# Sheridan School

# Marking Procedure

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# MARKING PROCEDURE

## Philosophy

At Sheridan School we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform students individually of their achievements, address misconceptions and celebrate good work.  The responses to students' work should focus on successes and areas of development against learning outcomes and success criteria, enabling students to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

## Reasons for Marking
- To recognise, encourage and reward students' efforts and celebrate successes with them.
- To provide a dialogue between teacher and student which provides clear, appropriate feedback, referring to the learning outcomes and/or success criteria.
- To further develop students' confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help students to develop an understanding of the standards they need to reach to achieve.
- To identify students who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning outcomes and standards across the school
- To involve parents/carers in reviewing their child's progress and to help in reporting to parents/carers.
- To aid curriculum planning


## Marking and feedback should:
- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded (see marking code).
- Respond to individual learning needs.
- Indicate to what extent the learning outcome has been met
- Be related specifically to the agreed learning outcomes or success criteria (the success criteria should be generated by students wherever possible).
- Give students regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the student's achievement and their effort.
- Encourage and motivate students through realistic comments.
- Highlight what the next area for learning should be.
- Show students that their work is valued.
- Be used to inform the teacher's short- and medium-term planning for the next steps.
- Show evidence of student's self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the students.

**Organisation**

- Wherever possible, the first few minutes of every lesson should be spent with the students reviewing any marking and responding to their questions.
- Where possible, students should be encouraged to self-mark using purple pen.
- Work should be set, particularly in maths and English, so that time can be allowed to go through and mark as a class (when appropriate). Student's involvement in Assessment for Learning deepens their knowledge and understanding.
- LSAs should be encouraged to use written feedback for the individuals / small groups they work with.
- Distance marking (i.e. marking completed away from the child) should be accessible to students and teachers need to make sure that students can read and understand it.
- Students should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made.

**Expectations**

Not all pieces of work need to be 'quality marked' using a marking sticker. Teachers need to decide whether work will be acknowledged or given detailed attention.

Marking should focus first and foremost on the success criteria for the learning outcome. The emphasis should be on the success against the learning outcome and improvements needed against that learning outcome and/or student targets.

All work should be marked up-to-date so that feedback is timely and effective. The expectation is for this to be weekly.

**Self-marking**

Wherever possible, students should engage in self-marking or annotating of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson. Students should be actively involved in discussing and generating the success criteria for their learning. Students should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in everyday practice. Within lessons, students should be given time to reflect on their learning and identify their own successes and look for improvement points.

**Primary Expectations**

The reasons for marking, feedback and organisation as outlined above also apply to the Primary setting.
Specifics to primary are:

- Primary staff will identify the starter activity used to activate prior learning and an exit ticket showing an independent assessment task linked to the learning objective.
- Staff will mark in green pen in accordance with the mark scheme outlined below.
- Students should be encouraged to self-mark using a purple pen.
- Students should be encouraged to self-assess at the end of every lesson using a smiley face stamp to show their own understanding of the learning objective set.

**Book expectations, marking codes and stickers**



**Exercise Book Expectations**

**Aspris Education**

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TAKE PRIDE IN YOUR WORK

1. Date and learning objective.
2. Starter (Retrieval practice).
3. Main – 'I do' 'We do' 'You do' Model from The Sheridan Way.
4. Mark student work in green pen. Peer marking and corrections in purple pen.
5. Worksheets glued flat into books.
6. Use black or blue pens. Mistakes should be crossed out with one line.
7. Colours and highlighters allowed. Graphs and drawings in pencil.
8. Exit – Sum up learning.

TAKE PRIDE IN YOUR WORK

Teachers will mark all books in accordance with a specific mark scheme using symbols to demonstrate the level of support given during a task and a grading linked to achievement.

Learning Objective I need to look at this again

Learning Objective I may need some more practise

Learning Objective I understand this well

**G** I had guidance with my work

**I** I worked by myself

**VF** My teacher spoke to me about my work

Literacy Codes

Secondary                                                                Primary

| Symbol | Meaning of symbol |
|--------|-------------------|
| © | Capital letter needed |
| Sp. | Spelling error |
|  |  |
| P | Punctuation mistake |
| // | New paragraph |
| _ _ _ _ _ _ | Poor sentence structure or grammatical error |
| V | Incorrect vocabulary choice |

| | |
|---|---|
| C | I missed a capital letter |
| P | I made a punctuation error |
| Sp | I misspelt a word |

**Marking Stickers**

Marking stickers will be used in all books to ensure consistency across secondary subjects and allow for clear, concise feedback. These will be used weekly by teachers and pupils will then set a target based on the teacher feedback. English and Math subject leads have developed their own specific marking stickers aligned with assessment and reporting.

What Went Well
➢

Even Better If
➢

I rate my work      /5
Next time I will …

These will be used at the end of topics only in primary.

Sheridan School 2024/25