

# Marking Policy September 2024



Ratified by the Trustee: 30 August 2024  
Signed by the Trustee: 30 August 2024

To be reviewed: 01 September 2026

## Introduction

Feedback is crucial to assessment both for teachers and for pupils. When applied well it is a strong convention that allows teachers to ascertain how much progress their students have made from their starting points. It creates opportunity to relevantly provide appropriate advice regarding the next steps required in their pupils' learning. It directs students clearly on how to improve understanding what they need to do going forward. Our school has a discretionary policy, only demanding that marking is meaningful, timely and developmental. The primary directive is that feedback should be verbal paired with a stamp and statement of acknowledgement by practitioner and associated student. The school also recognises the varying needs across different subjects.

## The Wellbeing of our teachers: Marking policy core declaration

With the wellbeing of teachers being at the forefront of our work systems, this policy operates around the statement, "no teacher is allowed to take books home to mark". As such, the policy revolves around a pro-active system, with teachers being instructed to mark-as-they-teach, minimising the amount of work collected to be marked during PPA allocations.

## Why verbal feedback?

Through years of research, study, observation, discussions, DUIS has established *verbal feedback* and *associated acknowledgement/response* as the most effective system of feedback. Reasons for such a decision includes:

- a) verbal feedback is *direct and immediately received*, whilst written feedback is subject to pupil willingness, where most pupils simply acknowledged existence of marking, neglecting its content;
- b) furthermore, it was found that *verbal feedback* was considered more 'personal', 'relevant' and straightforward whilst written feedback felt 'enforced' – agreed upon by pupils and teachers
- c) having a pupil in proximity whilst providing feedback has been regarded as more impactful by allowing teachers to gauge reactions and manage advice circumstantially, emotionally intelligently and accordingly
- d) verbal feedback eliminated the occasional confusion associated with written feedback, allowing pupils the immediate opportunity to question feedback and ascertain certainty
- e) lower stress-levels associated with excessive hours of book-marking is an apparent benefit

## Expectations of the teacher

*Further details identified in CODE OF CONDUCT.*

- Google-Classroom – students will gain limitless access to resources and slides; the tool can further be used to provide further opportunities for learning, homework and catch-up material
- Learning needs to be supported through feedback:
- Teachers may provide **verbal feedback** accompanying it with a 'Verbal Feedback Given' (*VFG*) *stamp* or *symbol* with the insistence and/or system of pupils accounting feedback using a **purple pen**
- **Self-evaluation, and peer-to-peer marking** is highly encouraged and requires utilisation of a **purple pen**
- **Where teachers choose to offer written feedback, it should be written in green**
- Feedback should be conducive, subject-specific, developmental and correlate with objectives and tasks
- Written feedback *may* be provided as a substitute for verbal feedback but must demonstrate acknowledgement of understanding from pupils using a **purple pen**
- Alternatively, teachers reserve the right to utilise written feedback as an additional means of **feedback**

## Marking (Learning Policy):

At our school, we have agreed and finalised our marking code.

1. Teachers must have a **secure overview** of the starting points, progress and context of all pupils they teach.
2. Marking must be primarily **formative**, may be selective, and is clear about what students must act upon
3. Following assignment of work or other activities in the class, teachers are expected to use visit pupils as they work, giving them relevant feedback


### Marking (Summary)

1. Verbal Feedback (identified with a green **Verbal Feedback Given stamp** or **VFG** written) should be completed according to *the subject-to-marking ratio*
2. Pupils are required to write down feedback using a **purple pen**
3. Written feedback is optional and can be given either through Google Classroom or in pupils' books (or other work formats)
4. Where feedback is written into pupils' books, it should be completed using a **green pen**
5. **Subject-specific** marking strategies vary and, in some cases, override aforementioned regulations of marking (they will, in most cases, combine the general policy with the subject-specific)

### Subject-specific breakdown

1. **English Ks4:** [*Coursebooks*] Through a codified system, students are given a score for select tasks in their coursebooks (CB1-3 / EB1-2), that align with GCSE-related assessment-objectives. Students will use these levels/scores to develop a deepened understanding of mark expectations.
2. **Science:** Revolving around live, verbal, feedback, recorded with purple pens by students, science is highly reliant on assessment and peer-assessments; aiming for a weekly test, students engage in unit tests as part of retrieval and practice to determine weaknesses and capitalise on strengths. Each test leads to relevant target-setting.
3. **Maths:** Pupils receive instant feedback through MyMaths, allowing them to reattempt tasks and consolidate their understanding. This attempt-feedback-reattempt loop is crucial in deepening their grasp of mathematical concepts. Feedback is also provided through exams and class tests, with regular topic tests used to assess progress. Misconceptions are carefully highlighted when marking tasks, allowing teachers to address common errors and guide students toward a clearer understanding.
4. **Islamiyat and RS:** [*Coursebooks*] Marking involves a pairing of the standard policy (as aforementioned), paired with a score relevant to the GCSE assessment-objectives. The coursebooks have identified areas of work that need to be marked, which will be paired with teacher feedback.

## Marking Code\*

SP	Spelling Error
P	Punctuation needed or punctuation incorrect
//	New paragraph required
√√	Very Good response
√	Valid response
GR	Poor sentence construction/flaws in grammar
'SL	Slang word/phrase OR non-standard
T	Target
EXP	Re-writing needed to improve the expression
-	Missing information/word/letter
?	Query (e.g., I am not sure of your point)
VFG / 	Verbal feedback given

## Presentation & Marking Guideline

***Clear expectations need to exist regarding presentation. All staff should focus on these areas:***

- Margin with a ruler (if needed)
- Underlining / drawing is carried out using a pencil
- Date – Islamic precedes the compulsory Gregorian date (if written)
- Title - underlined
- Lesson Objective(s)
- Previous work ruled off (where necessary)
- An insistence on correct use of grammar, punctuation and spelling (using the Marking Code\*)
- One line ~~through~~ mistakes
- Draft work titled as **draft**
- Blue or black ball-point pen to be used
- No graffiti on covers or in books