



Broadway Academy Trust Policies

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Marking Policy

Approved by: Deep Academics Committee

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1. What is Quality Marking?

“Although formative assessment takes place in every lesson and feedback is provided through various means in a timely fashion to ensure immediate and effective impact of teaching and learning, the recording of assessments may vary across subject areas.”

“There will be a minimum of three summative assessments completed each academic year, which will be quality marked as per the Marking Policy. These summative tests will be cumulative across the Key Stage. In some subject areas there may be a need for more and this will be clearly justified by each Head of Department.”

(Broadway Academy Assessment Policy)

Teachers focus on both successes against the learning objective and improvement needs.

2. When ‘Quality Marking’

When quality marking, teachers will:

1. comment on areas of knowledge, recall and/or application identified as strengths
2. comment on areas for development
3. provide clear concise actions which should help the student to ‘close the gap’ in knowledge, recall and/or application
4. use information gathered from both marking and day-to-day teaching and learning to inform planning of future lesson(s)
5. plan into the lesson opportunities for students to act upon the feedback provided and amend or improve their work to positively impact learning and progress

Note:

All marking of work and diagnostic feedback given in KS4 and KS5, especially coursework, is done within the context of all relevant examination board regulations which may have different requirements and approaches to the specifics of marking. As a result, it is important to allow for flexibility, thus evidence of marking may be different across subject areas.

3. Department Marking

Quality Marking will take place six times across the academic year in all subject areas with feedback provided to students in a timely manner. This includes the three larger, cumulative, termly assessments.

Heads of Department have the autonomy to decide the nature of the marked work, and some may decide they need more pieces of work marked, for example for Year 11 or 13 students.

4. Self and peer marking

Self/peer marking encourages students to take responsibility for their own learning by:

- evaluating their own/peer achievement against shared learning outcomes.
- identifying their own/peer strengths and areas for improvement.
- encouraging individual self/peer learning goals and action plans for future progression.
- fostering a self and peer-reflective learning culture.
- encouraging independence and collaboration in learning.

Ultimately, self and peer assessment encourage students to self-evaluate, be reflective and receive constructive criticism thus aid **character development**.

5. Spelling, punctuation and grammar

The marking of student work will provide feedback on literacy. Below literacy must be done using the following codes and used to provide literacy targets/comments at the end of each piece of 'Quality Marked' work.

Code	Description	Pupil Action
Sp	Check spelling	<i>Spelling of keywords are corrected and re-written</i>
//	New paragraph needed	<i>New paragraph used for the same work and/or evidenced in work following</i>
Cap	Capital letter	<i>Capital letter used in all relevant places and/or used in all appropriate places in work following</i>
NS	New sentence needed	<i>Sentence structure improved for the same work and/or improvement evidenced in work following</i>
Pr	Poor handwriting/poor letter formation/poor overall presentation	<i>Improvement in presentation and handwriting at least gradually over the next few pages of the exercise book</i>
?	Meaning not clear/expressed poorly	<i>Improvement through re-writing the sentence and/or evidenced in the next piece of written work</i>
VF	Verbal feedback - your teacher has discussed your work with you	<i>Evidence of acting upon feedback – this could be visual, practical or written</i>
ww	Wrong word	<i>Word replaced with correct word and decreased frequency of use of wrong word in future work</i>

Although this should be done for all errors, repetition of errors should not be highlighted within the same piece of work as this can be demoralising for students.

6. Numeracy

'Quality Marking' should also include marking of numeracy where appropriate and actions identified to build the gap and further develop student knowledge, recall and application.