

# THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



## Marking Policy

2020 - 2021



**Achieving Excellence Together**

Policy reviewed:	Summer 2020
Reviewed by:	Head of School
Next review due:	Summer 2021



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The Ripley Academy



## 3M Assessment and Marking Policy KS3, 4 and 5

Principle	Evidence in marked work	Examples
<b>1. MEANINGFUL</b>	<ul style="list-style-type: none"> <li>a. Dialogic marking</li> <li>b. Redrafting and improvement</li> <li>c. Modelling for HPA, SEN, PP</li> <li>d. Summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>a. Teacher Question with student response</li> <li>b. Yellow box marking / MRI; crossings out; underlining and spellings corrected.</li> <li>c. WAGOLL before an extended piece; GCSE exemplars</li> <li>d. Numerical marking/grades on pieces of work</li> </ul>
<b>2. MOTIVATIONAL</b>	<ul style="list-style-type: none"> <li>a. Well done! (Boost self-esteem/positive verbal relationships are seen in written rapport)</li> <li>b. Targets for improvement</li> </ul>	<ul style="list-style-type: none"> <li>a. Stickers; stampers; smiley faces; good presentation (we are proud of our work)</li> <li>b. Next step comments</li> </ul>
<b>3. MANAGEABLE</b>	<ul style="list-style-type: none"> <li>a. <b>Extended writing</b> (or extended problem solving). Who's doing the doing? Students working harder than teachers</li> <li>b. Peer assessment (signed off by teacher)</li> </ul>	<ul style="list-style-type: none"> <li>a. Longer chunks of text, from 3/4 of a page onwards as a typical feature of the written learning.</li> <li>b. Students apply assessment criteria to extended work as part of redrafting process before the teacher marks it</li> </ul>