

**TEENAGE** KICKS

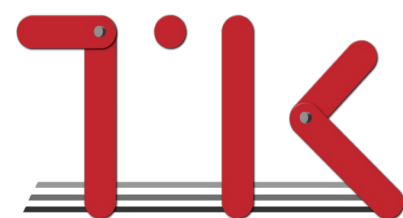
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# Teenage Kicks

## Whole School Marking

### Policy

<b>Date of the last review:</b>	January 2024
<b>Date of this review:</b>	August 2024
<b>Comments:</b>	
<b>Head teacher's Signature:</b>	
<b>Review approved by the Proprietor</b>	August 2024



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### **Whole School Marking Policy Aims:**

To establish a consistent approach to the way in which pupils receive feedback which enables them to feel valued and to effectively reflect, improve and progress their learning to allow them to reach their full potential.

To offer a cohesive approach to assessment which provides pupils, and teachers, with timely and appropriate performance indicators (relating to levels / grades and progress to targets) through the use of formative and summative assessment.

### **Rationale:**

Assessment is an integral part of teaching and learning. It helps to provide a picture of a pupil's progress and achievements and their next steps in learning. Effective marking leads to better progression. Assessment needs to promote pupil engagement and ensure appropriate support so that all pupils can achieve their aspirational goals and maximise their potential.

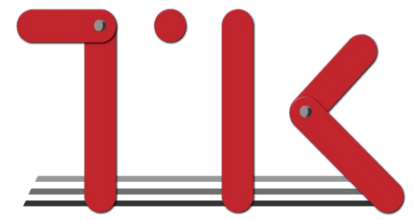
Feedback is integral to learning and progression and should be both written and verbal. The two types of feedback are of equal importance and should be equally valued. The aim of feedback is to improve the standard of pupil work and by combining the targeted use of self, peer and teacher assessment with skilled verbal and written feedback in a continuous and formative process, pupils will make better learning gains.

### **Assessment for Learning:**

Assessment for Learning will form an integral part of every lesson. It builds confidence and self-esteem through establishing small steps for progress and by encouraging pupils to reflect on how, as well as what, they have learned. Assessment for Learning will inform future planning.

### **The expectation is that each lesson:**

- Uses explicit outcomes which frame learning within the bigger picture.
- Uses levelled learning outcomes as the reference point for teacher feedback and provides the framework through which pupils can evaluate their progress.
- Uses planned and quality questioning which incorporates reflection and promotes involvement.
- Involves constructive and informative oral feedback using language which models good practice to pupils.
- Uses well planned differentiation which allows every child to work at their level/grade.
- Provides increasing opportunities for peer and self-assessment.



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### **Maintenance Marking:**

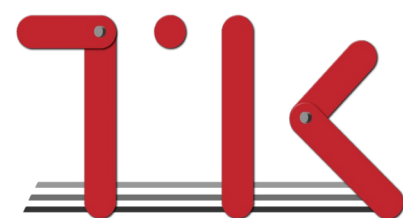
Pupils should feel that every piece of work is valued by the teacher. Written and verbal feedback is equally important in providing encouraging and constructive feedback to pupils. The focus of maintenance marking will be presentation and literacy alongside a specific departmental priority.

The expectation is that marking will take place regularly e.g. fortnightly (every 3 weeks for those classes seen once a week) and:

- Should value every activity which a pupil completes
- May happen during the lesson or by taking in books / folders
- May include verbal feedback for practical subjects
- Will be recorded in the teacher's mark book
- Uses 'Strive for 5' to promote improved literacy skills (see Appendix 1)
- Check that the rules of presentation have been used to promote consistent presentation of written work (posters are in every classroom)
- There will be one deep mark per week for each child
- Green comments will be used to identify positive feedback, this should be linked to learning objectives and/or writing target.
- Pink comments will be used to identify an area for development. Comments should be actionable and should be about learning objectives and or writing targets.
- All comments should be actioned by children in purple pen.
- Time will be built into lessons (usually the first 5 minutes) to respond to marking, children who may require additional support to achieve this will work 1:1 with a teacher or learning mentor.
- The deep dive mark should run in addition to the 'strive for 5'

### **Key Assessment Exercises**

Marking will be diagnostic and will support pupils in making progress. Pupils will be provided with opportunities to improve their work based on feedback. This will include built in opportunities for reflection and time for pupils to improve their work. Assessments can take a variety of forms which may include end of topic assessments or presentations.



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### **The expectation is that:**

A summative assessment is carried out each half term. Assessment criteria is shared with the pupils in advance Marking:

- Will provide pupils with an objective performance measure e.g. NC / GCSE sub grade – this enables the pupils to clearly see progress against their target grade.
- Will include a written comment on strengths in relation to the assessment criteria.
- Will include a written comment on how knowledge and understanding could be developed.
- Will identify misunderstandings and set clear curricular targets.
- Will mark for LITERACY using the Strive for 5 model.
- Pupils must have time to reflect on feedback identifying actions needed for improvement.
- An immediate follow up task may be set for the pupil to evidence reflection and demonstrate improvement e.g. practising spellings at the bottom of the page.
- Tracking documents and target logs will be used in books / folders so that pupils can record progress towards their target
- Outcomes will be recorded centrally in departmental databases enabling a holistic approach to targeted pupil intervention
- Peer and/or self-assessment should be marked in **purple**, staff marking should be completed in **green**.

