



## **ENERGY COAST UTC**

### **AFL AND MARKING POLICY**

**2025- 2028**

**Approved:** Curriculum and Standards

**Date:** May 2025

**Date for Review:** May 2028

**Revision History:**

Revision	Date	Owner	Summary of Changes
0	June 2016	JR/AL	Updated content
1	June 2017	ICR	Updated content
2	May 2018	CBT	Updated content
3	April 2019	CBT	Updated content
4	May 2025	KAW	Updated content
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## Introduction

This policy aims to give all members of the College community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback for the Energy Coast UTC. The College’s Quality Assurance (QA) calendar should also be referred to in conjunction with this policy.

## Rationale

Energy Coast UTC is committed to providing relevant and timely feedback to students, both orally and in writing. Marking intends to serve the purposes of valuing students’ learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the student through which feedback can be exchanged and questions asked; the student is actively involved in the process.

## This policy will be:

- Consistently applied by all staff.
- Clear in its purpose.
- Manageable.
- Productive in raising achievement
- Informed by students’ individual learning needs and prior assessments

This policy has been constructed to fit in with current research, including The EEF/Sutton Trust (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/>) (<https://educationendowmentfoundation.org.uk/news/eeef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning>) and Oxford University’s Education Department ([https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)).

## College Aims:

- **Every student** knows, at regular and pre-defined intervals, what progress they are making, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, imaginative, independent students on an ambitious trajectory of improvement.
- **Every teacher** is equipped to make well-founded judgements about students’ attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan so that students know and remember more over time.

**The Energy Coast UTC** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, and for tracking their progress. See also the Assessment and Reporting Policy.

**1. Good assessment for learning makes:**

- an *accurate* assessment – knowing what the standards are, judging students' work correctly, and making accurate assessments linked to qualification grades.
- a *fair* assessment – knowing the methods used are valid.
- a *reliable* assessment – ensuring that judgements are consistent and based on a range of evidence.
- a *useful* assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning.
- a *focused* assessment – identifying areas of a student's learning where there are blocks to progression, which might, for example, benefit from the attention of one-to-one tuition.

**2. AfL will be planned into lessons to effectively check students' understanding *during* lessons by:**

- sharing learning outcomes and success criteria with students.
- commencing every lesson with knowledge recall to ensure students know and remember more over time.
- helping students to know and to recognise the standards they are aiming for.
- providing feedback which leads students to recognise their next steps and how to take them.
- both teacher and students reviewing and reflecting on assessment information.
- using open questioning linked to Bloom's Taxonomy.
- building in effective peer and self-assessment opportunities.
- formative use of summative tests.

