunities to respond to the feedback and make improvements
- Regular opportunities to use and apply their skills through 'Next steps' tasks which deepen their learning
- Clear indication of who has provided the feedback and when.

Expectations

Staff

When writing on a board or in a student's book staff should make sure that their handwriting is neat and legible.

They should use a blue or black pen when writing in students' exercise books (see NCFE section for exception)

If using a whiteboard, staff should consider use of a range of different coloured markers — as this may help students with dyslexic difficulties read from the board.

The date should be written on the board – it does not matter which format is used for the date.

Titles should be underlined.

The target/objective for the lesson should be clearly visible

Where appropriate for the learner, key words should be written clearly on the board.

Students (Primary)

All work should be neatly set out & clearly dated

Headings should be underlined

Work should be completed in pencil (except when an exam board requires the use of pen e.g. a learner working towards Asdan New Horizons)

The page should have a margin – if the exercise book or paper does not have one, one should be drawn in with a pencil and ruler.

Writing should start by the margin.

Students (Secondary/Post 16)

All work should be neatly set out & clearly dated

Headings should be underlined

The page should have a margin – if the exercise book or paper does not have one, one should be drawn in with a pencil and ruler.

Writing should start by the margin.

Writing should be in blue or black pen.

NCFE, ASDAN & IPC

All work should neatly presented & clearly dated

Work should be presented neatly in a portfolio which can be a ring bound/arch lever file with the learners name & subject clearly labeled.

All work within these portfolios should be clearly named and dated so all work is attributed to the learner

Marking

Marking indicates 2 things:

- How the student has met the learning objective set at the start of the lesson
- What the student needs to do next to improve their work

Marking at ALP Leicester




- Is developmental – it indicates how a student has met the learning target
- Rewards effort – praise is given when a student has worked well
- Indicates what needs to be done next – that is, what the student’s next learning step is
- Engages & involves the learner

Primary Marking Standards:

- All forms, comments etc., should be neatly written in blue or black ink
- Correct answers can be ticked in green
- Incorrect answers should be left and suggestions made – either verbally or in writing– the ALP Primary Marking Slip can be used for this;
- Be selective - focus on particular qualities of work/ learning/ thinking;
- Highlight where learners’ have succeeded against their learning objective
- Include teacher modeling – the ALP Primary Marking Slip can be used for this

- Promote personal pride, develop motivation, encourage positive attitudes.

Tutors should use the form detailed below for all learning activities. This, where possible, should be completed alongside the pupil and used to reinforce the learning objective, encourage 'student voice' and provide reflective comments.

Date	Tutor	
LO:		
Feedback/comments to learner		
Next Steps/comments		
I found this lesson easy	This lesson was OK - I needed some help	I struggled with this lesson
		

Where a tutor has observed learning/progress that is not easily evident through physical outcomes, an observation slip should be used. This is in addition to standard marking procedure and to evidence that the learning objective has been met.

Theme:	Date:
Observation/Description:	
Signed:	

Secondary/Post 16 Marking Standards

- All comments should be neatly written in green (See NCFE section for exceptions)
- Correct answers can be ticked in green
- Incorrect answers should be left and suggestions made – either verbally or in writing – as to how these can be put right.
- Comments do not need to be long; there should be enough to enable the student to improve their work and to feel appropriately praised.
- Focus on the learning objective/s rather than on quantity etc.;
- Relate directly to learning , success criteria and outcomes;
- Be selective - focus on particular qualities of work/ learning/ thinking;
- Focus on individual improvement;
- Highlight where learners’ have succeeded against the learning objective/s;
- Include teacher modelling;
- Include reflective comments;

Promote personal pride, develop motivation, encourage positive attitudes.

- Effective feedback and marking helps to close the gap between current and desired performance. Learners need to understand how the marking system works and how they can use it to progress their learning.

NCFE Marking & Moderation

When students are unable to make their own observational notes & annotations, tutor should write in blue or black ink

Each comment should be signed, name printed or initialed and dated by the tutor

Marking should be in green pen – this should also be signed, name printed and dated by the tutor

NCFE pro-formas are available for the following; records of learner observation; records of professional discussion; witness testimony; question & answer and for assessor feedback to learner and end of unit/course feedback to learner. It is recommended that these are used where appropriate.

Internal moderation will be completed in red pen so it is clearly identifiable as being the internal moderators comment as opposed to the assessors

Primary Curriculum Marking

Marking for the IPC should follow the same format as of that for Primary marking.

Monitoring and Evaluation:

The Senior Management Team will review samples of work (as per internal moderation calendar) from each pupil to monitor the implementation of this policy and the effectiveness of marking throughout the school. Feedback will be given to staff alongside work scrutiny feedback, lesson observations and learning walks.

For NCFE qualifications the feedback to the learner is evaluated as part of the internal moderation process.