



**Aspire Accomplish Achieve**

# **University Academy Keighley**

## **Marking for Progress Policy**

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## 1.0 Principles

- 1.1 To enable students to make at least 'good' progress, it is imperative that we embed an Academy-wide 'Marking for Progress' Policy. As the name suggests, the policy requires more than just marking for the sake of marking but highlights a real sense of purpose that is integral to the student making good or better progress over time.

There is a clear need for **all** teachers, students and support staff to understand and apply the principles of this policy if it is to work effectively. A consistent approach will demonstrate the importance of marking and ensure that effective marking will have an impact upon student progress over time.

The quality of marking has a strong relationship with the quality of teaching and learning within our classrooms. Ofsted (2012) state that "the judgement of the quality of teaching must take account of evidence of pupils' learning and progress over time" and must consider whether "teachers monitor pupils' progress in lessons and use the information well to adapt their learning". They will also consider whether the "pupils understand well how to improve their work". Observations about the level of learning over time can be made, in part, from the scrutiny of students' work, with particular attention to:

- how well and frequently marking, assessment and testing are used to help teachers improve students' learning;
- the level of challenge provided;
- students' effort and success in completing their work and the progress they make over a period of time; and
- evidence of students acting on diagnostic feedback.

*The following Ofsted criteria apply to marking:*

**Outstanding** - Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.

**Good** - Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

## 2.0 Objective of Marking for Progress

- 2.1 To identify areas of strength / areas for development in the student's work and to advise the student about how to progress their work to the next level / grade and involve the student actively in that process. To allocate time to the student to improve work that can be resubmitted to show that any gaps in learning have been addressed successfully.

### **3.0 Expected Outcomes**

- 3.1 To reward and encourage students regularly in their work, including the rewarding of positives.
- 3.2 To correct errors / misconceptions **including key spellings, punctuation and grammar.**
- 3.3 To level / grade work, as appropriate and accurately.
- 3.4 To monitor the effectiveness of teaching and learning.
- 3.5 To respond (as an audience or reader) to students' work.

Regular marking of students' work and appropriate use of constructive and motivating comments are essential as this gives value to the work. Comments must identify strengths and areas for development to be used as the basis for future targets.

### **4.0 Marking for Progress - Expectations**

- 4.1 All work must be 'acknowledged' by the teacher and at least one piece of work should be marked in depth every 4-6 hours of teaching.
- 4.2 In depth marking should be linked directly to the learning objective(s) and success criteria. Wherever possible, an accurate grade or level should be given which links to the assessment criteria.
- 4.3 Marking of coursework for examination boards must adhere to the regulations set out in the course requirements.
- 4.4 After each in depth mark, time should be allocated for students to respond to marking (approximately 10 minutes identified in planning time for work to be corrected).
- 4.5 Marking should be in green pen. Student corrected work / responses should be in purple pen.
- 4.6 Students should be encouraged to mark or check their work against success criteria (for example during a plenary session). Peer assessment can also be used as a way of giving students feedback.
- 4.7 Marking for Progress should follow underlying principles which are as follows:
  - Focus the marking on the Learning Objective and evidencing the key parts of this which have been met.
  - A precise note of something that needs correcting / not quite understood.
  - Evidence that the student has read / understood the teacher feedback.

- Evidence that the student has acted upon teacher feedback i.e. been given the opportunity to go back to correct / improve an aspect of learning.
- The student has corrected any important subject related spellings.
- Students have been given the opportunity to tell the teacher if they now understand and are able to apply this learning going forward.

4.8 The underlying principles can be met by using the UAK Marking for Progress template. This should be clearly visible in books.

4.9 Monitoring and evaluation of impact of Marking for Progress

- This is to be led and managed by Faculty Leaders using a standardised template to assess quality.
- Each Learning Cycle the Faculty Leader will ask for a sample of books / work from each year group, which covers every teacher and identifiable groups of students.
- Faculty leaders will complete a book scrutiny for the sample and this will be shared with the Senior Leadership Team. The Faculty Leader will also talk with a sample of students to triangulate and compare this against data from the student.

