



Staffordshire University Academies Trust		Academy Policy Document			
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Policy title:	Marking Policy – Assessment for learning				
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Marking and Feedback at SUA

Team SUA believe that teaching is feedback...we use feedback to identify what our students can and cannot do so that we can react promptly through our planning and teaching. As a result, teaching is more precise and staff wellbeing is a priority. We use a wide evidence base to inform our practice and ensure that the feedback we provide is high quality, purposeful, planned and personalised. As such, students are motivated by the highest levels of challenge. We endorse the following principles:

- High quality feedback is essential to Teaching and Learning at SUA and therefore forms one of our underpinning pillars of mastery.
- Regular, high quality verbal feedback is key to student learning.
- Live marking is an integral part of feedback.
- Feedback opportunities are strategically planned into the curriculum. This facilitates purposeful assessment.
- Students are trained to completed self and peer assessment tasks that support their progress and offer opportunities for regular reflection.

Key underlying principles of our practice:

Whole-class feedback

We use effective whole-class feedback sheets to deliver timely and precise feedback to our classes. These address common misconceptions amongst students as well as directing them towards the ways to improve their learning and develop their progress. Detailed teacher comments are found on the feedback sheets themselves; these are stuck into exercise books at the end of an assessment. Teachers write a personalised target code at the end of each student's assessment directing them to the appropriate next steps on the feedback sheet. Each curriculum team has opportunity to customise elements of the feedback sheet to allow for optimum quality in the feedback received by students studying their subject.

Regularity of marking

The regularity of marking and use of feedback sheets is based on the number of curriculum hours each subject has.

Assessment Sheets

The curriculum assessment documents are used at each summative assessment point. These are stuck into books prior to the assessment task in order to direct students' responses and the subsequent teacher feedback. They also detail the core skills and core knowledge which underpin the preceding sequence of learning; memory retrieval questions ensure that students make explicit links between their prior learning and their assessment task. Summative assessments are delivered at a point within a subject's curriculum which best suits planning and skills progression.

Live marking

The use of *Live Marking* is regular; evidence of some form of teacher feedback is seen in every lesson. Live Marking is defined as any feedback which highlights how to improve, whilst also allowing the teacher to understand the next steps of their own planning. This could include the use of written feedback on students' books, verbal 1:1 feedback, whole-class discussion, peer and self-assessment, target setting and targeted questioning.

Self and peer assessment

These forms of assessment are seen throughout students' books and are completed in red pen. Reflective tasks are subject-specific to ensure they are meaningful, and will take place at different points throughout the lesson/ overall sequence of learning.

Additional Notes:

All teachers are teachers of literacy. The following literacy codes are used in all subject areas within extended writing:

Sp	(spelling)
P	(punctuation)
G	(grammar)
Cl	(capital letters)
//	(paragraphs)

SPaG targets feature on the whole class feedback sheet and address common errors and/ or subject specific literacy errors. Literacy marking may be delivered via teacher feedback or as peer/self assessment.



