

Effective Marking Teachers Guide



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

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Marking Strategy (Formative marking)

There are three main types of written feedback that teachers can use and students can expect to see. The frequency of each type that is used will vary between faculties and key stages. Agreed minimums should be clear in the marking policies of each faculty area.

1. *Acknowledgment marking – checking that the work has been completed and that there are no obvious mistakes that need correcting .*

2. *Quality teacher marking – two stars and a wish.*

3. *Quality marking by students -Peer and self assessment*

1. Acknowledgment marking.

Light touch/“tick and flick”/checking marking – in order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail. Light touch marking will develop the skills of peer and self assessment, and will stand along side whole class and teacher led marking of more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through the use of an **effort grade, ticks, simple marks or corrections (10/10) and/or brief attainment based comments**. Work could also be acknowledged using the whole school stamp to show that it has been checked for completion and correctness.

Checked by
your Teacher

2. Quality Teacher marking.

Paul Black from King’s College, London states that research has shown that grades/scores or grades/scores and a comment do not raise standards. Developmental comments alone raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to do to improve. However it will be necessary on key pieces of work to provide a level/grade e.g. summative assessment.

Faculty policies should indicate the frequency with which this should take place. Quality marking should use the “two stars and a wish” framework or two strengths and one next step. It should be laid out at the end of the piece of work as follows:

S – “Strength” or “Star” - positive comment which relates to the learning objectives /success criteria

S – “Strength” or “Star” second positive comment which relates to the learning objective / success criteria

W – “Wish” or “What next” one area where the success criteria was not met / or a suggestion /question to encourage further thinking.

The strengths and next steps should relate to the success criteria set for the piece of work given.



3. Peer and self assessment

This can be useful activity if done in an environment where students have been taught to do this in a safe environment. Students could be trained to use the SSW system against clear and agreed success criteria. Opportunities **should be** built into the scheme of work to allow for peer and self assessment. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This could be done in **GREEN** pen to highlight is as student marking and not teacher marking.

Verbal feedback. (Formative feedback)

Verbal feedback is a valuable form of formative feedback. Some faculties may use this type of feedback more frequently because of the nature of their subject. For example in design and technology, art, music and physical education the most effective feedback is often verbal. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria.



In written subjects such as English, Humanities, Maths etc verbal feedback may be identified as having taken place using the 'Whole school stamper' The importance of individual and whole class oral feedback is recognised but students themselves should record what feedback they have been given. This can be achieved quickly and simply by training students to write next to the stamp in their books.

Formative marking vs summative

Quality marking, acknowledgement and peer/self marking are examples of formative marking. They inform the teacher and pupil of learning progress, identify the next steps and how they can best be taken. It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging pupil attainment and therefore progress made at a given point in time.

Tracking and monitoring pupil progress

Students should have a tracking sheet where they are able to track their progress towards their targets (Yearly, termly etc). All pupils should have access to a tracking sheet. Students should be involved in tracking and monitoring their progress and should be guided by staff in keeping their tracker sheets up to date.

Marking for literacy

You will not expect to mark/correct every **punctuation and grammatical error** in every piece of writing. Neither will every spelling mistake need to be corrected. **NB: Some subjects may correct spellings that are subject specific rather than all spelling errors.** In the lower school, or for less able pupils, it will be necessary to write the correct version for the pupil. As pupils gain confidence and knowledge, they should be able to identify and correct their own mistakes.

Pupil involvement

You may ask students to check through their work to look for any obvious spelling, punctuation or grammatical mistakes and correct them or highlight them using the marking for literacy codes which are displayed below and will also be found in their planner.

Mark	Means....
Sp + underline	Try this spelling again
P	Punctuation error.
G	Grammatical error.
C	Find the missing or misplaced capital letters
//	New paragraph/Mark in where the paragraphs should be
✓ ✓	Exceptional point/use of language
?	Not clear. Rewrite this short section again to improve the expression.
FS	Write in full sentences.
Ex	Develop your explanation further using key vocabulary.
D	You need to add more detail. Add in the point you forgot to include.
WW	Wrong word e.g. being/being. Try and find and correct it.