**Please note: more detailed guidance for staff on Marking for Progress can be found in Appendix i.**

## **5.0 Parental Involvement**

5.1 UAK will seek opportunities to inform parents about the main details of this policy to help parents understand the aims of the Marking for Progress policy. Additional information can be found in academy newsletters, the website and can be discussed at parents' evenings.

## **6.0 Approval by the Governing Body**

6.1 This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Policy approved:

\_\_\_\_\_  
(Chair of Governing Body)

Date:

**24<sup>th</sup> February 2015**

Date of Policy review:

**24<sup>th</sup> February 2016**

## Appendix 1

### Why is *Quality Marking for Progress* important?

- Key evidence of 'typical' every day teaching and learning practice.
- Key evidence of a student's progress over time.
- Key process to track, monitor and intervene in student progress.
- Evidences the impact of teaching upon individual learners.
- Evidences if the student has met the learning objective(s).
- Evidences differentiation.
- Can be the key personal and significant conversation between the teacher and student about learning and progress.
- Most effective way to raise achievement over time (J Hattie – Visible Learning).

### Keep it simple!

Simple guidance has been produced to help you achieve *Quality Marking for Progress*  
It helps you to:

- Focus the marking on the learning objective rather than trying to mark everything.
- Make a precise comment about something that needs correcting / not quite understood.
- Evidence that the student has read / understood your comment.
- Evidence that the student has been given the opportunity to go back to correct / improve an aspect of work.
- Give the responsibility to students to tell you if they understand and are able to apply your feedback going forward.

### How do we achieve this consistently?

- We focus upon quality rather than quantity of marking.
- As a minimum, every 4 - 6 hours of teaching, we will follow the quality marking model.
- We ensure that the feedback is really visible in books / folders so that students can increasingly see their own progress over time and take ownership of it.

- The teacher / faculty team decides which pieces of work will follow the quality marking model.
- When **quality marking for progress**, we focus upon the learning objective. Example below:

**Learning Objective (what is the student learning how to do?)**

**For example: to be able to describe.. / explain ... / create..... .**

Success criteria (**steps to achieve the learning objective**).

For example:

- **Learning Objective:** To write a narrative
- **Context:** Write a ghost story
- **Success criteria**
  - The story is frightening
  - Set the scene in the first paragraph
  - Use words to build up tension and suspense
  - Use spooky adjectives and powerful verbs.

- The teacher marks in **green** pen.
- The teacher can use a **green** highlighter to signpost in the work where a key aspect of the learning objective has been met (**Green is Great!**). When reading over the work the student is drawn to this so as to reinforce where learning has been particularly strong.
- The teacher can use a **blue** highlighter to signpost in the work where a key aspect of the learning objective has not been understood (**Blue to Do!**). When reading over the work the student is drawn to this so as to reinforce where learning has not been strong and needs correcting / improving.
- An appropriate amount of time should be provided to enable students to improve their work within the lesson (e.g. 10 minutes).

- Students are given quality time to improve their work in **purple** pen so it is clearly evidenced as improved work.
- Students will give feedback when they have done this.
- The teacher should acknowledge any resubmitted / improved work.
- A teacher should check in with students to ensure the following:

- **Can the student read my comments?**
- **Does the student understand my comments?**
- **Has the student had enough time to read and apply my feedback?**
- **Has enough time been planned in for students to work on improving specific aspects of their work before moving onto the next activity? This is particularly important if you are expecting students to transfer their skills to a new context.**

## Supporting literacy

### **Spellings**

Unless correct spelling is the focus of the lesson, the teacher should correct no more than **three spelling errors** in any piece of marking. This should be highlighted by a **sp** in the margin and emphasis should be placed upon subject specific words. The teacher should write the correct spelling. When students correct their work, these spelling mistakes should be written out **three** times under the piece of work.

### **Punctuation errors**

**P** in the margin. As with the correction of spelling mistakes, it is unnecessary for the teacher to correct every punctuation error unless this is the specific learning objective.

