

NEW PARK ACADEMY

MARKING POLICY

FIRST CREATED: December 2018 – Edition 1

EDITION NO.	REVIEW DATE:	FGB APPROVAL DATE:
1		7/2/19
2	FEBRUARY 2020	12/3/20
3	JANUARY 2021	5/3/2021
4	JANUARY 2022	
5	JANUARY 2023	

Policy Agreed	5/3/2021
To be reviewed	JANUARY 2023
Owner	CLAIRE BRENNAN
Signed	
Designation	SCIENCE TEACHER

Addendum: Given the current circumstances regarding the Covid-19 pandemic, this policy must be read in conjunction with the school's risk assessment and action plan in relation to the above.

Rationale

In New Park Academy, we have students who have a wide range of abilities and experiences of learning. Many have come to us having had negative learning experiences in the past, and it is our aim to enable them to grow in confidence, and become the best learners they are capable of being.

All pupils are entitled to regular and constructive feedback on their learning, teachers at New Park Academy will mark our students' books regularly and highlight the fantastic work that they are doing (~~WWW~~). We will inform our students of the progress they are making towards their goals and guide them towards their next steps to ensure they are always making progress (~~EBI~~).

Aims

- We give feedback and mark pupils' work in order to:
- show pupils that we value their work and encourage them to do the same
- boost self-esteem and aspirations through use of praise and encouragement
- give pupils specific information on the extent to which they have achieved the learning objectives and how to further improve their work
- check whether pupils have achieved the learning objectives, identify misconceptions and use this information to inform future planning
- share expectations
- promote self-assessment – through modelling and questioning we support pupils in recognising their achievements and where they can make further improvements
- to inform the individual tracking of progress

Principles

- Feedback and marking should be meaningful to pupils, teaching staff and parents.
- Oral feedback should be given during the lesson, allowing pupils to think about their learning and make improvements to their work there and then. This is often the most appropriate form of feedback for our pupils.
- Lots of praise and encouragement will be given to pupils during activities and when activities have been completed. Bonus points will be given for exceptional effort or producing a good piece of work. The

celebration assembly also allows us to celebrate pupils' efforts and achievements.

- The date and the learning objective will be written/stuck on every piece of work either by the pupil or member of teaching staff.
- Marking should be done as soon after the lesson as possible. Pupils will be given time to look at their marked work and reflect upon their learning (DIRT: Dedicated Improvement and Learning Time); pupils will be given time to make further improvements/complete corrections.
- Pupils will think about their learning and self-assess in lessons, using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up, [attaching dojo pegs to pieces of work they wish photographing to share](#).
- Where appropriate (depending on the ability of the pupils and the nature of the activity), pupils will be encouraged to mark their own work, engaging them in the assessment process. Work must still be marked by teaching staff
- Where appropriate, pupils will be taught to highlight successes in their work (related to the learning objectives of the lesson), using colour coding. They will make improvements to their work, using the same coding.
- Work will be marked in relation to the learning objectives and when appropriate, the pupils' own EHCP/behaviour target. **Marking will not solely focus on secretarial errors.**
- [At least 1 piece per week](#) will be quality marked in detail by teaching staff, e.g. a positive comment linked to the learning objectives and then a suggestion for how to further improve the work with a task to complete to secure this improvement.
- Alternative evidence, e.g. photographs, might be used to qualify pupil achievements in practical tasks/sporting activities/team projects etc.
- In KS4, pupils will be made aware of the different qualifications they are working towards. Marking in KS4 may, where appropriate, link to examination levels e.g. EL1/2/3.
- Pupils' work can be marked by the teacher or the TA. If the TA is supporting a group, it is often more appropriate for the TA to mark the books of the pupils they have been supporting.
- All staff, parents and pupils will be made aware of the marking policy and codes and its purpose. Pupils will be taught what the different codes mean and will be given time to look at marking of their work.

Whole school Feedback Policy

Teacher Written Feedback	Frequency	Teacher Verbal Feedback	Frequency	Student Self & Peer Assessment	Frequency
<ul style="list-style-type: none"> • Clear, concise, specific to students’ progress and in student speak • Feedback should be related to the learning objective (LO) and/or targeted learning outcome (TLO) of the lesson • Linked to previous comments to highlight progression • Literacy mistakes are picked up on and noted in the margin. • Requires a student response which evidences improved understanding • Should include effort comments 	<p>In core subjects (Maths and English), work should be marked each lesson and progress thoroughly assessed each half term.</p> <p>In all other subjects, books should be marked every 2 lessons minimum and progress assessed each half term</p>	<ul style="list-style-type: none"> • A dialogue between the teacher and student • VF written when verbal feedback is given- the student then writes an explanation of discussion to enable progression. • Classroom climate should be appropriate: calm, safe, mistakes allowed • Learning organised to facilitate verbal feedback e.g. individual and group work • Should inform T&L thus may result in reshape of task(s) • Should happen throughout lesson. 	<p>Every lesson as appropriate with a focus on students 1:1</p>	<ul style="list-style-type: none"> • Plan opportunities for student reflection and self/peer assessment • LLOs and success criteria clear for students and relevant to current topic • Success criteria must link to pathway targets or GCSE/BTEC • Students must respond to the feedback (DIRT) • Students’ self/peer assessment uses WWW/EBI • Plenary and starters can be used as time for reflection. • Must be evidence of students understanding of LLO in books. 	<p><i>Self-assessment</i> when appropriate during lesson Reflection of what they have learnt/how they learnt/what next.</p> <p><i>Peer-assessment</i> twice per half-term or when appropriate</p>

KS2

To ensure students can all access informative feedback irrespective of reading ability, the KS2 setting have developed a stamp (shown below) to be used at the end of tasks in students' work books.