**3. This set of protocols sets out how all staff will respond to students' written work.**

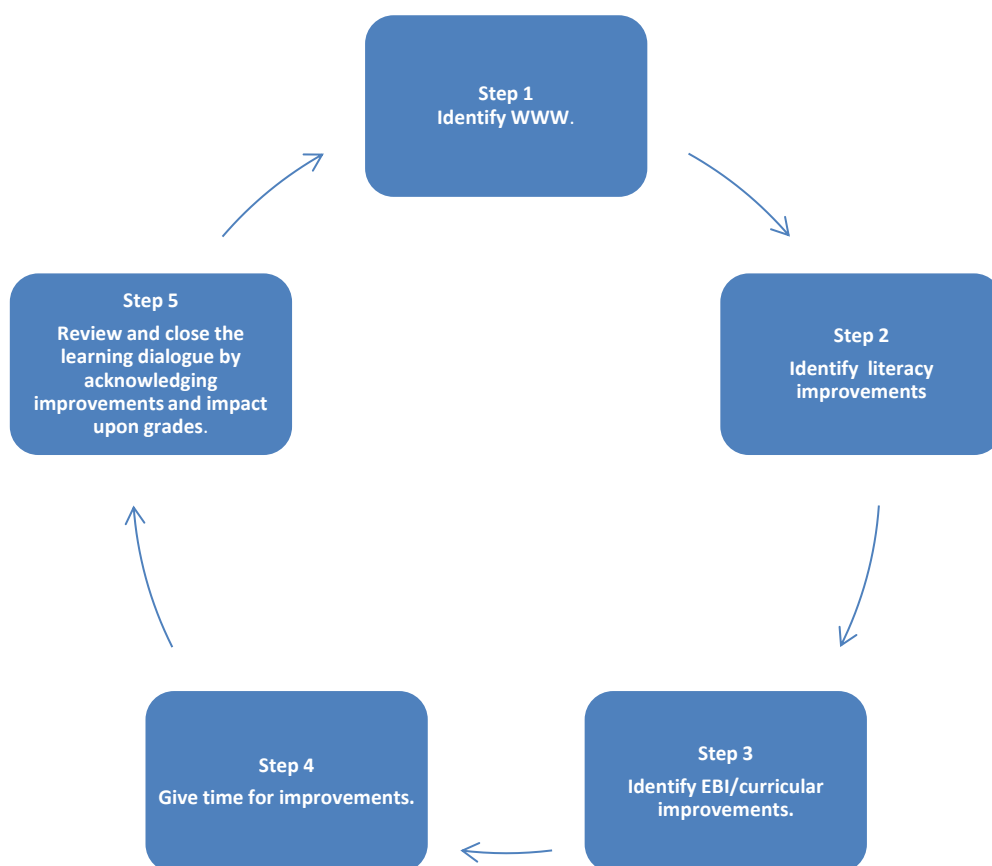
**It is mandatory for all staff.**

- **Not every piece of written work will be marked.**
- Interim pieces of written work will not be marked by the teacher. This work may be self or peer marked.
- **One Key Piece per half term as a minimum will be completed and marked by the teacher in depth. In general this will be two Key Pieces.** This work will be headed **Key Piece** using a Key Piece sticker and assessed in line with the whole school calendar.



- **Sharing of success criteria** before a **Key Piece** will lead to specific and focussed marking.
- **Key Pieces** should be marked and returned to students for improvements **within one school week of completion**.
- **Presentation will be addressed** in order that students continue to have good attitudes to their work. Teachers will look back over all pieces of work when marking **Key Pieces** and may comment on presentation as a whole.
- **WWW (what went well), basic literacy improvements and key curricular improvements are, as appropriate, to be identified for each student.**
- When marking students' written work for literacy, staff will use professional judgement regarding the frequency of the errors marked. It is essential that students are helped to improve rather than being overwhelmed. (See Literacy policy for further guidance).
- **Students will be given improvement time at the beginning of the lesson after each Key Piece has been marked and are expected to use this time to make improvements and show they understand. Improvements will be made in green pen.**
- Teachers will comment on the improvements made and close the dialogue, acknowledging student progress or next steps if necessary.
- **In addition to teacher marking of student work, regular opportunities will be provided for self and peer assessment of work as outlined on the whole school calendar.**

## The Five Step Marking Protocol for Key Pieces of Written Work.



## Teacher Guide to Marking Key Pieces



### Step 1

Identify **WWW** (what went well). This should be a motivational comment made using **RED** ink.

### Step 2

Identify basic literacy improvements, where appropriate, using the following codes made using **RED** ink:

In the margin	This means	Teacher (in RED pen)	Student (in GREEN pen)
<b>CL</b>	Capital letter missing or incorrectly used	Circle the missed capital. Circle a capital letter used incorrectly. Write <b>CL</b> in the margin.	Write the correction over the mistake. Check and correct the rest of my work.
<b>Sp</b>	Spelling mistake (subject key words)	Circle the part of the word that is incorrect. Write <b>Sp</b> in the margin. Write correct spelling if necessary for student to copy.	Find the correct spelling and write the correction above the word.
<b>P</b>	Incorrect or missed punctuation	Circle the missed or mis-used punctuation. Write <b>P</b> in the margin. Correct or add the appropriate piece of punctuation.	Check the rest of my work for similar mistakes and correct them myself.
<b>//</b> or <b>NP</b>	New Paragraph	Write the symbol at the point in the text where the new paragraph should have been taken. Write <b>//</b> or <b>NP</b> in the margin.	Check the rest of the work for any similar mistakes and indicate with same symbols.



### **Step 3**

EBI/curricular developments should be made using **RED** ink so that students are able to respond with specific improvements which challenge them to progress during reflection time. This could be in the form of a question or a series of questions or sentence starters. It could also be a direction to complete certain questions from the Key Piece. Support should be provided to students so that completion of the EBI instructions is possible and student understanding of original errors or missing answers is deepened.

### **Step 4**

Give time, at the beginning of the lesson, for literacy and curricular improvements to be made using **GREEN** ink. This could be timed by the teacher and any incomplete work should be finished by students either at home or during a teacher detention.

### **Step 5**

Teachers review, comment and close the learning dialogue made using **RED** ink, making sure that improvements are acknowledged and any impact upon grades are shown.

