



# MARKING AND USE OF BOOKS POLICY

Date: July 2016  
Next review: July 2017

*“Imagine what a difference it would make if all students knew what they were good at and knew what they needed to do to improve.”*

## **Rationale**

At Ark William Parker Academy we recognise that high quality marking will support the students in knowing what they need to do to improve their learning. It is the agreed expectation of the College that student books will be marked regularly. Good assessment for learning will provide the student with the pointers for improving their work and will ensure that the teacher can see that all work is appropriately challenging. Ensuring that students have time to respond to comments and providing opportunities for one to one dialogue within the lesson will support our school in ensuring that progress over time is rapid and sustainable.

## **Marking of students books**

- Core subjects should mark student work fortnightly
- Foundation subjects should mark work every three weeks
- In addition, there will be an assessed task each module/topic
- Students should receive verbal feedback on their work on a regular basis
- Work should be dated by the teacher at time of marking
- All books should be marked in red pen
- Marked work should be given the opportunity for student response and this should be monitored. The teacher should also check that the student is using the advice given
- All marking should follow the marking for literacy code (attached).
- Students should be given time (in the lesson) to respond to the feedback and note their improvement points in green pen
- These points should be monitored for improvements.

## **Types of marking**

The academy supports a mixture of written and verbal feedback. All written feedback is done in red pen, all responses from students in green pen

## **Deep marking**

- Deep marking should be focussed on a specific piece of work
- It should also incorporate the marking for literacy policy
- All deep marking must have:
  - **Strengths:** Positive comments which relate to the focus of the lesson, success criteria and are diagnostic, e.g. *You demonstrate a range of religious references in your writing.*
  - **Work On:** One area where the success criteria was not met or a suggestion/question to encourage further thinking, e.g. *Explain in detail the similarities and differences using religious vocabulary.*
  - **Do now:** An opportunity for students to respond directly to feedback given. A student's response could be a piece of writing or an improved performance, product or piece of artwork. All written responses should be made in a red pen. Possible written responses could include one or more of the following:
    - Writing out a correct spelling three times
    - Filling in gaps
    - Completing a part finished sentence
    - Correcting a paragraph
    - Adding to an answer using key terms provided
    - Answering additional questions
    - Choosing a paragraph to rewrite
    - Give an example
    - Attempt a new equation
    - Use a writing frame to improve an exam question.

- **Current working at grade:** This should be provided at key points in the learning process, e.g. modular assessments. All class teachers will ensure students complete the tracking sheet in exercise books/folders.

### **Roaming marking**

- Teacher actively marks a selection of books during the lesson as students work; offering challenging and targeted questions as they do this to develop learning.

### **Verbal feedback**

- Verbal feedback will happen on a regular basis. It will form part of the learning dialogue between student and teacher and will be planned for (at the teachers' discretion). Not all students will receive verbal feedback every lesson.

### **Peer marking**

- Students should have clear criteria for what they are assessing and how they should assess the work. They should understand the purpose of this type of assessment.

### **Marking homework**

All homework should be marked. Teachers should be creative in the ways that homework is set and consequently checked.

### **Praise for excellent work**

- Boys will be rewarded and recorded on the MIS for outstanding achievement and effort in classwork or homework
- Students enjoy praise and rewards and are motivated by them. They should be used at the teachers' discretion.

### **Monitoring and evaluation**

- Regular work scrutiny will take place and it is expected that the agreed marking protocols will be adhered to.
- The monitoring of this policy will be the responsibility of the AP for Teaching and Learning
- Heads of Faculty and Subject Leaders must ensure their areas support the Academy's marking policy
- Learning walks and work scrutiny are to be conducted by each department at least once per half-term according to the schedule
- The findings will be fed to back to staff (with praise/action for improvement)
- Evidence from learning walks and work scrutiny will form the basis of evaluative judgements made by Faculties, which will also inform Faculty Improvement Plans.
- The VP/AP will oversee the above process and provide opportunities for Middle Leaders to share and discuss their findings in Leadership Team meetings.

### **Trackers**

- Trackers should hold relevant information to support the teacher in developing a picture of progress and to identify where and what to intervene with
- The expectation is that tracker contains up to date data on each student, evidence of completed homework and assessment grades
- Trackers should be stored electronically on the public folder.

## Non-negotiables of the marking policy:

\*unless only 1 lesson per week when this will be 3 weekly (KS3 only: Music, Drama, Art, RS, Comp Sci)

