Aberdare Community School
Ysgol Gymunedol Aberdâr

Marking Policy

Date Adopted	18th May 2022
Signature of Headteacher	
Signature of Chair of Governors	
Date to be reviewed	May 2023

Effective marking is an essential part of the education process and its primary aim is driving progress and anything that does not contribute towards learner progress should be removed.

For marking to be *effective* it needs to be:

✓ Meaningful

- The quality of marking rather than the quantity to be improved with less number of pieces of work to be marked but in greater detail. As a guide, at least 4 pieces of assessment to be 'deep marked' in an academic year with a focus on formative feedback which will directly benefit learner progress. This should be more for core subjects.
- Effective formative feedback identifies the strengths and weaknesses of a learners' work and outlines steps of improvement by referring to the success criteria and the learning objectives.
- Effective feedback is that which is detailed and is delivered swiftly to the learners as with less marking, teachers need to ensure that books are marked promptly after a main piece of work has been completed in order to have impact on progress.
- Feedback can be far more effective given part-way through a task or assessment, rather than at the end of a piece of work; the half-time team talk instead of the post-match analysis.

✓ Manageable

- Teachers are expected to 'deep mark' (mark in great detail) for the 4 formal assessments at KS3 and KS4 during the academic year. Apart from those 4 assessments, teachers are not expected to mark the books of learners other than to identify the first 5 literacy mistakes on any extended writing of half a page or more. Again, these are to be highlighted using the school's marking code (see Appendix 1) for learners to correct.

- Apart from assessments, books are the ownership of the learners and should be marked through self and peer reflection by using a range of strategies, including the school marking code and the consistent use of WWW/EBI.

- Formal assessments do not need to be completed to match the timing of interim reports, although teachers are expected to have evidence to support their judgements at the required data drops.

- ✓ Motivating

- Grades or levels to be used during the final process at KS3, to remove the learners' preoccupation with grades over formative teacher comments. Teachers to make formative comments when marking books as this is the real factor in helping learners achieve progress and grades or levels when needed on final pieces of work or when appropriate.

- 'Deep marking' to include questions being used by the teacher to prompt further thought on behalf of the learner. Learner dialogue is to be used to engage the learner in self-reflection and critical thinking. Literacy mistakes and common misconceptions should not be corrected but highlighted by the school marking code for learners to correct (see Appendix 1).

- Time is devoted to learners having the opportunity to reflect on feedback and analyse the targets set to help them progress through Dedicated Improvement Reflection Time (DIRT).

- The 'Core Feedback Sheet' to remain a feature of marking as it is an important tool in the reflective process of guiding learners with what they are doing well and also how to improve on their work. However, departments are able to adapt this sheet to best suit their subject area.

- Learners trained to give meaningful feedback based on fully understanding the success criteria and the learning outcomes of tasks set. Departments would need to develop marking grids that incorporate the success criteria that can be easily accessed by the learners written in their 'own language'.

Marking Codes

All of your teachers are here to help you improve your reading, writing and speaking skills. When marking your work, your teachers will all use the following marking code, along with specific feedback on how you can improve. Remember literacy really is for life!

Sp	Spelling Mistake
CL	Capital Letters
P	Punctuation Error
T	Wrong Tense
Exp	Think about your expression, does it make sense?
Gr	Grammatical Error
NP	New Paragraph
M	Mutation Error