Pupils will be rewarded for effort and attainment through marking and assessment in line with the whole academy Rewards Policy.

### **Quality Assurance**

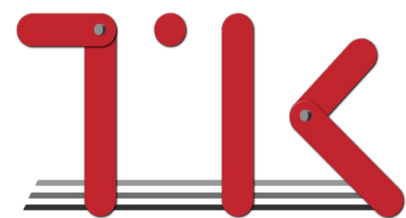
Quality Assurance will be used to ensure the consistent application of the policy and to share good practice. Regular learning scrutinises and moderation will form part of the cycle and time within the CPD cycle should be allocated for these activities.

### **MARKING FOR LITERACY**

Literacy is the responsibility of every single teacher, in every single classroom.

The expectation is that:

Literacy is explicitly taught in **EVERY** lesson



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Literacy concepts and key words are explained explicitly to pupils

Literacy is explicitly marked every time marking occurs in a pupil's book using **STRIVE FOR 5**.

**STRIVE FOR 5 (see Appendix 1)**

Every piece of marked work should be marked for at least one of the following literacy aspects.

Teaching and Marking for **LITERACY**

There are 5 aspects of 'literacy' that we all must explicitly teach and mark for:

1. Capital letters and full stops are used correctly. (For names, places, the start of sentences and personal pronouns).
2. Punctuation is used correctly (commas, speech marks, apostrophes, semi colons, colons and brackets).
3. High frequency and subject specific words are spelled correctly.
4. Connectives are used to link ideas and paragraphs.
5. Sentences make sense.

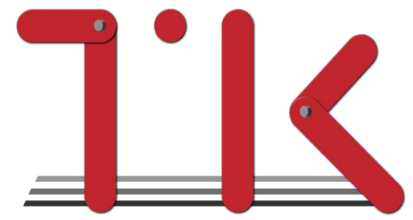
Every piece of Key Stage 3 work that is marked should be marked for at least one aspect of the **STRIVE FOR 5!**

The teacher must explicitly inform the pupils which aspects of **STRIVE FOR 5** are being taught and marked.

Very often a lesson will lend itself to the teaching and marking of a number of the strands of **STRIVE FOR 5**. For example, in a Maths or Art lesson, the use of 'connectives' (literacy 4) may not be appropriate to assess as pupils simply didn't have the opportunity during that particular piece of work, but capital letters and full stops, (literacy 1) punctuation (literacy 2) and that sentences make sense (literacy 5) would be.

It isn't necessary to identify every literacy error, just the first mistake. It is then the pupils' responsibility to find and rectify any further errors when they receive their work back. Time should be allocated for this when any marked worked is returned to the pupils (as per the whole school marking policy).

Staff should use literacy starters to 'teach' any aspects of literacy that pupils are not grasping.



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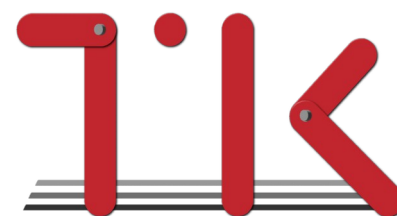
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For example, a starter on 'contraction apostrophes' (literacy 2) may be used in order to ensure pupils are improving their literacy skills or a starter on using effective and appropriate 'connectives' (literacy 4) to link ideas within and across paragraphs.

Marking for literacy in this way is not intended to detract staff from marking for the vital 'content' of their subjects. It is designed so that every teacher, in every subject, is teaching, looking for and marking the same aspects of literacy right across the curriculum. Pupils must take the responsibility to look carefully at their marked work and identify where marks have been achieved and where marks have been lost. They must then be given the skills (through explicitly taught literacy starters or explicit literacy tasks built into lessons) so that they can improve their work.

#### **Evaluation of 'Strive for 5'**

Heads of Department and their teams will conduct their own self-evaluation of how literacy is being explicitly taught and marked (using the whole school 'Strive for 5' and whole school marking policy) through work samples, learning walks, drop ins and formal observations.



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### Abbreviations:

The following abbreviations should be recorded, where appropriate, in margins:

#### Abbreviations

When marking pupils' work and providing feedback, all departments are expected to challenge errors in spelling, punctuation and grammar and to include, where appropriate, comments on pupils' literacy skills in their general feedback. It is not necessary to correct every literacy error with low ability pupils as this can be very demotivating. The teacher's professional judgement is called upon here. It may be appropriate to focus on a few subject-specific or high frequency spelling errors but ensure that these are followed up or corrected by the pupil.

The following abbreviations should be recorded, where appropriate, in margins:

SP	If a word is incorrectly spelt. The word should also be underlined, and pupils are expected to write out the correct spelling 3 times
//	To indicate a new paragraph is needed
P	To show incorrect use of punctuation or that punctuation is needed
C	If a capital letter is omitted or used inappropriately, the relevant letter should be circled
WW	To show the wrong word has been used in that context e.g. „their“ instead of „there“
LT	To indicate another Literacy Target needs to be re-visited. (Specify which one in margin.)

### Links with other policies

- Equal opportunities policy
- Access arrangements & Examinations
- Curriculum, Teaching & Learning Policy This policy will be reviewed annually.

**Reviewer:** James Docherty

**Date:** August 2024