It matters where the mark is:

- Next to the line-means you can find it in the line
- Against a vertical pen line means you can find it in the section
- At the end means it is a problem throughout

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Quality Assurance / Learning and Teaching AHT/AST. Subject leaders must ensure their faculty marking policy supports with the school policy and also with assessment policy.




Subject leaders undertake the work sampling of their subject in accordance with the whole school and faculty self evaluation cycle. The AHT will oversee the above process, provide opportunities for middle leaders to share and discuss practice. The findings will be fed back to staff with suggested action for improvement.

Policy Review

This policy will be reviewed annually by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

Marking champions will be involved in the continued trial and improvement of the strategy based on feedback from Faculty/department, best practice and develop innovative solutions.

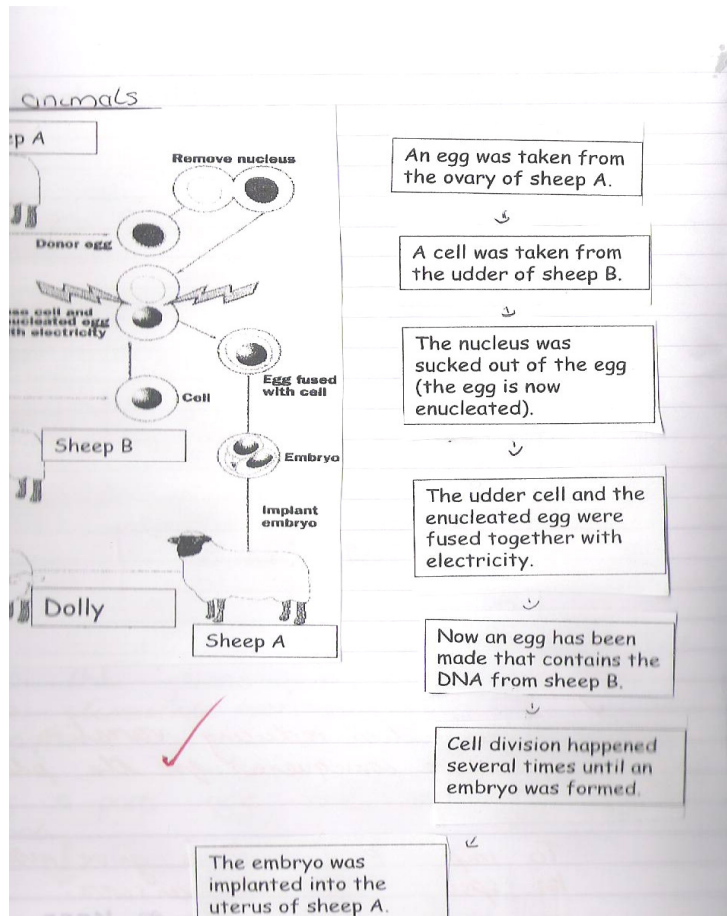
Summary- Formative written and verbal feedback

	Type of marking.	Stamp associated (Not all subject areas will utilise all stamps available)	What it looks like.	Frequency (Guideline will depend on the subject area)
1	Acknowledgment and checking		Work stamped using the whole school policy stamper. It means work has been checked for completion and correctness. (Simple checking and where necessary correcting mistakes) Teachers will acknowledge such work variously through the use of ticks, simple marks (10/10) or corrections and/or brief attainment based comments.	Every 1-3 pieces in written subjects
2	Quality teacher marking/written feedback		Two stars and a wish. This is detailed feedback which relates to how well students have met the learning objectives in classwork and homework. It gives them the next step in improving their work work. S - "Strength" or "Star" - positive comment which relates to the learning objectives /success criteria S - "Strength" or "Star" second positive comment which relates to the learning objective / success criteria W - "Wish" or "What next" one area where the success criteria was not met / or a suggestion /question to encourage further thinking. Pupils should have the opportunity to respond to the wish.	Every 4-8 pieces of work in written subjects.
3	Quality marking by the students		Opportunities should be built into the scheme of work to allow for peer and self assessment. Two stars and a wish. As above but done by students with support from clear criteria from the teacher. This should allow students to gain a better understanding of where they are, where you need to be and what they need to do to get there. This should be done in GREEN pen.	At least once per half term. This may be done orally in practical subjects.
4	Verbal feedback		There should be opportunities for effective verbal feedback. It involves frequent use of open and probing questions and an ongoing dialogue as work progresses towards the learning intention/success criteria. This may be identified on work using the stamp. This stamp could be used to indicate where you have already gone through answers in class. Or if all students have made a similar mistake, as a reminder for you to give verbal feedback in class and then get them to write down your comment.	Use as appropriate to support other forms of feedback

