



Sponsored by Academy Transformation Trust

Marking & Student Dialogue Policy

Adopted	March 2015
Date of Review	February 2016

*Inspire,
Aspire,
Achieve!*

"The growth and development of people is the highest calling of leadership".

Harvey S Firestone

Principles, Values and Entitlements

Marking is absolutely key to improving student achievement and ultimately their progress over time. Teachers need to provide clear, consistent and most importantly developmental feedback so that students are aware of where they are, where they need to go and how they are going to get there. This journey is the most important aspect of marking and as such should allow the student to plot their journey. Encouraging student dialogue is central to this and must be inclusive to any marking undertaken by teachers.

For consistency of approach, staff in all subject areas should ensure the following:

- Work is marked by the teacher **at least once every two weeks for Core subjects and once every three weeks for Foundation subjects.**
- All students' work is assessed, using a variety of approaches, including self and peer assessment, and using supportive, developmental comments designed to support progress. The teacher should also mark work that is assessed by the students or their peers.
- Positive comments should dominate, recognising students' achievement and building students' confidence.
- Negative comments should be worded carefully to avoid damaging students' self-esteem.
- Clear targets for improvement are set, in order that students know precisely the criteria for assessment of their tasks.
- Marking is personalised, detailed and helpful.

Formative Marking Strategy

There are three main types of written feedback that teachers can use and students can expect to see at Hathaway Academy:

- **Acknowledgment marking** – checking that the work has been completed and that there are no obvious mistakes that need correcting
- **Quality teacher marking** – developmental comments, a question to engage students in dialogue
- **Quality marking by students** – peer and self-assessment
- **Verbal feedback** – this is provided by teacher or students depending on the task

The frequency of each type of marking that is used will vary between subjects and key stages.

Acknowledgment Marking

Light touch marking – light touch marking can be completed by either the teacher or the student; teachers will use ticks, simple marks and/or corrections and brief attainment based comments, while students will develop the skills of peer and self-assessment.

Quality Teacher Marking

Deep marking that encompasses developmental comments aimed at helping students to understand the main purposes of their learning and thereby grasp what they need to do to improve. When receiving feedback, students should be able to see where they are, where they are going and how they are going to get there.

When quality marking a piece of student work, teachers will use the following framework:

S – Strengths

I – Improvements

T – Targets (Progress Question)

S – Student Response to Progress Question

Students should be given adequate time in class to respond to the progress question. This could be focused as:

DIRT – Dedicated Improvement and Reflection Time which could be built into lessons as a short five minute starter activity or as a longer activity within the lesson.

Quality Marking by Students

Opportunities should be built into schemes of work and lessons to allow for students to engage in both peer and self-assessment. There should be a clear and agreed set of success criteria so that students work within a supportive framework and safe environment.

All marking by teachers will be in green pen, peer assessment will be in blue pen and self-assessment will be in red pen.

Verbal feedback

Verbal feedback is a valuable form of formative feedback and is used more frequently by some teachers because of the nature of their subject. For example, in Technology, Art, Music, Drama and PE the most effective feedback is often verbal. Verbal feedback involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning aims/success criteria.

In written subjects such as English, Humanities, Maths, Science and MFL verbal feedback can also be used, especially when marking pair or group work.

Literacy Marking

All subjects are responsible for the teaching and marking of literacy, following the guidance of the Academy's Literacy Co-ordinator. This will include following the Academy's Literacy Marking Code.

Monitoring and Evaluation

The monitoring and evaluation of this policy will be the responsibility of all Middle Leaders and the ALT as follows:

- Middle Leaders will quality assure marking and student dialogue on a regular basis through lesson drop ins, lesson observations and work scrutinies.
- Middle Leaders will analyse work scrutiny data from their subject area and develop an action plan to support improvements.
- ALT will quality assure marking and student dialogue on a regular basis through lesson drop ins, lesson observations and work scrutinies.
- ALT will provide appropriate interventions for staff as and when necessary, including coaching programmes for all staff who require support.