



Marking Policy

Introduction:

At Church Stretton School we recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central to the learning process.

The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills.

Our definition of best practice

Marking is most effective when the student knows:

- ✓ The purpose of the task
- ✓ How far they have achieved this
- ✓ How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Aims

- ✓ To establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.
- ✓ To ensure all students are provided with regular feedback to help them reach or exceed their full academic potential.

What should this look like?

- ✓ Teachers carrying out an on-going review of learning in the classroom.
- ✓ Students empowered to respond to the teacher's comments and improve their learning.
- ✓ Constructive dialogue between teacher and student.

How is marking carried out?

Teachers follow an agreed system and consistent procedures in their marking.

Marking may take one of 3 forms:

1. **General marking** ('light touch' marking) to show that the work has been seen and to identify obvious communication errors, with the following expectations:
 - Exercise books / work should be marked regularly.
 - Not all pieces of work can be quality marked. Work not 'quality marked' should be marked using the general marking codes (ref: Appendix 1).
 - Use the marking code for correcting work (punctuation / use of ruler / paragraph break etc) for consistency across the school.
 - Link marking to the learning objectives. This is what the lesson focused on so should be what you comment on.

- Anything else that is fantastic should be commented on.
 - Anything that is very poor should be commented on.
 - Subject specific key words can be corrected, but don't just correct spelling.
 - Presentation could be mentioned, but should not be the focus.
 - Highlight a maximum of three spelling errors in any piece of work.
2. **Formative marking** ('quality marking'), with the following expectations:
- All teachers to Quality Mark at least one piece of pupils work each half term. A record that this has been done should be kept by the teacher in a manner appropriate to track progress over time.
 - Quality marked work to be marked in depth with formative feedback that the pupils comment on / address.
 - When marking a piece of work, the common approach to feedback should include comments on WWW and EBI.
 - WWW - highlight examples of where the student has met the learning objectives with a "what went well" statement.
 - EBI - provide clear concise targets within an "even better if" statement which should help the student to 'close the gap' between what they have achieved and what they could have achieved.
 - Formative marking should suggest how pupils can improve academically (not presentation, revision, adding colour etc).
 - In order for the marking to be formative, the information must be used and acted on by the student. Encourage students to amend their work or respond to your comments.
 - Plan time for the class to interact with your comments and to engage in the dialogue. This should feature as a high profile in as it is very important.
 - A common format to encourage and indicate to students that they should respond to formative feedback will be the use of a stamper 'What do you think?' as shown on the marking codes (ref: Appendix 1).
 - Pupils are expected to reflect upon what you have written and write their own comment with reference to the marking.
3. **Non-written marking**, using an abbreviation 'VF' to show that assessment took place or feedback was given during the lesson.

Roles and responsibilities

Teachers

- ✓ To ensure work is marked in line with the school policy.
- ✓ To ensure that students have the target level or grade clearly on display within the student planner and / or appropriate book / folder.
- ✓ To ensure students understand the marking codes used and how they are expected to respond to the 'What do you think?' stamper.
- ✓ To ensure that students are provided time to consider marking comments and make any corrections / re-draft as necessary.
- ✓ To share good practice with marking in meetings

Heads of Department / Faculty

- ✓ To check marking of books / work on a regular basis.
- ✓ To ensure curriculum area has a coherent and consistent approach to identifying work which will be marked in detail.
- ✓ To create planned opportunities each term to moderate key assessment activities to ensure consistency.
- ✓ To ensure students are aware of marking codes, understand what they mean and provided opportunity for students to respond to marking.

Learning Support

- ✓ To read through the comments written by teachers in order to guide any pupils they are working with in the class.

SLT

- ✓ To devise and implement a programme to monitor the implementation of the Marking Policy.
- ✓ To carry out work scrutiny as part of curriculum area Reviews.


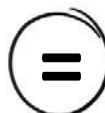


Students

- ✓ To complete a written response to WWW and EBI where the teacher has indicated with the 'What do you think?' stamper.
- ✓ To take action in line with the EBI comment.

Policy agreed by Governing Body on.....

Review date.....

Marking codes

| | |
|---|---|
|  | This is a really good piece of work – well done! |
|  | This is OK, but not quite the standard expected of you. |
|  | ‘Concern’. This work falls below the standard expected of you. |
| VF | Verbal feedback given –make a note of how to improve work. |
| SP | A spelling mistake. Use a dictionary to correct and learn the word. |
| // | A new paragraph was needed. |
| UL | Underline with a ruler. |
| P | Punctuation. |
| ? | Does not make sense. |
| NS | New Sentence needed. |
| Num | Numeracy error |
| WWW | What Went Well |
| EBI | Even Better If |
|  | Write a comment about the work marked and then make the improvements suggested. |