

MARKING POLICY

As a school we are committed to ensuring our teachers' time is spent on effective lesson planning and delivery. We see no positive impact of detailed marking for the pupil if feedback is not given within the lesson so that they can rectify mistakes that are taking place.

Marking and feedback must be given to pupils during the lesson with more detailed pieces of work being marked by the end of the school day. We take this strict stance on marking in order that teachers can make a note of common errors occurring so that they can adapt lessons quickly according to how pupils are performing. We feel this will ensure that work is pitched at the right level and demonstrates adaptive practice. This approach is completely in the interest of the learner getting the best teaching possible.

We expect teachers to take time to check for understanding before pupils are set off on a task and to check for understanding early on by checking work live and by giving instant on the spot feedback. As part of good teaching and learning and lesson observations, we want to see effective whole class and individual feedback being applied throughout a lesson.

We expect teachers to simply grade work each day using the number system that is used on termly reports 1-4 on attainment and 1-4 as an effort grade. Pupils can be involved in this process and will be able to mark their own work using stamps based on Maths and English teacher-created marking prompts. We believe it is beneficial for pupils to know where they are at and to be proud when they improve their effort and attainment grades.

The only time we as a school encourage written feedback is if a pupil produces an exceptional piece of work that deserves recognition, if such a piece of work is particularly impressive, a pupil will receive a comment, a mastery stamp or both.

This policy in practice

Just as in the triangle to the right, for almost all pupils the teacher input at the beginning of the lesson will be enough. Some may need a bit of a gentle prompt – a nudge in the right direction, a few might need more guidance and one or two might require further support.

The key element to our no marking policy is to start with the assumption that all pupils can work independently given prior input. Then increase the amount of intervention if the

pupil requires it. We give pupils time to allow them to employ strategies to work independently and ensure they are thinking of ways to improve their work.

