

**The Hessle Academy**  
Secondary Phase - Hessle High School  
**Marking and Literacy Policy**



**THE  
HESSLE  
ACADEMY**

**Effective Date:**  
October 2014

**Date of minuted/ review approval by the Board of Governors:**  
23 January 2019, 20 October 2020

**Review Committee:**  
Secondary Local Board

**Review Dates:**  
September 2019, October 2020

**Next Review:** October 2022

**Owner:**  
Deputy Head

## **Marking, Feedback, Targets, Response and Checking**

### **REQUIRED STANDARDS**

1. All work must have a title and be dated. Writing should be in blue/black pen and diagrams drawn with a pencil and ruler.
2. An Assessment 'Good' Book or Folder will be used in each subject to keep key assessment (milestone) work. These will contain all 'Yellow Sticker' assessments and span the student's school academic history. This must be presented with pride and care.
3. Assessment/Milestone feedback will be clearly identifiable through the use of the school's standard 'marking and feedback stickers' with headings: POSITIVE and QUESTION/ADDITION.
4. Within the Assessment 'Good' Book or Folder, the level/grade will be recorded and will be levelled/graded to agreed national standards. Teachers will record these grades in either written or electronic mark books to inform progress judgements.
5. Regular opportunities will be provided for peer and self-assessment, against assessment criteria provided by teachers. Students will mark their own work in a green pen and their peer's work in a red pen. The teacher will mark work in a pink pen.
6. A teacher will write in a pupil's exercise book if it is going to impact on progress. The more immediate the feedback the greater the impact. A teacher will write in an exercise books if...
  - i. they are pointing out a good attribute that a pupil must continue to use
  - ii. they are pointing out a literacy error
  - iii. a 'Purple Zone' activity has been completed
  - iv. they are pointing out an area for development (this can be highlighted in the text)

The work will conclude with a GCSE style mark (where appropriate) and a tangible next step to move learning on.

7. Live sampling marking is encouraged where appropriate. The teacher will select a sample of work and mark it in front of pupils, e.g. use a visualizer, so students see how work is corrected, enabling students to then make amendments to their own work, in their green pen. The student will label this live sample marking with an LS in the margin.
8. Students MUST be given time to reflect upon the teacher comments, doing further questions or additions in order to improve, often during starter activities and may at times, when appropriate, establish differentiated starting points. Students will provide a response that will be acknowledged by the teacher.

9. Subject leaders will develop and update assessment portfolios, known as the Middle Leader Folder. These will keep samples of work, marking and feedback across the ability range as an aid to moderating assessments, marking and LPS grades. Both Subject Leaders and members of the Senior Team will do regular work scrutiny, indicating with a sticker on the cover when a book has been seen by either SLT or the Subject Leader.
10. A whole school approach will be adopted in marking to improve literacy (SPAG), as shown in the Marking for Literacy Policy. Student exercise books and assessment folders will display the marking literacy sticker on the front of their book.
11. Quality marking/feedback/Assessment should take place every 5-6 hours of teaching.

Hours per fortnight	Quality mark every
5+	1 week
3/4	2 weeks
2	3 weeks
1	4 weeks

12. Average frequency of diagnostic marking/feedback:

Hours per fortnight	Quality mark every
5+	2 week
3/4	3 weeks
2	4 weeks
1	6 weeks

### Whole School Marking for Literacy Policy

The development of literacy (and numeracy) skills is the responsibility of **all** staff. Our aim is to develop students' knowledge, understanding and skills relating to the use of language. To do this most effectively there needs to be a consistent approach, clear goals and common expectations across the school. Literacy stickers will be displayed on the front of student exercise and assessment books. When a student's work is marked/assessed the following symbols should be used:

- O** capital letter missing or incorrectly used
- ^** a word left out or to show where to add more writing
- sp** written in margin: a spelling mistake in this line, underline word
- //** new paragraph
- p** punctuation mistake (the teacher corrects this)
- ?** this part (underlined) is confusing

All student work should be marked in a pink pen (except coursework when a pencil can be used). Self-reflection known as 'green glossing' will be marked in green pen. Peer marking will be marked using a red pen. Additionally, purple pen is used to highlight a 'Purple Zoning' tasks.

Subject teachers may not wish to indicate all errors in each piece of work, as this could be demoralising for the student. A number of errors, however, should be brought to the student's attention so that they are made aware that the teacher is considering spelling and punctuation skills.

It is recommended that only two or three spelling errors or spelling rules should be identified in a single piece of work. The student should be encouraged to learn these spellings. This could be set as a question on the marking and feedback sticker.