



Ark Charter
Academy

MARKING POLICY

Date: August 2017

Next review: July 2018



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Rationale

At Ark Charter Academy, we recognise that high quality marking will support the students in knowing what they need to do to improve their learning. It is the agreed expectation of the school that student books will be marked regularly. Good assessment for learning will provide the student with the knowledge of how to improve their work and will ensure that the teacher can assess the student's understanding of the topic covered. Ensuring that students have time to respond to comments and providing opportunities for one to one dialogue within the lesson will support our school in ensuring that progress over time is rapid and sustainable.

Marking of Students' Books

- All subjects mark student work fortnightly.
- In addition, there will be an assessed task each module/topic.
- Students will receive verbal feedback on their work on a regular basis.
- Work will be dated by the teacher at time of marking.
- All books will be marked in green pen.
- Some marked work will be given the opportunity for student response and this will be monitored. The teacher will also check that the student is using the advice given.
- All marking will follow the marking for literacy code (attached).
- Students will be given time (in the lesson) to respond to the feedback and note their improvement points in red pen.
- These points will be monitored for improvements.

Types of Marking

The academy supports a mixture of written and verbal feedback. All written feedback is done in green pen, all responses from students in red pen.

Deep Marking

- Deep marking is focussed on a specific piece of work.
- It will also incorporate the marking for literacy policy.
- All deep marking will have:



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o Strengths/What Went Well (WWW): Positive comments which relate to the focus of the lesson, success criteria and are diagnostic, e.g. 'You demonstrate a range of religious references in your writing.'

o Targets/Even Better If (EBI): One area where the success criteria was not met or a suggestion/question to encourage further thinking, e.g. 'Explain in detail the similarities and differences using religious vocabulary.'

o Improvement Task/Student Response: An opportunity for students to respond directly to feedback given. A student's response could be a piece of writing or an improved performance, product or piece of artwork. All written responses should be made in a red pen. Possible written responses could include one or more of the following:

- Writing out a correct spelling three times.
- Filling in gaps.
- Completing a part finished sentence.
- Correcting a paragraph.
- Adding to an answer using key terms provided.
- Answering additional questions.
- Choosing a paragraph to rewrite.
- Give an example.
- Attempt a new equation.
- Use a writing frame to improve an exam question.

Roaming Marking

- The teacher may actively mark a selection of books during the lesson as students work; offering challenging and targeted questions as they do this to develop learning.

Verbal Feedback

- Verbal feedback will happen on a regular basis. It will form part of the learning dialogue between student and teacher and will be planned for (at the teacher's discretion). Not all students will receive verbal feedback every lesson.



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Peer Marking

- Students should have clear criteria for what they are assessing and how they should assess the work. They should understand the purpose of this type of assessment.

Marking Homework

All homework will be marked but this will be done differently depending on the subject. Some subjects will peer-mark homework, others will mark for effort, others will mark homework in the form of a presentation delivered to the class.

Praise for Excellent Work

- Students will be rewarded and recorded for outstanding achievement and effort in classwork or homework
- Students enjoy praise and rewards and are motivated by them. They should be used at the teacher's discretion.

Monitoring and Evaluation

- Regular work scrutiny will take place and it is expected that the agreed marking protocols will be adhered to.
- The monitoring of this policy will be the responsibility of the AVP for Teaching and Learning.
- Heads of Faculty and Subject Leaders must ensure their areas support the Academy's marking policy.
- Learning walks and work scrutiny are to be conducted by each department at least once per half-term.
- The findings will be fed back to staff (with praise/action for improvement).
- Evidence from learning walks and work scrutiny will form the basis of evaluative judgements made by Faculties, which will also inform Faculty Improvement Plans.
- The AVP will oversee the above process and provide opportunities for Middle Leaders to share and discuss their findings in Leadership Team meetings.



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Trackers

- Trackers should hold relevant information to support the teacher in developing a picture of progress and to identify where and what to intervene with.
- The expectation is that tracker contains up to date data on each student, evidence of completed homework and assessment grades
- Trackers should be stored electronically in the department folder.

Marking for Literacy

Marking should take into account the use of English, particularly spelling, punctuation and grammar. Significant errors should be corrected. Errors should be clearly identified and one of the following symbols written in the margin:

// - New paragraph

Sp. - Spelling error

p. - Punctuation error

gr. - Grammatical error

^ - Word or letter(s) missing

T - Error with tenses

C. - Capital letter error (either missing or used incorrectly)

Use of Books

The academy believes that the work contained in student exercise books (or folders, as these are increasingly being used in a range of subjects) is one of the best learning aids available to them. To this end, we use books in this way from Year 7 and expect our students to value their books highly, taking care of them, always presenting work in them to a high standard and ensuring that work is completed and valuable.

Books may contain:

- Definitions presented by a teacher.



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- Diagrams, models and exemplar worked questions.
- Worked questions completed by the student as reinforcement.
- Independent and extended work completed by students.
- Revision notes given by teacher/guidance.
- Notes which are taken down by a student in class under the direction of a teacher.

Work which consists of notes, definitions, exemplar questions etc. as presented by the teacher will not be marked. Other work will be marked in accordance with our marking protocol below.

Whilst the academy encourages the use of published revision guides, the personalised work in exercise books is critical for our students to use for revision and review. Therefore, we expect work to:

- Be plentiful
- Be of a high standard
- Be completed
- Display secure grasp of new learning and the ability to apply/show mastery.

As books are a valuable learning aid, these will undoubtedly be used regularly in lessons and should contain a clear record of work coverage. This will be supported by unit overviews in all subjects that outline the learning to be covered lesson by lesson and the homework that accompanies this.

Because books are a valuable learning aid, all sheets used will be fastened in to books or folders at the appropriate points throughout, as will all tests taken.

Learning objectives at the academy aim to be simple and clear; however, students are not expected to write these in to exercise books.

Successful books will show progress over time in a range of ways:

- 1/2 termly tests will be inserted throughout the book/folder showing summative marking of progress at a given point.
- The work in books will match the expectations of the academy.
- Dialogue between student and teacher will show improvement in skills (though bear in mind that 10/10 consistently does not show challenge – error and mistakes are a critical part of learning and gaining mastery).



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- Inaccuracies marked will then be corrected and by the students and avoided in the future.
- Work seen will evidence the fact that students have understood what they have been taught in the lesson.