



Making a Difference

Phoenix Park Academy



Marking Policy



WELLSPRING
ACADEMY TRUST

We Make A Difference

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At Phoenix Park and Sevenhills Academies, we believe that providing marked work and feedback should be done in a way that it improves learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

1. Aims

- At Phoenix Park and Sevenhills we value each pupil as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards in progress and presentation by encouraging pupils to give their best and improve on their last piece of work.
- Develop pupil's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

2. Principles of Marking and Feedback

We believe that regular marking and feedback should provide a means to:

- Communicate regularly with pupils about their individual progress.
- Inform the pupil's next steps in learning.
- Assist pupils by setting clear targets to focus on aspects on their work which require further development.
- Provide teachers with feedback to inform future planning.
- Evaluate quality of teaching and learning.
- Encourage reflection and self-improvement.
- Develop clarity of purpose.

3. Verbal Feedback

Research indicates that verbal feedback can be the most powerful form of feedback when applied immediately. Immediate verbal feedback can point out successes and areas for development against objectives and success criteria. Particularly for our pupils, verbal feedback may give reassurance that they are on track to succeed and highlights support needed to consolidate understanding.

4. Written Feedback

- **Self-Assessment** – Pupils are expected to self-assess their work and reflect on targets and questions posed, which relates to their learning. Pupils will be expected to 'traffic light' their work to assess their understanding and confidence of the content.
- **Peer Assessment** – There is an expectation that pupils will be required to participate in peer assessment which will take place against a set success criteria and/or rubric. The key strategies used across all key stages are to reflect on strengths and targets.
- **Feedback** – All pupils should be provided with regular feedback from adults and peers through the duration of a lesson. The feedback provided must be linked specifically to a precise success criteria.
- **Reflection Time** – It is an expectation that pupils have time to reflect and discuss the progress they have made, their areas of strengths and their areas of development.

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- **Aspirational Target Setting** – From pupil reflection time, pupils should be set an aspirational target which refers to their next steps in learning.

5. Marking Key


GREEN ink is always used to mark pupils work.

PURPLE ink is always used to pupils to respond to any question in their marking.

- Ticks should indicate recognition of correct responses and to acknowledge that the work has been marked.
- Errors are **not** to be crossed out or written over with a correction. This should be acknowledge as a learning opportunity to discuss any misconception with the pupil.

	Strength of pupils work. Pupils to respond to this in purple pen.
SA	Self-Assessment
PA	Peer Assessment
	Aspirational target for pupil to work towards in their work. Pupils to respond to this in purple pen.
	To be used under a word or phrase which does not make sense. Pupils to respond to this in purple pen.
//	Indicates where a new paragraph is omitted from a pupil's work.
SP x3	Spelling error identified. Pupils to copy out their incorrect spelling three times to practise – depending on the piece of work. Pupils may then extend this task by using in context.

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	<p>KS2 specific – used for teacher and self-assessment: Similar to strengths and targets used in UKS2-KS4, this assessment method focuses on two strengths of a pupil's work as well as one area for improvement – the 'wish'.</p>
<p>CT/TA</p>	<p>Indicates the pupil has worked with the support of a CT or TA for an extended period.</p>