Iffley Academy Marking Policy

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Signed: Head Teacher	_____
Chair of Trustees	_____

Marking Policy

The marking policy exists to ensure that students have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self–assessment.

Aims

- To ensure students progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meets the needs of all students
- To have a consistent approach across the school.
- To provide clarity for parents/carers, SLT, teachers in gaining an overview of student progress and achievements.

Principles

We recognise that verbal feedback is often the most effective way of ensuring our pupils understand what they have achieved and what they need to do next and, where possible, this should be a principle approached by all teachers.

We do endorse the following principles of effective marking and feedback:

- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and students that address errors and misconceptions at an early stage.
- Marking and feedback should be linked to learning intentions, objectives, success criteria and targets.
- Written feedback should be in a distinct colour and initialed by the adult (purple marking).
- Teachers should look for strengths before identifying improvements when marking work. Strengths could be identified using '2 stars and a wish' system.
- Students should be given specific time to read, reflect and respond to marking and feedback.
- Where possible, students should be encouraged to mark, self–evaluate and peer assess.
- Students to self assess, where possible, using a traffic light system (red, orange and green in colour). Students to give a verbal or written response to the reasons for their self–assessment.
- Feedback and marking practice and procedures should be in keeping with the school policy on assessment (see assessment policy).
- The outcome of marking should be used to inform teachers' judgements concerning student progress and to inform teacher records and reports.
- Stakeholders should have the school's marking and feedback and procedures explained clearly to them.

- Marking and feedback practices should be manageable.

Montiring and Evaluation

Monitoring of marking will be undertaken by SLT and Learning Managers using the following criteria:

- Work is marked regularly
- Marking reflects learning outcomes
- Making makes use of an agreed code, which is displayed in each classroom.
- Comments are supportive
- Comments are developmental (mainly verbal).
- Students correct their work, where possible
- Students understand the marking system and can locate it in their classroom.
- Parents/carers understand the marking system
- Marking practice reflects the policy