What the strategy looks like?

Acknowledgement marking

Below is an example from the Science Faculty



1. An enucleated egg cell is where the nucleus is sucked out of an egg cell. ✓
2. The baby would be a clone of Brad Pitt because the skin cell would have the 46 chromosomes. The egg doesn't carry chromosomes so is not to do with the egg donor. ✓✓
uterus
3. To make the baby grow we have to put the egg cell into the uterus so it can get nutrients and hormones so it will grow. ✓✓

Good answers -
Checked by your Teacher
EI

At the simplest the checked stamp will appear to acknowledge that the work has been satisfactorily completed by the student. There may also be simple corrections, marking for literacy or simple comments/questions/targets. **The checked stamp in some cases will replace the tick. Outstanding practice will see errors more thoroughly checked in some pieces of work.**

What the strategy looks like?

Quality teacher marking

Example 1: Science example, student responds to the target as part of the starter for the next lesson. The student's comment is in green

which caused the freezing. The dead plants at the bottom of the water caused acidic reactions. ^{the river to become} acidic.

The ~~the~~ calcium carbonate in the chalk would be affected by the acid which ^{could be} caused the chalk to crumble. ✓

AFS 3 Analysing evidence

- ★ Well done because your conclusions refer correctly to the evidence!
- ★ You have used science accurately.
- 🔨 Try to add further explanation + key words, and explain how you know your conclusion is valid.

Level 6b.

There is no acid in the Japan river water because there was no reaction to the tests. This proves it is the effect of the pH on the rock causing the weathering.

★ YOU'RE A STAR

At the simplest the star, star wish allows staff to focus on the positives and suggest an area for improvement. In the best practice around school the comments should be directly related to objectives /success criteria. The work may be levelled as per Faculty curriculum guidelines.

Outstanding feedback would also include clear evidence of students responding to the targets/questions/wish.

because Gas pipes burst and don't houses were burnt down and it died by being burnt alive. Even if ambulances

Example 2: Humanities example, teacher poses a question as a target to encourage a response

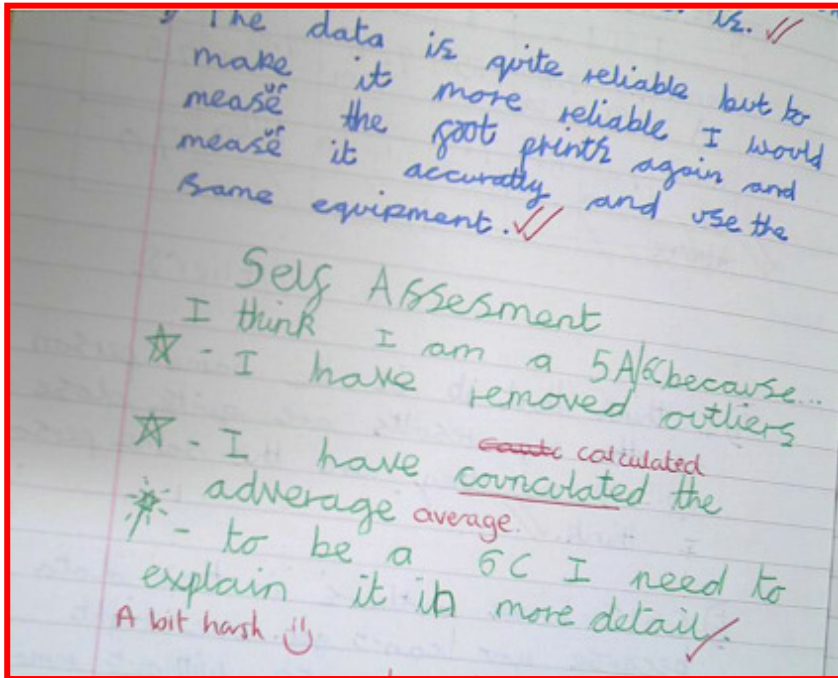
L4B ★ You have explained why Mrs. Endo died, using many reasons.

