

MARKING POLICY

Marking is an essential part of the teaching and learning at Leighton Park School. It is an ongoing element of formative assessment, building up a learning dialogue between teachers and students. Marking enables teachers to evaluate the extent to which students have grasped key knowledge and skills, and the level at which they are performing, informing teaching accordingly. Marked work should indicate to students what they have done well, and what they will need to do next to demonstrate improvement to reach the next level of attainment.

At Leighton Park, the over-arching principles of marking are that:

1. Marking should always be useful to the student and the teacher.
2. Marking should take place frequently and offer timely feedback on work and learning.
3. This feedback should:
 - a. differentiate between effort and attainment;
 - b. include a mixture of praise and constructive suggestions for improvement;
 - c. be recorded by the teacher as part of the monitoring process, in conjunction with our 'Assessment, Reporting and Recording' Policy'.
 - d. inform the grades, comments and discussion on reports, at Parents Evenings and in other communication discussed in our "Assessment, Reporting and Recording Policy".

Different levels of marking

At Leighton Park, students will be studying a wide variety of subjects and will see teachers with different levels of frequency, depending on the course, year group, subject and organisation of their timetables.

Different departments may have different practices to best enable them to offer useful, constructive feedback. However, to enable consistency, all departments conform with the central principles outlined in this policy. Each department's marking policy is outlined in their Department Handbook to ensure consistency of practice within the department. A copy of each department's marking system should be given to students and kept in their exercise book or file for reference.

Good practice involves teachers prioritising the marking of key pieces of work. For example, it would be expected that an exam-style essay receives a different level of feedback than a set of notes taken in class. The expectations for different 'levels' of feedback are set out in the table below.

A substantial body of research (such as the Sutton Trust Toolkit for Teaching and Learning, 2015) indicates that feedback has a very significant impact on producing improvement in students' learning. Feedback can be written, verbal, or given through tests or digital technology.

Effective dialogic marking, here termed 'Level 3' marking, should be used to redirect or refocus either the teacher or student's actions to achieve a goal, aligning effort and activity with outcome. Ensuring quality dialogic marking is one of our teaching and learning priorities.

	Purpose of marking	Frequency	What might this look like?
Level 1	<ul style="list-style-type: none"> - Monitors completion of work - Monitors understanding of knowledge and skills - Maintains high standards of written work - Recognises effort made by student 	<p>A class with five lessons per fortnight should have their work marked on a Level 1 and/or 2 basis at least three times each half-term.</p> <p>A class with one lesson per week should have their work marked on a Level 1 and/or 2 basis at least twice each half-term.</p>	<ul style="list-style-type: none"> - Effort 1-4 - Other systems agreed in department policies
Level 2	<ul style="list-style-type: none"> - Indicates level of achievement - diagnostic - Provides feedback to student - Corrects key misconceptions - Corrects of key literacy elements (See Literacy Policy for expectations regarding literacy marking.) 	<p>Work should be taken in to be checked on a Level 1 and/or 2 by the teacher at least every five lessons.</p>	<ul style="list-style-type: none"> - % or mark out of x - Brief qualitative comment or targets/suggestions for improvement - Peer marking or self-assessment
<u>Level 3: teacher should write 'L3' by their marking</u>	<p><u>Dialogic marking:</u></p> <ul style="list-style-type: none"> - Focuses on a significant piece of work - may be assessment/test - Corrects of misconceptions in terms of knowledge and skills - Gives praise for effort and achievement - Gives specific targets for improvement - Elicits a student response that demonstrates progress based on feedback given 	<p>For Core subjects throughout all years, and all GCSE, IB and A-Level classes (five lessons per fortnight) should have significant pieces of work marked on a Level 3 basis at least twice each half-term.</p> <p>A class with one or two lessons per fortnight should have a significant piece of work marked on a Level 3 basis at least once each half-term.</p>	<p>This must contain:</p> <ul style="list-style-type: none"> - An attainment mark with reference to appropriate attainment gradings for each year group - Annotations referring to quality of understanding shown and skills demonstrated - Qualitative praise for 'What Went Well' - Specific targets for improvement - 'Even Better If' - Student written response to feedback; this dialogue should demonstrate improvement and progress as a result of feedback

	- Improves literacy (See Literacy Policy for expectations regarding literacy marking.)	Level 3 marking should occur at least every ten lessons.	
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Further guidance for marking

Peer marking and self-assessment

Educational research (such the Sutton Trust Toolkit for Teaching and Learning, 2015) also indicates that effective use of peer marking and self-assessment can contribute to high student attainment, particularly when strategies are used to enable students to reflect closely on their own work and practice, and make improvements to their own approach as a result.

Effective peer marking or self-assessment activities often:

- Require specific teaching to successfully 'set up' the marking activity;
- Focus on specific assessment objectives;
- Involve qualitative comments rather than simply giving percentages or marks;
- Encourage markers to reward what has been done well, as well as setting targets for improvement.

Use of Chromebooks, word-processing technology and online filing

At Leighton Park, we are actively engaged in using technology to maximise learning opportunities for our students. A large proportion of work will involve the use of Chromebooks or other technology.

All work completed by students using a Chromebook, laptop or other device, and the marking of this work by their teachers, should still conform to the principles outlined above, whether it is marked online or on a printed copy.

Evidence of this marking should be apparent and accessible to all students, teachers and other observers, and recorded in accordance with the 'Assessment, Reporting and Recording' policy.

Marked work should be organised in an appropriate fashion that aids review and revision of work covered. This should include the use of Files to organise Google Drives, and effective use of Google Classroom. For example, students should submit assignments under 'Google Classroom' – 'Assignments', rather than 'sharing' documents.

Verbal feedback

Verbal feedback is a recognised mode of marking students' work.

Where verbal feedback is given as a form of Level 2 or Level 3 marking, the feedback itself should also be recorded, for example as an audio file or in written notes taken by the student.

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