

Marking Policy

Expansive Learning Wigan School

April 2022

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Version 3

Review Date: Apr-24

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter the School)

2. Introduction

At Expanse Learning Wigan School, we aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all students can succeed.

Assessment

We understand that assessment must:

- allow teachers, students and parents to effectively build a picture of how the student is performing in relation to their target
- allow teachers to respond accurately to the learning needs of each student and, with the contribution of support staff, give ongoing support to enable all students to make progress
- support and inform the target setting process
- allow students the opportunity to demonstrate what they know, understand and can do in their learning
- allow students to have an active role in identifying their own learning needs and know how to improve their work
- allow parents to support their child's learning
- support and inform school leaders to evaluate and continually improve on the quality of provision for all students.

3. Marking

In order that all Curriculum Areas can be effective and efficient in prompting learning our marking policy is based on the following principles:

Regular

- There will be focused pieces of work that are well marked.
- There will be acknowledgment marking / footprint marking between pieces.
- Curriculum Areas will state in subject policy what should be marked and when however, there must be in line with whole school policy which states that there will be two assessed pieces of work each half term.

Impactful

- Feedback should make a difference to how teachers teach and how students make progress.
- Future lessons will demonstrate that the teacher is aware of the gaps in a learners' knowledge and that the teacher has planned learning experiences to support students in closing them.
- Progress will be evident in future work.
- Review lessons and pupil response will be evident but only when appropriate to the students' progress.

Connected

- All feedback will be linked to learning.
- Feedback will be linked to success criteria, lesson objectives and lesson outcomes.
- Feedback will be used to inform the planning of future lessons.

Helpful

- Feedback will help students know how to improve their work and make progress by developing skills and knowledge.
- Feedback will be in a language that is accessible to all students.
- Will be consistent and in line with the 'what went well,' 'even better if' whole school policy.

All marking will be carried out in the following way:

- all marking must be carried out using purple pen
- Student response/Peer and self-assessment must be carried out using green pen
- WWW – will be used as an abbreviation for 'what went well'
- EBI – will be used as an abbreviation for 'even better if'
- it is at the discretion of the teacher how many comments are written under each heading
- the whole school literacy marking policy must be used.

Literacy Marking Policy

The expectation is that *identified key pieces of work* are marked for literacy in all Curriculum Areas. The following

principles should be applied:

- Agreed literacy codes will be used *effectively and appropriately* to highlight literacy errors.
- Areas for improvement are highlighted by teachers and *reflected upon and corrected by students*.
- Misspelling of subject specific key vocabulary will **always** be addressed.
- Students will recognise the need to use accurate spelling, punctuation and grammar and understand the importance of responding to corrected work.

(See Marking Code Sheet – Appendix 1)




4. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

Impact of non-compliance

Staff:	Support and Capability Process, Disciplinary action
Student:	N/A
Legislation/organisational:	Reputational damage, statutory and non-regulated compliance.
Compliance lead:	Headteacher/Director of Schools
Policy Reference:	ELWS-OPR-23
Version:	3
Agreed policy location:	DatabridgeMIS and Company Webpage
Review Schedule:	24 Months
Does the policy require Governor approval?	No

Approval

Prepared by Ed Hanley 29/04/2022  Assistant Headteacher	Approved by Richard King 29/04/2022  Director of Schools, Pre 16 Education	Counter Signatory Scott Roberts (Assoc. CIPD) 29/04/2022  Head of Corporate Services
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Version Control

Version	Date	Revision	Review Date
1	01/09/2020	First Issue	31/08/2021
2	01/03/2021	Policy reviewed and simplified	28/02/2022
3	29/04/2022	Added annex 2 – Marking Success Criteria	28/04/2024
4			
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Appendix 1 – Marking Code Sheet

Code	English	
☺	Good Work	Up to 3 good things will be highlighted
C	Capital letter missing or in wrong place	<p>Up to 3 of these mistakes will be marked in your work.</p> <p>You will need to correct them.</p> <p>The teacher might correct some for you, if you find it particularly tricky.</p>
P	Punctuation missing or in wrong place	
//	Start a new paragraph	
O	Can you think of another word?	
^	A word has been left out or an ending is missing	
~~~~	This does not make sense	
1 2 3	Spellings to correct	<p>Up to 3 spellings will be marked in your workbook</p> <p>You need to write the correction next to the numbers and put the spelling in your BOBS (Back of book spellings).</p> <p>The teacher might correct some for you, if you find it particularly tricky.</p>
SA	Self-assesses using 😊 😐 😞	
PA	Peer assessment using 😊 😐 😞	
VF	Verbal Feedback	
GW	Group Work	
Initials	Initials of the person who supported, if the work was not done independently	
PW	Practical Work	

Focus	Requires Improvement	Good	Outstanding
<b>Literacy</b>	Marking for literacy is evident on student work; grammar, punctuation and spelling are commented on. Sparse evidence of the college marking policy in use.	Marking for literacy is evident. There is some use of the college marking policy.	Marking for literacy and the reviewing of errors is clearly evident. Subject specific vocabulary is acknowledged. Marking policy is well used.
<b>Regularity of marking</b>	Work is marked.	Work is marked within the agreed period and there is at least one example of in-depth marking and feedback.	Work is marked within the agreed period and there are several examples of in-depth marking and feedback.
<b>Targets</b>	There is little evidence of targets and assessment methods.	Targets are identified for some work, students are aware of target/vocational/subject levels and can articulate them.	Targets are clearly identified, and students know their current vocational/subject levels and can explain what they need to do to improve.
<b>Written feedback</b>	There are some examples of written feedback which include praise and suggest areas for improvement. Comments are brief or generic/unspecified.	Feedback is written clearly in a constructive manner. Students are praised for good work. Inadequate work is challenged. Teacher comments may question understanding.	Feedback is written in a clear and constructive manner. Feedback allows progress to be seen in response to comments. There is evidence of students acting on feedback, demonstrating progress. Student responses are evidence.
<b>Verbal feedback</b>	Some evidence through basic comments.	Evidence through work comments and student responses.	Evidence of verbal feedback is recorded and responded to by students. There is clear evidence that students know where to go in their next stage of learning.
<b>Peer and self-evaluation</b>	Superficial evidence is found in some instances.	Peer and self-evaluation is used constructively to inform progress and next steps.	Peer and self-evaluation is clearly evidenced and as a result students have a clear understanding of their levels and next steps. Students can evidence that they respond to comments. Staff validate peer and self-evaluation
<b>Presentation and organisation</b>	Little evidence that presentation and organisation is rewarded/challenged.	Presentation and organisation is rewarded/challenged and there is evidence of improvement on previous work.	Students clearly take pride in their work and presentation of worksheets/booklets/books/folders. Presentation and organisation is rewarded and celebrated.