

Marking Policy



Approved by:

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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.

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 irrespective of the subject area they are in.
- 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 and pupils follow an agreed system to promote consistency by:

- Teachers mark in RED ink.
- Peer and self-assessment is in GREEN ink.
- Using the marking codes from the appendix.

Marking may take one of 3 forms:

1. **General marking** ('light touch' marking and Literacy marking) to show that the work has been seen and to identify obvious communication/literacy errors, with the following expectations:

- Exercise books / work should be checked 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/Stretton Way Challenge Slide. 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 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. Students then correctly copy out the spelling three times directly on the piece of work, next to the spelling error.
- Literacy marking should take place periodically as required, see appendix 2 for the literacy grade descriptors. The Literacy Director will supply literacy targets that can be accessed as a 'student attribute' in GO4S. Use green and pink highlighters, see appendix 1.

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, EBI & Next Steps.
- 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.
- Next Steps - Something specific that the student now has to do e.g. redraft paragraph 2 using the word because
- 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 be high profile as it is a very important part of the process.
- A common format to encourage and indicate to students that they should respond to formative feedback will be the use of a stamper 'WWW, EBI, Next Steps' as shown in the Appendix.
- Pupils are expected to reflect upon what you have written and write their own comment with reference to the marking. The Next Steps should give the students something very specific that they can now do to show that they have understood and can therefore make progress as a result.
- Marks for summative tests should be recorded in a subject mark book on GO4S (GO4Schools). The mark book should indicate the maximum raw mark available as well as the grades achieved.

3. Peer / self-assessment

- Pupils complete peer and or self-assessment in green ink at least once per half term.
- This usually takes place in class under the guidance of the teacher with the use of a mark scheme or success criteria.
- A dialogue between pupils is encouraged so that they can alter or amend their marking after discussion with each other and/or the teacher.

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 displayed on a label on the front of the book/folder.
- To ensure students understand the marking codes used and how they are expected to respond to the 'Next Steps'.
- 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 on a regular basis.

Heads of Department / Faculty

- To check marking of books / work on a regular basis and report back through the Rolling Record to their Line Manager.
- 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 to respond to the 'Next Steps'.

SLT

- To devise and implement a programme to monitor the implementation of the Marking Policy to include: Rolling Record meetings, work scrutiny, student voice.

Students

- To complete a written response to 'Next Steps' in GREEN ink.
- To complete peer and self-assessment to a high standard , seeking help and guidance to do so when necessary

Links with other policies

This assessment policy is linked to:

- Non-examination assessment policy
- Setting Policy
- Examination contingency plan
- Target setting policy

Appendix 1

<p>WWW:</p> <p>EBI:</p> <p>Next Steps:</p>	<p>What Went Well ...</p> <p>Even Better If ...</p> <p>Make the improvements suggested in green ink and include a comment to show that you have understood and read the feedback.</p>
<p>CUPS</p>	<p>Any or all of the letters may be underlined:</p> <p><u>C</u> – Capital Letters, check and correct</p> <p><u>U</u> – Understanding, consider re-wording</p> <p><u>P</u> – Punctuation, check and correct</p> <p><u>S</u> – Spelling, Write out the correct spelling 3 times on the piece of work.</p>
<p>//</p>	<p>A new paragraph was needed.</p>
<p>UL</p>	<p>Underline with a ruler.</p>
<p>NS</p>	<p>New Sentence needed.</p>
	<p>Work highlighted GREEN indicates that it is GREAT.</p>
	<p>Work highlighted PINK indicates that you need to think about how to improve it.</p>

Appendix 2

Literacy Skills

L1	<ul style="list-style-type: none"> • Full stop used at least once and it is in the right place • Capital letters but not always in the right place • Written in a simple way without adding any extra words. No subject terminology is being used. • Sentences sound like talking • Lacks paragraphs
L2	<ul style="list-style-type: none"> • A number of sentences with full stops • The correct order of words in a simple sentence. E.g. I walk. He thinks. • Sentences now sound more like writing than talking. • Use of some extra words e.g. adjectives. Some simple subject-specific words are evident. • Some paragraphs used, but not always used for a change in Time/Place or Topic
L3	<ul style="list-style-type: none"> • Some full stops are used, but some might be missing. • There will be some evidence of different starts to the sentence. E.g. Adverbial phrases – <i>Later that day</i> or sub clause connectives e.g. <i>Although</i>. • Commas are being used for some things but only insecure understanding of the difference between a main clause and a sub-clause. • There is a greater range of words being used e.g. different verbs and adverbs. Only limited use of subject specific words. • There is evidence of paragraph change for Time/Place or Topic.
L4	<ul style="list-style-type: none"> • Understanding of full stops seems secure, even though there might be an occasional mistake. • Commas are being used to control longer sentences but not every time they are necessary. • Some sentences are starting in a different way. There is evidence of RADICAL being used. At the moment, it may seem a little deliberate. • The vocabulary shows much more variety. Increasingly words are being used that might not be used in speech. There is evidence of subject specific words being used. • There is an attempt to use discourse markers to try to link the paragraphs together.
L5	<ul style="list-style-type: none"> • Full stops are now being used extremely accurately. • There is a growing range of punctuation. The comma is being used for opening phrases, sub clauses and before the extra verb in a complex sentence. • The sentences start in a number of different ways; RADICAL is being used more naturally to create definite effects. The length of sentences is becoming more varied. • There is evidence of more sophisticated words being used. Subject specific terminology is being used with a sense of understanding. • A range of discourse markers are being used to link the paragraphs. The writing is now clearer and easier to follow.
L6	<ul style="list-style-type: none"> • Full stops are now being used with full understanding and confidence. • A range of punctuation is being used for all of the above, but commas are also being used to embed clauses and phrases into the sentences. Different sentence lengths (e.g. minor sentences or short sentences) are being used for effect. • There is evidence that the word order and phraseology of the sentence is being deliberately shaped. • The vocabulary is showing sophistication but also a much broader range, and a sense that they are considering the impact of the words. Subject specific words are used with precision. • The writing is now clear with a range of discourse markers to signpost the work. They may also be beginning to try reference chains.
L7	<ul style="list-style-type: none"> • There is now full control of the punctuation. A wide range of punctuation including semi-colons and colons is being used. These are accurate but at the moment they may feel a little “conscious”. • The sentence forms are now being adapted for deliberate effect. • The vocabulary is extensive and ambitious. Subject-specific words are used expertly to enhance the meaning. • The discourse markers are now integrated and less obvious and reference chains are being used successfully.
L8	<ul style="list-style-type: none"> • Everything from above is being done. The writing is now extremely cogent. There is not a misplaced word and every sentence has been crafted for effect. • The full range of punctuation is being used naturally; the reader will barely notice it. Things like semi-colons and dashes are now being used creatively. • The vocabulary (including subject-specific words) is expertly chosen to show sophistication and range but also the ability to use it expertly for impact. • The structure of the writing is fluently linked so that the reader barely notices where discourse markers and reference chains have been used.