



King's Lynn Academy

Knowledge, Leadership and Aspiration

Marking Policy

Issue Status: -

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September 2012	1			√
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Prepared:

Diane Scoles & Janet Wallace

Authors

Verified:

Craig Morrison

Principal

Approved:

David Pomfret

Chair of Governors

Introduction

Pupils are entitled to:

Regular marking and feedback that acknowledges their efforts and clearly shows them how they can make progress.

Staff are entitled to:

Have a reasonable workload that makes marking demands manageable yet facilitates effective assessment.

In responding to pupils' work, all marking must:

- acknowledge the positive aspects of the work and reinforce success (Wow comments);
- identify errors and provide constructive advice for improvement (How comments) – *see guidance below*
- show sensitivity to the needs and abilities of individual pupils;
- provide advice in language which can be understood by pupils;
- give feedback to pupils reasonably frequently and promptly;
- set clear follow-up tasks so that pupils can improve on their work (Now tasks)
- encourage dialogue between pupil and teacher;
- use the school code for spelling and punctuation errors:

Sp – Spelling
Np – New paragraph
P - Punctuation

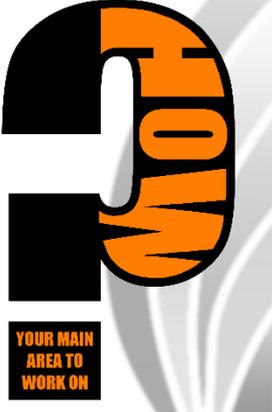
See guidance below

WOW, HOW, NOW

A key strand of marking and feedback is the Wow, How, Now three-part system.

As pupils will see in their classrooms on the posters displayed, the feedback 'panes' in their exercise books should be focused on the following:

	<p>Your teacher will make a positive comment on:</p> <ul style="list-style-type: none">-What you have done well-Where you have shown good understanding
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	<p>This is where your teacher will tell you how you could improve your work</p>
	<p>Now do this...</p> <p>Your teacher will set you a task to complete.</p> <p>This will be linked to your 'How' comment.</p> <p>Answer the 'Now' comment in red pen</p>

In responding to pupils' work, all Heads of Faculty must:

- ensure that 'Wow, How, Now' comments and tasks are used correctly in the appropriate spaces in books, following Academy guidelines;
- ensure that 'Wow, How, Now' stickers are used for formal assessments with summative grades;
- undertake regular moderation exercise to secure consistency in the use of grades and National Curriculum levels;
- ensure that staff in their department keep a record of pupils' marks in teachers' mark books or store records electronically;
- ensure that pupils in their department understand the relationship between the work they are doing and the National Curriculum attainment levels or GCSE grades.

Time scale for marking:

Marking of work in students' books should take place at least every three weeks and for core subjects every two weeks. We ask that this is done in purple ink so that it is easily identifiable. This type of marking will be in some depth. It should (if appropriate) include a National Curriculum level or grade. It will clearly highlight successes and areas for improvement. Pupils should be clearly told in writing what they have done well, where they have gone wrong and, specifically, how to improve. Follow-up 'Now do this' tasks should be set and students should respond in red ink. Focused diagnostic marking (when teachers particularly focus on a particular aspect of their subject or assessment objective) is recommended. In addition to the use of 'Wow, How, Now' T stickers, the awarding of, for example, praise postcards, smiley face stamps and Special Achievements is appropriate for this type of marking.

Guidance

It is the teacher's professional duty to use the Academy's agreed procedures, including 'Wow, How, Now' appropriately and intelligently, always keeping students' learning as their highest priority.

Marking for Literacy

All teachers should 'take responsibility for promoting high standards of literacy and the correct use of standard English, whatever (their) specialist subject.' (Teachers' Standards, DfE, 2011) This responsibility extends to the marking of spelling, punctuation and grammar, as well as the maintenance of high standards of presentation.

Without demoralising learners (by e.g. covering a piece of writing with red ink), teachers need to indicate that they are 'on the case' and insist on appropriate standards of presentation, spelling, punctuation etc. Marking should be in pencil. The intensity of correction needs to be varied according to the student's ability and the purpose of the writing. This is a professional judgement for the teacher. However some basic standards need to be invariably maintained.

Marking for Literacy Code

We ask that teachers adopt a specific code when annotating work for literacy. This is also printed in the front of each exercise book.

sp spelling

p punctuation

cp capital letter

np // new paragraph

? your sentence makes no sense

1. Presentation

Work should have an underlined title and the date should be written at the start of the work. The title should be appropriately capitalised and the date should be written in full (e.g. 1st October 2013) to the right of the page.

When writing for others to read, students should strive to make their **handwriting** 'neat, legible, clear and fluent' (as in KS2 NC assessments). It is for the teacher to judge when insufficient care has been taken - or when, on the other hand, a student has struggled to produce neat work but lacks the capacity to do so.

Faculties need to have (and insist on the use of) a 'house style' for tasks such as the labelling of diagrams, charts etc.

Appropriate action needs to be taken within the faculty to ensure that students' work that shows lack of effort and care is not accepted.

2. **Spelling**

It is every teacher's responsibility to teach spelling. This applies to both the basic vocabulary of English and the particular technical language of any subject. The draft list of spellings expected of Y6 pupils is attached. It is for faculties to identify the additional technical language which lies within their particular responsibility (e.g. *photosynthesis* in science or *glaciation* in geography).

When marking, teachers should identify errors in a sensible number (e.g. no more than 6 for an average ability student – and fewer for students who have dyslexia and dyspraxia) of words in any given piece of work, and take steps to help the student learn how to spell them correctly. (See attached *Spelling strategies* sheet.)

3. **Punctuation**

It is every teacher's responsibility to teach punctuation. Faculties need to have a clear idea of the punctuation requirements of the text types that they ask students to write. Teachers then need to point out to students how they expect punctuation to be used (e.g. a comma to separate items in a list) and mark accordingly.

4. **Grammar**

Ultimately it is every teacher's responsibility to teach grammar. Currently the primary onus sits with the English Faculty. However, the Academy needs to be moving steadily towards the time when all teachers correct lapses in written standard English. Given that it is probably unhelpful to correct every error in a piece of writing, some sensitive professional judgement should be applied when correcting student's use of written standard English. Teachers will, of course need to have sufficient grammatical understanding to be able to explain to students why a particular sentence is ungrammatical and to help them correct their usage.