L4B ★ You have used specific facts as evidence ("36 hours")

🔨 How would key terms help improve your answer?

What the strategy looks like?

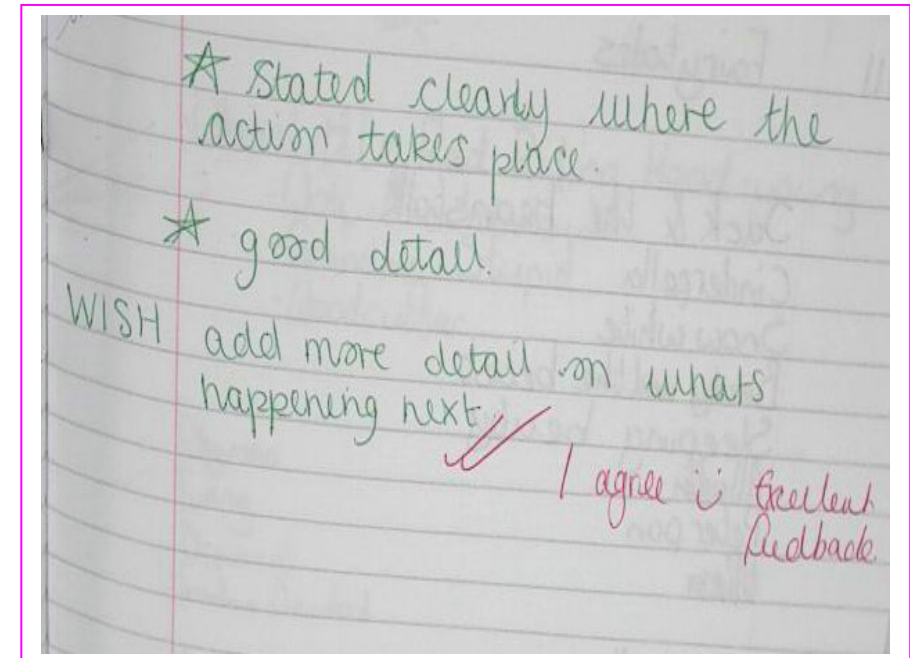
Quality student marking



Example 1: Science linked to APP criteria in lesson (Year 7)

In some **outstanding examples** it is clear that students are being trained to use the SSW system against clear and agreed success criteria. This **could** be done in **GREEN** pen to highlight is as student marking and not teacher marking.

In good and satisfactory examples students may have corrected/checked work or written targets.

