



Redbridge Alternative Provision

# Marking Policy

Written by

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## Introduction

At RAP, we believe that assessment is critical for student progress.

All teachers regularly assess the learning and progress of their students in both a formative and summative manner. A key component of assessment is the marking of students' work.

The process of assessment should enable teachers to make decisions about the progress of their students and respond accordingly. Marking should celebrate and praise progress and include clear targets for improvement and / or indicate new skills that need to be developed.

## Guidelines

1. The marking of work can be divided into one of two categories:

(a) Formal

(b) Informal

Generally, 'Formal' marking should consist of GCSE grades at KS4 and progress towards GCSE targets and at KS3. These should be linked to the skills displayed throughout work at KS3 or GCSE assessment criteria at KS4. This is known as summative assessment. These should be accompanied by a Green sticker and submitted towards the next 'Data Drop'.

'Informal' pieces need only be accompanied by formative comments which should guide the student towards improvements/making continued progress.

2. Either way, all work must have a formative comment which, as stated in the introduction, praises success and indicates areas for further improvement. Targets for improvement must be linked to assessment criteria. Therefore, comments such as 'write more clearly' or 'make more effort' are not sufficient on their own. A good example of formative assessment would be: EBI= 'to move to the next level, you need to consider where the source is from and how this affects its utility', or EBI= 'Show the working in the equation to gain full marks'.

3. Formative assessment should begin with a personalised, positive comment that pinpoints success in meeting the criteria. For example, WWW= 'Jonny, I very much like the way you have included key terms and analysed the reason for the success of this experiment', or WWW= 'Fatima, you have demonstrated a good knowledge of the key features of a volcano'.

A good strategy in achieving clarity in marking is to use a shorthand system such as WWW (What went well) and EBI (Even better if...).

4. Marking must be in a colour that is different to student work.

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5. All teachers must use the school's literacy marking strategy that helps students improve their written communication and literacy skills. The very basic requirement for all teachers is to highlight **all** spelling and punctuation mistakes. A spelling mistake must be underlined and marked **S**, whereas a punctuation error must be circled and marked **P**. However, given the importance of a cross curricular approach to Literacy, it is good practice to address errors in spelling, punctuation, grammar and paragraphing. The following key should be employed:

<b>S</b>	Spelling mistake
<b>P</b>	Punctuation mistake – either punctuation has been omitted, or has been used incorrectly
<b>??</b>	Does not make sense/is not clear
<b>//</b>	Start a new paragraph
<b>^</b>	A word or sentence is missing
<b>C</b>	Capital letter is needed

6. On returning assessed work, ensure students are given time to complete the relevant section of the Green sticker with the evidence that the student has read, understood and responded to teacher feedback.

7. Work must be returned if it represents a significant lack of effort, and students will be expected to resubmit the work, although the original mark must still stand. An additional mark may be added to the data but must not replace the original mark.

8. RAP encourages the use of Peer and Self-Assessment where appropriate. This must be connected with clear assessment or success criteria.

9. Students' work must be marked regularly - at least three times every half term (approximately once every two weeks) - and formal marks entered into the school assessment programme Arbor, at each 'Data Drop'.