Making Marking Matter

Effective feedback will ensure students make good or better progress as it will ensure students can make improvements to their work. Marking will be summative or formative and should be used to inform planning. In order to support progress, marking should be differentiated, allowing a meaningful dialogue to form between teacher and student. In all subject areas marking should support the development of wider skills such as literacy or numeracy, and it is our expectation that students will take responsibility, with the direction of staff, for checking the accuracy of their work before handing it in. Senior leaders will be responsible for ensuring consistency across the school, whilst subject leaders will support, monitor and moderate within their subject area to ensure best practice. They will update and maintain their QA processes half termly to reflect findings.

When marking students' work, teachers will Make Marking Matter by:

- ✓ Providing formative written and verbal feedback that helps students make progress and gains in knowledge.
- ✓ Providing students with the opportunity to reflect and respond to what has been marked so that it informs the next stage of their learning.
- ✓ Planning to include sufficient DIRT (Dedicated Improvement and Reflection Time) to ensure students can respond to marking.
- ✓ Aiming for a common approach through marking for literacy to ensure consistency of understanding.
- ✓ Ensuring language used is differentiated so that it meets the individual needs of students; this applies to both verbal and written feedback.
- ✓ Making use of WWW and EBI so that students know work is valued and they know what their next steps in learning are.
- ✓ Marking work in a timely fashion according to the sequence of lessons to ensure students can build on prior learning.
- ✓ Commenting on the quality of the presentation of students' work

Students will Make Marking Matter by:

- ✓ Checking work before handing it in, to ensure that, as far as possible, it is correct.
- ✓ Making sure that work is presented neatly and shows that you take pride in your work.
- ✓ Reading and acting upon feedback in DIRT time given in lessons to make sure you improve that particular piece of work and to remember not to make the same mistakes in future pieces.
- ✓ Use a purple pen to check work through before handing in, and when responding to feedback.