	Action	How?	Why?
1	All core books are marked at least fortnightly, foundation subjects every three weeks	Deep marking	To ensure that students are clear on their areas of strength and that they know exactly what they need to do in order to
2	<b>Roaming marking:</b> teacher actively marks a selection of books as students work; challenging and targeted questions as they do this to develop learning	Rota to be drawn up by all teachers of groups to be done in lesson 1, 2 etc Teacher should be actively engaged with class at all points during lesson – providing 1:1 feedback, sometimes written, whilst students work. To get through whole class at least fortnightly*	Immediate conclusions drawn about where teaching needs to head based upon what seen in that group's marking
3	<b>Accuracy marking:</b> work should be marked for inaccuracy which includes literacy, numeracy and subject-based inaccuracy	Through detailed written marking for corrections; using the literacy symbols at the front of the book, correcting spellings and expecting the student to write the word accurately multiple times Correcting subject inaccuracy – ie not just underlining an error but giving the accurate response	Books are a strong learning aid for students; it is essential that all work is accurate for revision and review purposes
4	<b>Collaborative monitoring</b> which incorporates <b>high quality feedback; progress targets</b> will always be incorporated	Will be a combination of written (WF) and verbal feedback (VF). VF by teachers may be done to individuals or groups within a class as appropriate and will either direct something further to be done, expect a correction or ask a question. Affirmation, success and development must always be core components of this feedback. It must always be collaborative so WF should elicit a response that moves learning forward – perhaps by incorporating an instruction to do something further, for example.	Depts will use the method of feedback or combination which they believe has the greatest impact on standards for their subject. Feedback is meaningless unless it is dialogic with students and shows students how to progress further. It should expect that students will then do this – perhaps by setting out the instruction for the first part of the next lesson.
5	Departments need a <b>what next</b> for students who do not grasp the feedback	Dept monitoring of books should highlight the students for whom feedback is not achieving raised standards; action or intervention will be taken with these students.	This avoids underperformance becoming entrenched for a student.

## Marking for Literacy

Marking should take into account the use of English, particularly spelling, punctuation and grammar. Significant errors should be corrected. Errors should be clearly identified and one of the following symbols written in the margin:

//	New paragraph
sp	Spelling error
p	Punctuation error
g	Grammatical error
^	Word or letter(s) missing
t	Error with tenses
caps	Capital letter missing

## Use of Books

The academy believes that the work contained in student exercise books (or folders) is one of the best learning aids available to them. To this end, we use books in this way from Year 7 and expect our students to value their books highly, taking care of them, always presenting work in them to a high standard and ensuring that work is completed and valuable.

### Books may contain:

- Definitions presented by a teacher
- Diagrams, models and exemplar worked questions
- Worked questions done by the student as reinforcement
- Independent and extended work done by students
- Revision notes given by teacher/guidance
- Notes which are taken down by a student in class under the direction of a teacher

At the front of exercise books can be found targets and progress data, alongside presentation and marking rules and rules for the use of exercise books. The codings provided should be used by students at all times so that the nature/category of the work on any given page is clear at all times.

Work which is notes, definitions, exemplar questions etc as presented by the teacher will not be marked. Other work will be marked in accordance with our marking protocol below.

Whilst the academy encourages the use of published revision guides, the personalised work in exercise books is critical for our students to use for revision and review. Therefore, we expect work to be:

- Plentiful
- High standard
- Completed
- Display secure grasp of new learning and the ability to apply/show mastery

As books are a valuable learning aid, these will undoubtedly be used regularly in lessons and should contain a clear record of work coverage. This will be supported by unit overviews in all subjects that outline the learning to be covered lesson by lesson and the homework that accompanies this.

Because books are a valuable learning aid, all sheets used will be fastened in to books at the appropriate points throughout, as will all tests done.

Learning objectives at the academy are confined to one simple and clear objective, which will always be written in to exercise books by students unless the unit overview already contains this information or unless provided in another format by staff to be stuck in.

Successful books will show progress over time in a range of ways:

- Data at front of books compared to target grades
- ½ termly tests will be inserted throughout the book showing summative marking of progress at a given point
- The work in books will match the expectations of the unit overview sheets
- Dialogue between student and teacher will show improvement in skills (though bear in mind that 10/10 consistently does not show challenge – error and mistakes are a critical part of learning and gaining mastery)
- Inaccuracies marked will then be corrected and done correctly by students
- Work seen will evidence the fact that students have understood what they have been taught in the lesson

Appendix 1: Inside Front Book Cover

<b>Name:</b>				<b>AWP Target</b>		
<b>Tutor Group:</b>						
<b>Subject:</b>				<b>National Target</b>		
<b>Teacher:</b>						
	<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Test Score/ %</b>						
<b>Current Grade</b>						
<b>Teacher Prediction</b>						

<b>Test Score / %</b>	The number of marks or % you achieved on your cumulative test.
<b>Current Grade</b>	Based on tests and cumulative assessments.
<b>Teacher Prediction</b>	Most Likely Grade is the grade you are most likely to achieve at the end of KS4 given your current achievement and effort.

<b>Effort Grades</b>		<b>Marking Codes</b>	
<b>1</b>	Outstanding effort.	<b>^</b>	Word or letter(s) missing
<b>2</b>	Good effort.	<b>Sp.</b>	Spelling Error
<b>3</b>	Effort must be improved.	<b>//</b>	New paragraph needed
<b>4</b>	Effort is unsatisfactory.	<b>p</b>	Punctuation error
		<b>g</b>	Grammatical error
		<b>t</b>	Error with tenses
		<b>caps</b>	Capital letter missing

<b>Presentation Expectations</b>	
✓	Every page of your book should be as neat as your first page – otherwise you may be asked to re-write it in your own time.
✓	Blue or black pen should be used by the student to complete their main work.
✓	<b>H/W</b> or <b>C/W</b> should be written at the top left hand corner of each page.
✓	<b>Notes</b> should be written to indicate these are your notes and will not be marked.
✓	A learning objective should be written for every piece of work.
✓	There should be a date and title for every piece of work and this should be underlined with a ruler.
✓	There should be no graffiti or doodling in any work or on the front of any files.

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