



## Cranbury College Marking Policy

Our marking policy allows pupils to receive written feedback, which is clear and consistent and focuses on what has been done well and what can be improved, and gives teachers a clear understanding of the strengths and weaknesses of each of their pupils

**There are two tiers to the marking policy.**

### **Tier One-formative**

We have so few pupils that we should be able to provide feedback on all pieces of work although not necessarily in the same format. This should include acknowledgement of work completed as well pointing out areas for improvement. It is essential that pupils should be praised for their efforts; any lack of effort should also be highlighted.

- In order to prepare for the new National Curriculum, Spelling, Punctuation and Grammar - SPaG should be corrected and addressed as frequently as possible in all subjects. This does not mean that the pupils' work should be covered in red pen. It is far better to focus on a few mistakes, and give the pupils a chance to correct those, than to highlight every spelling mistake and grammatical error.
- In all subjects pupils should be encouraged to write out a few of their most frequent spelling errors and credit should be given for those who manage to write the words correctly in subsequent pieces of work. Literacy merits could be awarded for this.
- Pupils should be given green pens so that they can make any relevant corrections to their work, either before it is submitted or after it has been corrected by the teacher.
- Teachers should also provide an opportunity for pupils to respond to feedback. The way in which this is done should be at the teacher's discretion. A smiley face drawn by a pupil might be enough to show that he/she has read a teacher's comments or a simple stamp might be used. The dialogue between teacher and pupil is what is essential; how it happens is less important.

- All pupils should be encouraged to check their own work before submitting it.
- Peer marking can be encouraged in situations where staff feel that this will be of benefit to the pupils.

### Tier Two-summative

- Pupils should be assessed using Tier Two feedback at the end of every half term. These more formal assessments should relate to the assessment focuses addressed during a unit of work and be registered on the CLA tracker.
- Tier Two feedback should be given using a formal mark sheet, aligned to the adapted levels.
- Teachers should inform pupils of what needs to be done to improve their work. Simply providing an attainment level can, at times, be counterproductive for our pupils; it is much better to give a series of statements which show exactly what is required for progress to be made.
- Cover sheets should be stapled to the assessment task and recorded in a folder.

/	New sentence
//	New paragraph
sp	Spelling error
ws	Wrong spelling (their/there)
~~~~	Underlining an error
^	Missing word
gr	Grammar error
?	Doesn't make sense
⊖	Capital needed or misused/simple mathematical error made
P	Punctuation error
☑	Good
☑☑	Excellent
👁👁	Look again at something important you've missed
Vf	Verbal feedback given and a student written response is required-this can be as simple as signing their initials next to the comment
Students to rewrite spelling corrections three times	
Teachers will offer 'What went well...' and 'Next steps...' feedback	

Reviewed January 2016