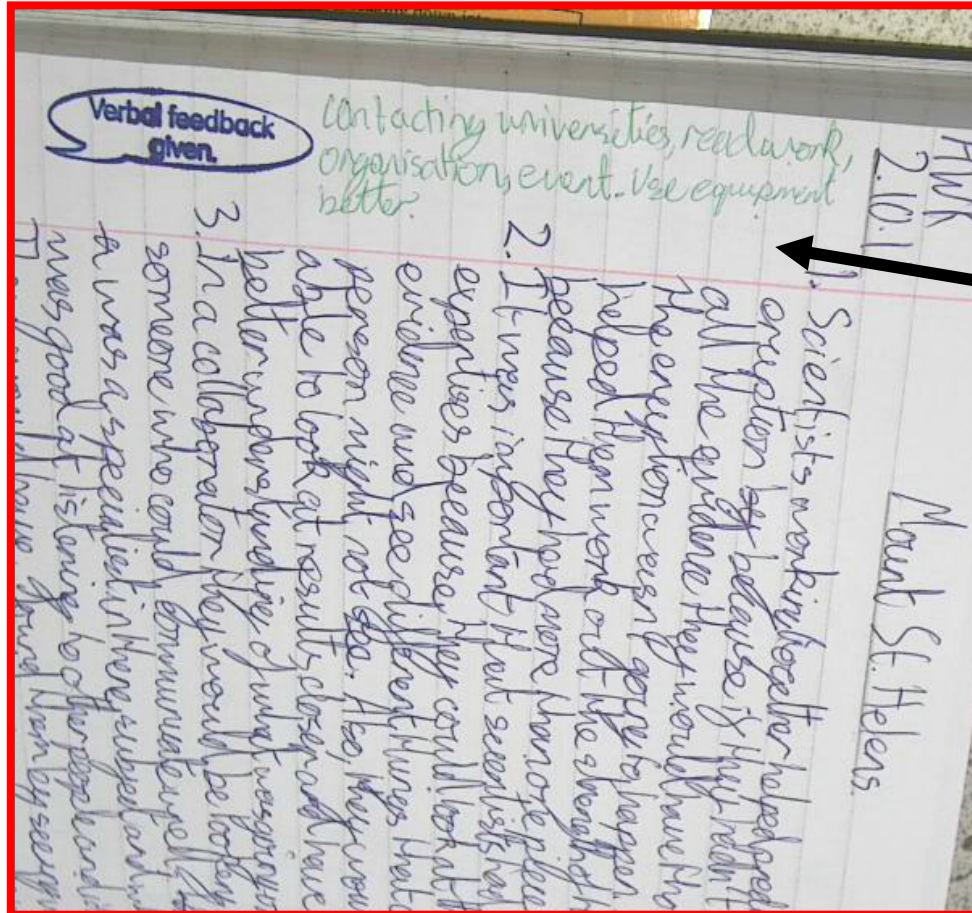


Example 2: English (Year 9)

What the strategy looks like?

Verbal feedback (Recording it has happened)

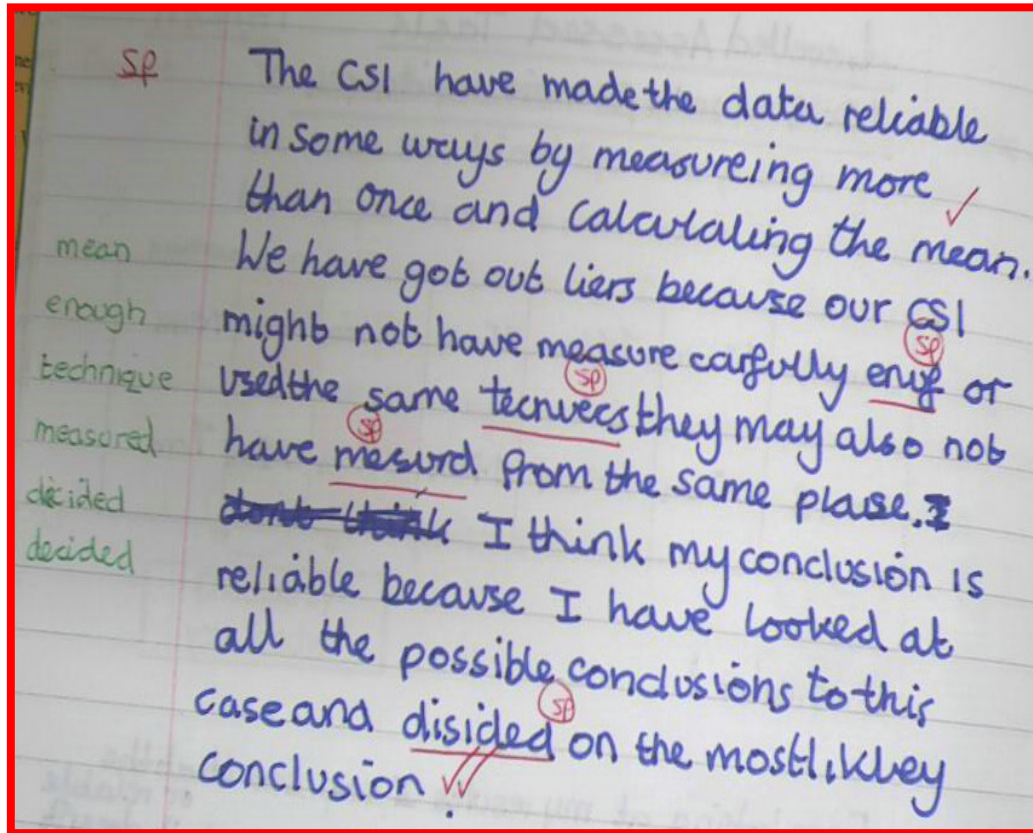
Often it is difficult to evidence when verbal feedback has happened in a lesson. Where verbal feedback has been given in the lesson, this may be acknowledged using the feedback stamp. In good examples students will have recorded the feedback and in outstanding examples it should be clear that students have acted upon the advice.



