



**The
Sovereign
Trust**

Marking Policy

Issue 1

Manor Academy Sale

Marking Policy

Items added	Text in green has been added to this version
Items removed	Text in red has been removed from this version
Policy Adopted Date:	Approved:
Issue:	1
Review Period:	Annually
Review Committee	
Approval Committee	
Signed by:	Head Teacher
Signature	<i>P. Eckley</i>

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1. Overview

To establish a consistent approach to the marking of learners' work to ensure that pupils have a sound knowledge of how well they are doing and what they need to do to move on. This will help learners understand their current achievements and recognise what they need to do to reach their full potential. Marking pupils work will also inform teachers' planning, teaching and monitoring. Marking is most effective when shared with the student in an open dialogue allowing pupils the time to reflect on what has been achieved.

2. Objectives

That marking is an integral part of Assessment for Learning:-

To monitor, evaluate and review learners' current stages of progress and to identify their next steps of progress and improvement.

To identify the scaffolding used to enable a learner to achieve a task.

To celebrate and reward effort, progress and achievement.

To provide evidence for assessment, recording and reporting.

To enable learners to evaluate their own work.

To agree and set challenging targets for learners.

To standardise marking across the school.

3. Strategies

1. On entry pupils will be base lined using formative assessment to assess their current academic abilities and form a base from which to make progress throughout their time at Manor Academy.
2. Marking should be regular, up to date and returned promptly to pupils for best effect.
3. Elements of the marking system should be consistent throughout the school. Where a particular subject requires a specific way of marking it should be applied consistently throughout that department.
4. Pupils should understand the marking system and use this in evaluating their own work.
5. Time for peer and self-assessment needs to be built in to lessons to help develop appropriate skills and opportunities.
6. All departments should have a common approach to recording how much scaffolding a student has been given to achieve success (see appendix 1). This will then be used to inform progress on classroom monitor and the depth of a student's learning (see appendix 2)
7. Pupils progress and depth of learning needs to be recorded regularly on classroom monitor to help inform teaching and learning and planning.
8. Ensure formative assessment isn't completed at the end of a topic when it is too late to effect the outcome of any work completed.

9. Scores are only to be given in examinations and formative tests. All other assessment should be summative and not have grades or scores as this detracts from all other information given.
10. In depth marking should take place on a half termly basis (6 times a year). This will take place when it is appropriate for that pupil to ensure development takes place (not necessarily at the end of a topic). This will ensure pupils understand their learning and success criteria to develop further in their learning.
 - a. This will take place as a two way dialogue with the learner based around the success criteria of the topic studied
 - b. Learners will be encouraged to reflect on their learning. To recognise their development and what can be done to develop further.
 - c. It will be recorded in pupils books or via a link to the target on classroom monitor supported by a statement and photograph/video.
11. All other work is to be marked 'with a light touch' annotated as appropriate and with scaffolding used (Appendix 1)
 - a. With oral feedback
 - b. Any immediate information needed to inform learning
 - c. The use of simple ticks, stickers, comments and letters for scaffolding.
12. Provide time for pupils to reflect on their learning.
13. Provide opportunities for peer and self-assessment to enable pupils to display and develop appropriate skills.

4. Responsibilities

TEACHING ASSISTANTS:- It is the Teaching Assistants responsibility when supporting a pupil with their work to record the level of scaffolding given for that pupil to achieve success.

TEACHERS:- It is individual teachers' responsibility to ensure all work is marked according to this policy; to keep a record of scaffolding and depth of learning and to keep the classroom monitor system up to date and a true reflection of the learner.

HEAD OF DEPARTMENTS/ FACULTIES:- are required to ensure that marking is completed, up to date, recorded and appropriate in books and on classroom monitor. To have a monitoring system that all staff in the department/ Faculty understand and comply with.

SLT:- Will monitor the marking of pupils work to ensure consistency across the school. Will review and monitor the marking policy, consulting with staff about the relevance and efficacy

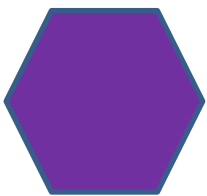
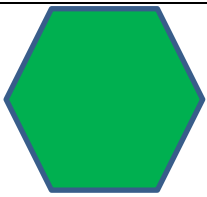
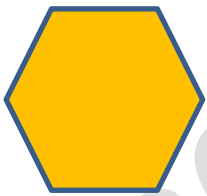
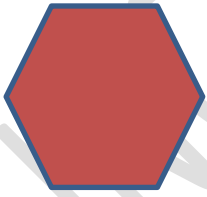
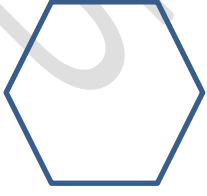
Appendix 1

Recording the level of scaffolding provided

- ✓ Can do this independently
- P Can do this with prompting
- C Can do this with clues
- M Modelled for the learner

Appendix 2

Classroom monitor Depth of learning descriptors

	'I can apply it'
	'I understand it'
	'I'm working at it'
	'I can identify it'
	'I'm new to it'