

Marking Policy

Rationale

Marking is an integral part of assessment. At Values Academy we aim to provide a system of marking that is consistent and enhances learning by offering guidance on how work can be improved. We aim to mark positively to enhance confidence and self - esteem. Pupils are assisted in developing the skills of self reflection and evaluation of their work against the shared learning objectives.

Purposes of Marking

- To show pupils that their work is valued.
- To demonstrate an appreciation of the pupil's effort.
- Show understanding of improvements in the individual pupil's work.
- For pupils to know how well they have done and what they need to do next.
- To improve the pupil's confidence in reviewing their own work and setting future targets by indicating the next steps in learning. To be achieved by peer marking.
- To indicate how a piece of work can be improved against assessment criteria.
- To aid curriculum planning, identifying pupils who need additional work or more of a challenge.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels.
- Ensure set tasks have been carried out and completed.

Pupils work will be marked against:

Objective achieved.

Presentation correct, readable, layout and legible handwriting.

E- has an effort been made. This should be ticked even if the content is incorrect, if the pupil has made an effort to complete the task.

N – next steps for progression

	Description	Marking code/numbers to use
O	O bjective achieved	Y/ P /N (Yes, Partially, No)
P	P resentation correct, readable, layout and legible handwriting	1 - 5
E	E - has an effort been made (even if incorrect but complete)	1 - 5
N	N – next steps for progression	Written comment (<i>in a bright/strong colour that can be recognized easily by the reader as marking by the teacher</i>)

At the beginning of each lesson, pupils need to be given the opportunity to act on the next step they have been given in their previous marked work to enable them to use this to learn effectively.

	1	2	3	4	5
Presentation	Poor presentation, not readable, not laid out well, ripped pages etc. 😞	Below par - untidy work below the regular standard of pupil's work in their book. 😞	Reasonable piece of work presented in an equivalent manner to the pupil's normal work. 🖱️	Good work, well presented. Layout in the way requested by the teacher. 😊	Excellent piece of work – all presentation requests from teacher met and work presented in a clear and well laid out. Some of the best work in the book. 🙌
Effort	Little or no effort shown to either complete task or undertake the work set. (Colours given at the end of the lesson can mirror this mark)	Below normal effort. Tasks not attempted in the way the pupil will normally try to.	Average effort for that pupil. Most of the work complete to meet the lesson expectations.	Tasks completed well and effort in that work shown in comparison to other work in their book – showing a good effort in this task/lesson.	All tasks set for that pupil completed or extension tasks undertaken. Even if not all correct – staff will have noted the pupil's effort due to their individual needs/abilities.

All pupils will have a copy of the marking grid in their books and staff will introduce it in lessons or on an individual basis when giving verbal feedback. (Staff do not have to use 'smiley faces' it is just to give visual pupils a further representation of the marks.)

Each of our pupils have different needs – thus the marking in each book will reflect the level of work/presentation/effort for that pupil's abilities and should not be compared without consideration of this with other books.

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