The example on the left was verbal feedback given for a homework piece. All students had made a similar error, rather than writing this correction on all students work, this formed the starter for the next lesson. Students recorded the feedback next to the stamp.

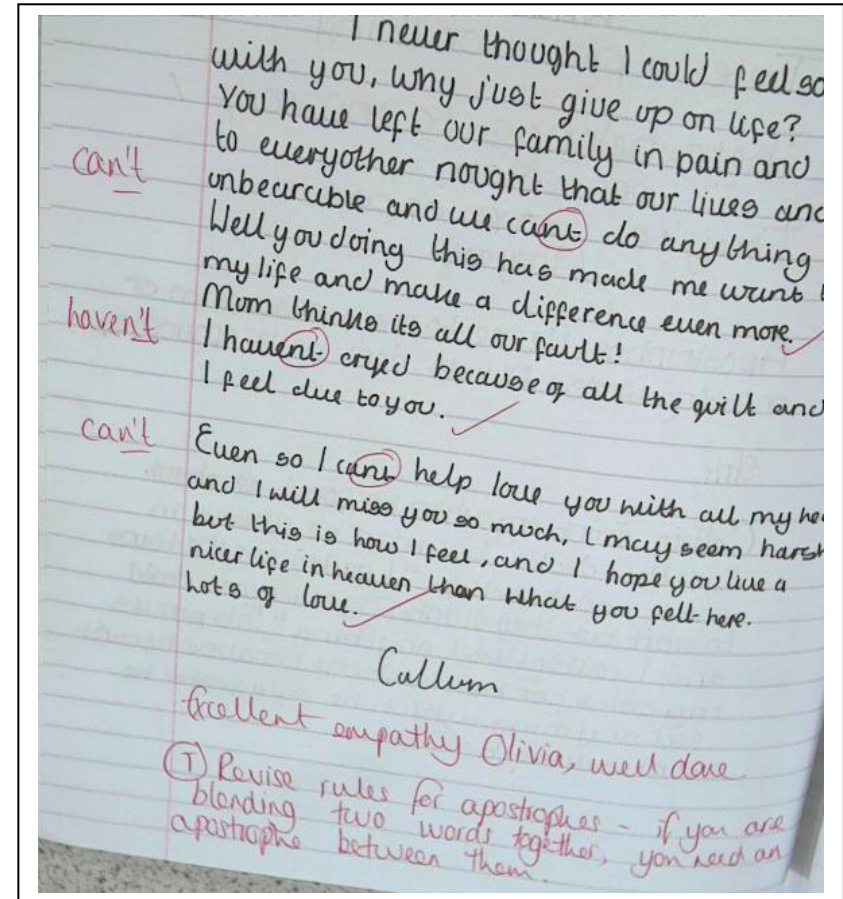
What the strategy looks like?

Verbal feedback (Recording it has happened)



Example 1: Student has found out the correct versions of the spelling errors and corrected these independent of the teacher.

Literacy is tackled using the whole school literacy codes and correcting subject specific spellings. In outstanding examples students have been given the time to look back at the codes and correct their work. There may also be targets related directly to literacy.



