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<b>Procedure:</b>	<b>Marking (Good Practice Guide)</b>
<b>Procedure Ref:</b>	<b>CMP6</b>
<b>Review Date:</b>	<b>October 2023</b>
<b>Next Review:</b>	<b>October 2026</b>
<b>Authorised by:</b>	<b>Deputy Headteacher</b>

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At Clare Mount Specialist Sports College we have high expectations of all students and recognise that summative and formative assessment helps a student make progress. Marking (as part of assessment for learning) plays a key role in helping students engage with their work, identify 'next steps' to develop their learning and feel positive about work produced.

Our aim is to ensure that marking and constructive feedback from teachers and other students are frequent and of consistently high quality, leading to high levels of engagement and progress.

### **Marking and Assessment in Practice:**

Within the classroom, regular assessment should include:

- Effective questioning;
- Feedback to support learners;
- Sharing progression indicators with learners;
- Peer and self-assessment.

Clare Mount have introduced a clear, visual system for students to be able to recognise their own progress. These Spectrum Steps are specific to each subject area with each department displaying their own subject's progression indicators. However, the colour system is consistent across the whole school so students can recognise their progress from Red up to Purple. Each student's progress is therefore assessed and recorded within the student's folder / workbook using this system.

Throughout the school, classwork is marked using **a star** to acknowledge achievement (positive summative feedback) and **a wand** or **next step** symbol to indicate a wish / next step to guide the student on how to make further progress.

Literacy may be commented on if it will enhance the student's progress; but in most subject areas, marking is mainly focussed on the topic being taught and spelling corrections are kept to a minimum. This enables students with literacy difficulties to still achieve and feel positive about their learning; thus raising self-esteem.

Heads of Department are responsible for putting assessment on the agenda of Departmental meetings to encourage regular discussion and sharing of best practice. Work Reviews are carried out regularly by Heads of Department to monitor marking within the department. This ensures all students' work is marked frequently; that written information fed back to the learner is 'accessible' (e.g. in student speak) and used by the learner to make improvements ie. wishes / next steps are re-visited and acted upon.

The Senior Leadership Team support Heads of Department in the monitoring of this process on a termly basis. Effective marking will allow teachers to best adapt to the learning needs of students at the earliest possible stage, to recognise effort and achievement, to engage the students and to put appropriate interventions in place for those underachieving and requiring additional support.