### **Capital letters**

Use a **C** in the margin.

- The clear focus should be upon students responding to feedback, improving specific aspects of their work linked to the success criteria before moving on and applying any improvements to future work. Where students continue to make the same errors, it is **imperative** that the teacher intervenes to address this so key gaps in learning can be closed. Future marking should acknowledge any key improvements.



## **Monitoring and evaluating *Quality Marking for Progress***

This will be a team approach led by the Faculty Leader who can use the following methods:

- Learning walks / book scrutinies every learning cycle which include samples from different year groups and different groups of students.
- Discussions with students to give students practice in articulating their achievements to date, areas for development and targets. Increasingly students should be able to explain how they have improved their work and made progress over time.
- Analysing student progress data to triangulate these with grades / progress being evidenced in books over time.


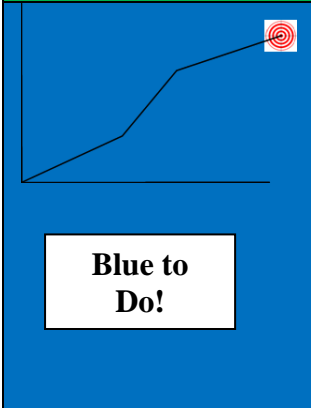
### **Please note:**

This model is to support **quality marking for progress** and does not replace routine Faculty marking practices.


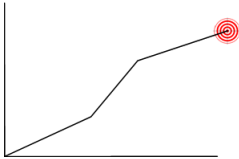
The importance is for students to experience a consistent marking system so that they can apply their learning and develop quality responses across curriculum areas.

It is very important that progress over time can be clearly evidenced in books.

Example template designed to evidence *Quality Marking for Progress*

	<p>Well done, you can....  <b>What the student has achieved in relation to the learning objective / steps to achieving the learning objective.</b></p> <p>You can specifically highlight in green where this is located in the work.</p> <p><b>Example</b>  <b>Explain the impact that ICT has on your life</b></p>		
	<p>To make more progress....  <b>What the student needs to do to improve their work. Link this specifically to the learning objective / steps to achieving the learning objective.</b></p> <p>Corrections should be achievable in the time you allocate to the students to improve the work. Any prompt that the student needs to make the improvements should be explicit in this box. You can specifically highlight in blue where this located in the work.</p> <p><b>Example</b>  <b>Explain the impact that ICT has on other people in society</b></p>		
<table border="1"> <tr> <td data-bbox="177 1086 1193 1534"> <p><b>Student feedback:</b></p> <p>I have read and understand the teacher's feedback. <input type="checkbox"/></p> <p>I have acted upon the teacher's feedback. <input type="checkbox"/></p> <p>I need some more help on this. <input type="checkbox"/></p> <p>Try and explain what help. <input type="checkbox"/></p> <p>.....</p> </td> <td data-bbox="1193 1086 1407 1534"> <p><b>Level / Grade:</b>                      Linked to descriptors which the student should be aware of / have a copy of.</p> </td> </tr> </table>		<p><b>Student feedback:</b></p> <p>I have read and understand the teacher's feedback. <input type="checkbox"/></p> <p>I have acted upon the teacher's feedback. <input type="checkbox"/></p> <p>I need some more help on this. <input type="checkbox"/></p> <p>Try and explain what help. <input type="checkbox"/></p> <p>.....</p>	<p><b>Level / Grade:</b>                      Linked to descriptors which the student should be aware of / have a copy of.</p>
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**Template**

<p style="text-align: center;"><b>Green is Great!</b></p>	<p>Well done, you can....</p>	
<p style="text-align: center;"><b>Blue to Do!</b></p>	<p>To make more progress, you need to....</p>	
<p><b>Student feedback:</b></p> <p>I have read and I understand the teacher's feedback. <input type="checkbox"/></p> <p>I have acted upon the teacher's feedback. <input type="checkbox"/></p> <p>I need some more help on this. <input type="checkbox"/></p> <p>Try and explain what help.</p> <p>.....</p>		<p><b>Level / Grade:</b></p>

