



MARKING POLICY

Central Premise:

It is essential that students know how to make progress and are **motivated** to do so. For this to happen, subject teachers need to ensure that students know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If students can answer these questions **meaningfully**, in subject specific detail, they are receiving effective feedback.

| MEANINGFUL | | MOTIVATIONAL | | MANAGEABLE | |
|----------------------------------|--|----------------------------------|---|----------------------------------|--|
| EVIDENCE | <ul style="list-style-type: none"> a. Dialogic b. Redrafting and improvement (including the use of sp x3) c. Modelling for HPA, SEN, PP d. Summative | EVIDENCE | <ul style="list-style-type: none"> a. Praise b. Targets for improvement | EVIDENCE | <ul style="list-style-type: none"> a. Students working harder than teachers - extended writing b. Peer and self-assessment (signed off by teacher) c. Student engagement with marking process |
| EXAMPLES OF BEST PRACTICE | <ul style="list-style-type: none"> a. Teacher question with student response (Humanities; Eng; PE) b. Yellow box marking (Eng); crossing out; (Eng) c. WAGOLL before an extended piece (Humanities); GCSE exemplars (Sci) d. Numerical marking/grades (Maths; Technology; Computing) | EXAMPLES OF BEST PRACTICE | <ul style="list-style-type: none"> a. Link to reward card system; WWW; stickers; stampers; smiley faces; good presentation b. EBI / Next step comment (Eng; MFL; Science) | EXAMPLES OF BEST PRACTICE | <ul style="list-style-type: none"> a. Longer chunks of text, from 3/4 of a page onwards as a typical feature of written learning (Eng; SMSC; Humanities) b. Low stakes quizzes (Maths; MFL); applying assessment criteria (Humanities) c. Dot marking (Art) / Marking grids (Computing) / marking codes / feedback codes / DIRT marking (Eng) |