

Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

MARKING POLICY IN A SECONDARY SETTING



Tauheedul
Education Trust

Document Control

This policy has been approved for operation within:	All Trust Secondary Schools
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1 Introduction

- 1.1 Marking and responding to pupils' work is an essential element in the assessment of the progress, levels of attainment, and the raising of standards throughout our School.
- 1.2 Marking is a tool with which to provide pupils with feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps pupils value their work and promote self-esteem.

2 Aims

- 2.1 To establish a broad, consistent approach to the way learner's work is marked, so that pupils feel valued and have a clear understanding of what they have done well, with reasons, and where and how they can improve.
- 2.2 To ensure marking and written feedback helps pupils to improve their work and informs future lesson planning.
- 2.3 To support the mission, vision and values of the Trust and its establishments.

3 Who is Responsible for this Policy?

- 3.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal of each secondary school.
- 3.2 The Local Governing Body and Senior Leadership Team at each Trust secondary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

4 Marking and Written Feedback

- 4.1 Marking and written feedback must impact on pupil progress. This has implications for what is actually written and for the provision of opportunities after the marked work is returned to allow pupils to respond to the feedback. The Tauheedul Teaching Framework defines outstanding written feedback (see Tauheedul Teaching Strategy).
- 4.2 Staff must identify two pieces of classwork and two pieces of homework within each medium term plan, from which the pupils will most benefit from written feedback. Ideally, written feedback should be linked to what will be assessed for that medium term plan and should be timed to allow for improvement well ahead of the assessment.
- 4.3 Pupils should receive feedback in a number of ways in each half-term:
 - 4.3.1 a minimum of two pieces of classwork - detailed marking with impact demonstrated through follow up work done by pupils;
 - 4.3.2 a minimum of two pieces of homework - detailed marking with impact demonstrated through follow up work done by pupils;
 - 4.3.3 one formal assessment.

- 4.4 However, the frequency of feedback will depend on the lesson allocation to each subject. For foundation subjects with one lesson per week, pupils will receive detailed feedback on one piece of classwork, one piece of homework and one formal assessment in each half term.
- 4.5 All other homework must be acknowledged by marking/ oral feedback/ peer or self-assessment.
- 4.6 All other classwork should be peer or self-assessed.
- 4.7 The School's marking symbols must be used when giving teacher feedback and pupils must use these when peer or self-assessing work (Appendix 1).
- 4.8 The teacher feedback should include:
 - 4.8.1 grading of work (where appropriate) using 9-1 grading;
 - 4.8.2 identification of areas of good practice, information about how well the success criteria and learning objectives have been met or progress made since previous assessment;
 - 4.8.3 identification of an area requiring improvement or development (with an example or explanation to clarify if possible);
 - 4.8.4 if a pupil is not complying to the presentation guidelines (including the quality of handwriting) a maximum of two presentation target/s must also be set;
 - 4.8.5 date that the work has been assessed.
- 4.9 Teacher feedback should be in a colour different from peer assessment and pupil response to feedback, so that when a work scrutiny is carried out it is obvious who has marked what (e.g. staff mark in red pens, peer assessment will be carried out in green pen and pupils respond in purple pens).
- 4.10 Teacher feedback should be prompt and work should be returned as a priority.
- 4.11 Pupils must be given the opportunity to apply the teacher's feedback to improve their work for both subject specific targets and presentational targets (where applicable). Time should be built into lessons after the work is marked and returned, for pupils to review their strengths and targets and respond to the feedback they have been given.
- 4.12 Marking should inform lesson planning and, where necessary, intervention. So, where marking reveals class misconceptions or weaknesses, teachers must plan lessons to recognise and address these.

5 Quality Assurance of Marking and Written Feedback

- 5.1 The Principal and the senior leader responsible for teaching will be accountable the quality of marking and written feedback across the school. Directors of Learning/Middle Leaders and Senior Leadership Team (SLT) line managers will be accountable for the quality of marking and written feedback for those they line manage.
- 5.2 Monitoring of marking and written feedback will include:
 - 5.2.1 formal work sampling sessions including scrutiny of pupils' work using the Tauheedul Teaching Framework;
 - 5.2.2 analysis of data on pupil performance;
 - 5.2.3 pupil feedback surveys.

- 5.3 The outcomes of this on-going monitoring process will be reported to SLT line managers as part of the line management process. The designated senior leader responsible for the quality of teaching across the School will use evidence from this process and from Directors of Learning/Middle Managers to update the SEF on a termly basis. The outcomes will be recorded on the School Teaching Profile.
- 5.4 To ensure consistency of judgements, Directors of Learning/Middle Leaders will take part in at least one joint work sampling session with their SLT line manager each year. SLT members will take part in at least one joint work sampling session with the senior leader responsible for the quality of teaching each year.
- 5.5 Examples of good practice will be collated by Directors of Learning/Middle Leaders. These will be reviewed and updated regularly.
- 5.6 SLT and Directors of Learning/Middle Leaders will provide support to individual staff that may need help to improve their marking.
- 5.7 The outcomes of all monitoring and evaluation of teaching and learning will be taken into account in the Performance Appraisal process and the overall quality of performance judged against the Trust's Teaching Framework. Securing outstanding teaching, including marking and written feedback, will be a priority for all staff.

6 Monitoring, Evaluation and Review

- 6.1 The policy will be promoted and implemented throughout all Trust secondary schools.
- 6.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust secondary school.
- 6.3 The Trust will review this policy every two years in consultation with each Trust secondary school.

Appendix 1: Marking Symbols

A = Achieved

T = Target

PT = Presentation Target

SA = Self Assessment

PA = Peer Assessment

V = Verbal Feedback

=

Unnecessary capital letter (replace with lowercase)

P

Correct your punctuation

//

Paragraph needed (use a paragraph to show a change in time, topic, place or person)

C

Capital letter needed

Sp

Spelling mistake