# Student Guide to Marking



## Improving My Work – Three Steps to Success!

### Step 1 What Went Well

<ul style="list-style-type: none"><li>After each Key Piece of work, my teacher will identify what I did well in <b>RED</b> pen.</li></ul>	<ul style="list-style-type: none"><li>This will help me to embed good technique and to recognise my strengths.</li></ul>
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### Step 2 Basic Literacy Improvements – using **GREEN** pen

In Margin	This means	Students Will:
<b>CL</b>	Capital letter missing or used incorrectly.  This will be circled.	<ul style="list-style-type: none"><li>Write the correction over the mistake</li><li>Check and correct the rest of my work</li></ul>
<b>Sp</b>	Spelling mistakes – subject key words.  Incorrect spelling circled	<ul style="list-style-type: none"><li>Find the correct spelling and write the correction above the word</li></ul>
<b>P</b>	Punctuation missed or used incorrectly identified	<ul style="list-style-type: none"><li>Check the rest of my work for similar mistakes and correct them myself</li></ul>
<b>//</b> <b>NP</b>	New Paragraph	<ul style="list-style-type: none"><li>Check the rest of my work for any similar mistakes and indicate with same symbols</li></ul>

### Step 3 EBI – Curricular Improvements – using **GREEN** pen

Teachers	Students
<ul style="list-style-type: none"><li>After each Key Piece of work, my teacher will identify an area that I could improve.</li><li>This could be a clear instruction to re-work a section of my writing / re-do a problem etc.</li></ul>	<ul style="list-style-type: none"><li>I will use the time allocated in the lesson to reflect on what I have been asked to do.</li><li>I will respond as requested and improve my work.</li></ul>

### Step 4 Teacher acknowledges my improvements – using **RED** pen

Finally, my teacher will acknowledge my improvements in **RED** pen and what impact these improvements would have made upon my grade if they were included in my original work.

16.1.17 Martin King English speaking assessment



**Sp** ✓ I believe that one day this nation will change and live out the true meaning of what it believes in - we hold these truths to be obvious: that all men are created equal.

I believe that in the future, my little children will one day live in a country where they will not be judged by what they look like but by what they do.

I believe today!

**CL** ✓ I believe that one day, down in Alabama, with its racists, with its governor deliberately blocking laws; one day right there in Alabama, little black boys and little black girls will be able to play with little white boys and white girls.

I believe today!

**P** ✓ This is our hope. This is the faith that I will go back to the South with. With this faith we will hopefully be able to change difficult things.

With this faith we will be able to do many things together, knowing that we will be free one day.

And when this happens, we will be able to speed up that day when all of God's children will be able to stand together and sing in the words of the old Negro spiritual: "Thank God Almighty, we are free at last!"

*WWW – It clearly gets over your beliefs about equality and injustice – well done. This would get you a **grade 4/5** so far.*

*EBI – You should use more metaphors because they grab the audience's attention – try to get in at least one in every paragraph. Maybe you could also write some lists of the things you would like to see.*

*Also, grab a thesaurus and find some more interesting terms for those I have underlined.*

*Finally, don't forget it's a speech, so why not add in your key point/phrase over and over again!*

**Improvements.**

I have a dream that one day this nation will rise up and live out the true meaning of its creed - we hold these truths to be self-evident: that all men are created equal.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right there in Alabama little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.


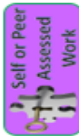
With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And when this happens, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! Free at last! thank God Almighty, we are free at last!"

*This is much better, Martin – you have taken all 3 parts of my advice. This speech should get you a **grade 7 or 8** now - well done! I look forward to hearing you reading it out in class!*

## WORK SCRUTINY UTC (checking consistent use of marking policy across the college)

Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Year and set: \_\_\_\_\_

 Student sample names (mixture of gender and ability, PP and non-PP; a minimum of 6 students where possible)	KEY PIECE TRACKER	LITERACY POLICY AND NEAT IDEAS	KEY PIECE POLICY	WWW	EBI	LITERACY AND NEAT IDEAS	IMPROVEMENTS MADE	IMPROVEMENTS ACKNOWLEDGED	PROGRESS	SELF/PEER ASSESSMENT	
	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet	Yes Partially/ Not Yet
Comments & general observations for the student books sampled.	Student performance is tracked from one Key Piece to the next and the task and/or skills specified.	Students have a copy of the whole school literacy policy and NEAT ideas in exercise books.	Teacher is marking using the agreed marking policy (2 <b>substantial*</b> key assessment pieces per half term- see the QA calendar)	Teacher's comments in red pen are accurate and praise what the student did well.	Summative and formative comments are diagnostic and make clear how to improve.	Each student has acted on the feedback and has made corrections in green pen.	Students respond in green pen to improvements or extra challenge set.	Teacher acknowledges improvements made with comment in red pen and assigns updated grade/score.	Progress over time is evident from improvements to work and challenge of tasks.	 Students use purple pen to provide a clear WWW and EBI comment with responses completed in green pen indicating progress**	
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet	Partially/Not Yet
	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Specific SMART actions arising from this work scrutiny (plus deadlines):