The 3 New Park symbols will represent effort that students have demonstrated on that task, with 1 highlighted representing some, 2 good and 3 excellent effort.

The symbols then indicate how they have performed towards their learning objective:

- Through highlighting the tick, students know that they have demonstrated good understanding.
- Highlighting of the star shows that they can be stretched further in the next lesson e.g. if adding 2 digit numbers could be extended to 3etc.
- When the arrow is highlighted, this shows that students will need to re-visit the skill as there has been some misconception or difficulty grasping that concept.

Surrounding this, students will be given continuous feedback from staff during the lesson and this will be reflected as required in the books through written comment.

Format of written feedback	Format of verbal feedback	Format of self & peer assessment										
<p>What went well (WWW.) IN GREEN Level or grade only given when appropriate</p> <p>Even better if (EBI) IN PINK/PURPLE</p> <p>Opportunities for student response. IN ORANGE (DIRT, Self/Peer assessment)</p>	<p>What went well (WWW) IN GREEN</p> <p>Even better if (EBI) IN PINK/PURPLE</p> <p>Positive sum up ☺ Student recording of verbal feedback. IN ORANGE</p>	<p>Students start new quality piece of work with self-assessed next steps</p> <p>Students justify “why”</p> <p>Students are reflective learners.</p>										
Monitoring and Evaluation Examples												
Whole school and department work scrutiny	Whole school and department work scrutiny, observations/learning walks	Observations/learning walks										
Pathway Target /Grade	WWW/EBI	Presentation										
<p>Teachers/Students should record their Pathway target or grade in the front of their exercise book/folder</p> <p>They should regularly update their targets/grades. For example:</p> <table border="1" data-bbox="107 981 728 1324"> <thead> <tr> <th>Target (AOBS)</th> <th>Pathway 2 - O</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>B</td> </tr> <tr> <td>Autumn 2</td> <td>O</td> </tr> <tr> <td>Spring 1</td> <td>O</td> </tr> <tr> <td>Spring 2</td> <td>A</td> </tr> </tbody> </table>	Target (AOBS)	Pathway 2 - O	Autumn 1	B	Autumn 2	O	Spring 1	O	Spring 2	A	<p>WWW: You hit your last target and are now able to use a semi-colon correctly. Well done!</p> <p>EBI: To secure the higher target, you need to use a full range of punctuation. For example ... and ()</p> <hr/> <p>WWW: An excellent story, Amy. You’ve used a range of interesting words to secure the Pathway 1 target. I especially liked the word phenomenal!</p> <p>EBI: To move into the next Pathway you need to check that your choice of vocabulary is always accurate and also correct the spellings of the words underlined.</p>	<p>Students should follow these presentation rules:</p> <ul style="list-style-type: none"> • Complete all work to their best possible standards • Respond to written feedback given by staff when it is received. • Date and title of each piece of work is recorded. • LO is clearly written/stuck in book. • Write in pen and draw in pencil (pencil can be used for written work as directed by the teacher e.g. in Maths or to annotate diagrams)
Target (AOBS)	Pathway 2 - O											
Autumn 1	B											
Autumn 2	O											
Spring 1	O											
Spring 2	A											

Examples of TLOS:	Marking for Literacy		<ul style="list-style-type: none"> • To correct a word/phrase, draw a single line through the incorrect word • DO NOT use correction fluid • Best handwriting at all times.
<p>Pathway 3 – O : I am able to find the mode and range of data</p> <p>Pathway 3 – A : I am able to find the mean of discrete data</p> <p>Pathway 4 : I am able to find the mean of grouped data</p> <p>Grade3: I am able to draw a simple diagram to show cell division by mitosis.</p> <p>Grade 4: I am able to describe what stem cells are and the process of differentiation.</p> <p>Grade 8: I am able to discuss some possible uses of stem cells and the ethical reasons for not using them.</p>	CP	<i>Capital Letter</i>	
	SP	<i>Spelling</i>	
	P	<i>Punctuation</i>	
	NP	<i>New Paragraph – (marked as // within text.)</i>	
	GR	<i>Grammar</i>	

EOTAS

As all EOTAS students are on 1:1 bespoke packages, requiring individual approaches to help them re-engage with their learning and being provided with positive experiences, students receive ongoing feedback throughout their sessions immediately.

To record session learning and engagement, daily logs are completed in which staff will report what the students have achieved (WWW) and their next steps for learning.