Example 2: Teacher has focused on apostrophes and corrected these only in the work of the student

Work sampling 2011-2012 Success criteria

F1 Marking for Literacy

- Do students receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)?

F2 Frequency of Marking/Feedback

- Are there examples of work marked in detail within an appropriate period of time?

F3 Monitoring of progress

- Are pupils able to track their progress towards their targets (yearly, termly etc)?
- Do pupils have access to a tracking sheet with targets and summative assessment data?
- Are staff and students using the tracking sheets effectively? Are these kept up to date?
- Is there evidence that individual pieces of work are levelled and graded accurately?#DIV/0!

F4 Quality of written feedback

- Do students receive good quality written feedback based on AfL/APP/National Curriculum and other awarding bodies' criteria?
- Is the feedback constructive?
- Are students praised for what is good in their work?
- Do students have an opportunity to respond to the feedback/targets?
- Are students directed towards extra support/extension?

F5 Verbal feedback

- Is there evidence of verbal feedback?
- Is there evidence students record/respond to verbal feedback?

F6 Peer and self assessment

- Are pupils trained how to accurately assess each other's work and their own work and provide fair and helpful feedback.
- Is there evidence of there being planned opportunities for pupils to assess their own work and each other's work within schemes of work.

F7 Homework

- Is homework evident?
- Do homework tasks show consolidation/or extension of the students' learning?
- Is there evidence that homework shows planning/preparation for future lessons (particularly in post-16)?

F8 Presentation

- Do students take pride in what they are learning and recording?
- Is poor presentation and organisation tackled appropriately?

Hayley Thompson Science AST

Focus	Satisfactory	Good	Outstanding
F1	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon sensitively . There may be some evidence of the use of the school's Marking for Literacy guidelines.	Marking for Literacy is clearly evident in work. There is some evidence of the use of the school's Marking for Literacy guidelines and subject-specific vocabulary is acknowledged and rewarded .	Marking for Literacy is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged and rewarded effectively . There is evidence of students acting upon teachers' comments.
F2	Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail (see F4) within the agreed period of time.
F3	There is some evidence of completion of tracker sheets by staff and/or students on a half termly basis.	Tracker sheets are completed fully up to that given point and students are also aware of target levels. There is some evidence that the work marked matches the data in the tracker sheets.	Tracker sheets are completed fully and there are several examples of marked word that match the data in the tracker sheets.
F4	There are examples of written feedback which also include praise and suggest areas for improvement .	Feedback takes into account level descriptors from the awarding body and it is written in a clear and constructive manner. Students are praised for their work and are challenged where work is deemed inadequate. Selected pieces of work have an attitudinal grade .	Feedback takes into account level descriptors from the awarding body and is written in a clear and constructive manner. There is evidence of students acting on feedback . There is evidence that students clearly know where to go in their next stage of learning . Selected pieces of work have an attitudinal grade .
F5	Verbal feedback is evidenced in students' work (through the stamp)	Verbal feedback is evidenced in students' work and there is evidence that students respond to the verbal feedback.	Verbal feedback is evidenced in students' work and there is evidence that students respond to the verbal feedback. There is evidence that students clearly know where to go in their next stage of learning as a result of verbal feedback .
F6	Peer- and self assessment are evident in students' work.	Peer- and self assessment are evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning .	Peer- and self assessment are evident in students' work and as a result, students can evidence that they clearly know where to go in their next stage of learning . Students are able to evidence that they respond to the peer's feedback
F7	Homework is evident and is highlighted as such	Homework is evident and is highlighted as such. Homework is marked in the same manner as other pieces of work (see F4).	Homework is evident and marked in the same manner as other pieces of work (see F4). Homework is seen as an extension of learning and simply not a 'bolt-on' task.
F8	Presentation and organisation are rewarded/challenged .	Presentation and organisation are rewarded/challenged and there is evidence that work improves , where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves , where presentation and organisation were previously inadequate. Students go out of their way to ensure that they take pride in what they are learning.