WalkThrus CPD activity to help the member of staff secure the areas you have identified above:	Signed (Moderator 1): _____ Date: _____ Signed (Moderator 2): _____ Date: _____
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**\*Substantial Key Piece** means a significant piece of work that can produce a reliable and valid grade in line with the number outlined on the QA calendar for this point in the academic year

**\*\***Students should have the correct amount of self/peer assessed work in their exercise books in line with the number outlined on the QA calendar for this point in the academic year

Grade: \_\_\_\_\_

# Self and Peer-assessment weeks 2024-22 – calendar addendum

## Rationale

To combat the amount of unmarked work in many exercise books between Key Pieces, we have decided to instigate a self and peer assessment procedure which will run in conjunction with the current 'AfL and Marking policy' and help our students to embed the progress they are making.

## Process

In between Key Pieces, at least one piece of work should be self-assessed and one piece should be peer-assessed using, wherever appropriate, the same whole college protocol as marking for Key Pieces. This will mean that:

1. students (self or peer) will mark in **purple**;
2. students will make improvements in **green**;
3. students (self or peer) will then acknowledge these improvements in **purple**
4. the teacher may choose to acknowledge the accuracy of these **green** improvements and **purple** comments in **red**, if teacher wishes to check the accuracy of the improvements.



Pieces of **self or peer assessment** will be denoted by the use of the sticker above.

Schedule for these pieces of self and peer assessment is as follows:

Week no.	Week beg.	Type of assessment (Key Piece/self/peer)	Year groups	Notes
3	13.09.2024	Self or Peer Assessment #1	All year groups	
4	20.09.2024	Key Piece #1	Years 11, 12 and 13	
5	27.09.2024	Key Piece #1	Year 10	
6	04.10.2024	Self or Peer Assessment #2	All year groups	
7	11.10.2024	Key Piece #2	Years 11, 12 and 13	
8	18.10.2024	Key Piece #2	Year 10	
Half-term				
9	01.11.2024	Self or Peer Assessment #3	All year groups	
10	08.11.2024	Key Piece #3	Year 10 and 12	
11	15.11.2024	Self or Peer Assessment #4	All year groups	
12	22.11.2024	Key Piece #3	Year 11 and 13	Mock Exams- full set (including Year 12/13 resit students)
13	29.11.2024	Key Piece #4	Year 11 and 13	Mock Exams- full set (including Year 12/13 resit students)
14	06.12.2024	Key Piece #4	Year 10 and 12	Excluding Year 12/13 resit pathway students
15	13.12.2024	Self or Peer Assessment #5	All year groups	
Christmas break				
16	03.01.2025	Self or Peer Assessment #6	All year groups	
17	10.01.2025	Key Piece #5	Year 11 and 13	

<b>19</b>	24.01.2025	<b>Key Piece #5</b>	Year 10 and 12	
<b>20</b>	31.03.2025	<b>Self or Peer Assessment #7</b>	All year groups	
Half-term				
<b>22</b>	21.02.2025	<b>Key Piece #6</b>	Year 10 and 12	Excluding Year 12/13 resit pathway students
<b>23</b>	28.02.2025	<b>Self or Peer Assessment #8</b>	All year groups	
<b>24</b>	07.03.2025	<b>Key Piece #6</b>	Year 11 and 13	Mock Exams- full set (including Year 12/13 resit students)
<b>25</b>	14.03.2025	<b>Key Piece #7</b>	Year 11 and 13	Mock Exams- full set (including Year 12/13 resit students)
<b>26</b>	21.03.2025	<b>Self or Peer Assessment #9</b>	All year groups	
<b>27</b>	28.03.2025	<b>Key Piece #7</b>	Year 10 and 12	Excluding Year 12/13 resit pathway students
Easter break				
<b>28</b>	19.04.2025	<b>Self or Peer Assessment #10</b>	All year groups	
<b>30</b>	02.05.2025	<b>Key Piece #8</b>	All year groups	
<b>31</b>	09.05.2025	<b>Self or Peer Assessment #11</b>	All year groups	
<b>33</b>	23.05.2025	<b>Key Piece #9</b>	Year 10 and 12	Year 11 and 13 external examinations commence this week
Half term				
<b>35</b>	13.06.2025	<b>Self or Peer Assessment #12</b>	Year 10 and 12	
<b>36</b>	20.06.2025	<b>Key Piece #10</b>	Year 10 and 12	Mock exams week
<b>38</b>	04.07.2025	<b>Self or Peer Assessment #13</b>	Year 10 and 12	