



KENILWORTH SCHOOL & SIXTH FORM MARKING POLICY

NOVEMBER 2015

POLICY DETAILS

Date of policy: November 2015

Date of next review: November 2018

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Matt Snape (Deputy Headteacher)

AIMS

FOR STUDENTS

- To inform them of their progress towards their current target grade and motivate them to improve their performance
- To help them identify the positive elements of their work and build on these; to recognise areas for improvement and act upon the targets set
- To develop their ability to accept constructive criticism and praise in order that they can reflect more effectively on what they have learned
- To equip them with the skills of constructive self-criticism so that they can become effective independent learners
- To acknowledge and action the diagnostic feedback provided by staff

FOR TEACHERS

- To inform them of the progress that students are making against their current targets
- To diagnose individual and general learning needs
- To inform curricular planning to meet the needs of learners
- To evaluate the impact of the teaching on students' knowledge, understanding and skills
- To become reflective practitioners
- To reinforce expectations and students' sense of purpose

PRINCIPLES OF EFFECTIVE MARKING

Effective marking takes a variety of different forms depending upon the demands of the particular pieces of work and schemes of work over a period of time. The following principles are intended to provide a framework by which staff can plan and evaluate their practice in marking students' work. It:

- Provides diagnostic and constructive feedback which helps students to understand what they have achieved and what they need to do next
- Encourages student engagement through questions which are followed up
- Provides opportunities for students to mark/assess/evaluate their own and others' work
- Focuses on explicit learning intentions as the criteria for success
- Engages with subject-specific knowledge, understanding and skills and not just with effort and presentation
- Supports consistently high expectations of the quality, presentation, spelling and grammar of students' work
- Is focused and targeted in order to make it meaningful for the student and manageable for the teacher
- Is prompt and regular in all classes and all subjects
- May include both written and verbal feedback
- Sets specific targets or next steps
- Is legible and is expressed in clear language appropriate to the needs and abilities of the individual student

- Feeds into the planning of future teaching activities
- Develop familiarity with subject specific terminology.

SUGGESTIONS FOR GOOD PRACTICE IN MARKING

- Individual or pair marking or editing for special features of content or presentation, prior to the work being handed into the teacher
- Editing or correcting of particular features in part of the work before asking students to self-mark the remainder for the same errors
- Focusing marking on a single feature, which had been made explicit to the students in advance
- Sharing exemplar material with the whole class to model the expected outcomes
- Collating common issues that arise from a set of marking and sharing these with the class or groups of students via teacher-prepared sheet, notes on the whiteboard or ICT rather than writing detailed comments on all work individually
- Oral feedback, providing immediate acknowledgment of work done, quick targeted intervention and an opportunity to share strategies for improvement at the relevant time
- Marking written work without the student present may involve more detailed teacher comment. It is important that time is given in the following lessons for students to read and assimilate this feedback
- Where work has been completed and reviewed as a whole class task it is not expected that detailed marking would be evident

FREQUENCY OF MARKING

- Books, or a diagnostic piece(s) of work are marked at least once every 2 weeks in English, maths and science and every 3 weeks (twice each half term) in other subjects at key Stage 3. Where classes are split the frequency of marking should be adjusted accordingly pro-rata, under the guidance of the Head of Department
- It is recognised that assessments/tests need to be marked during the term and this impacts upon the workload of staff. Therefore where possible assessment marks should also be recorded in exercise books by students with specified targets also recorded and dated
- Books, or a diagnostic piece(s) of work are marked every 2 weeks at Key Stage 4.
- At Key Stage 5 there is some form of written feedback every week.

DAILY PRACTICE

Marking should consist of feedback on attainment and effort to achieve. Attainment can be recorded as both quantitative and qualitative.

ATTAINMENT

- Assessment criteria for key assessments are published in student- friendly formats. Students know exactly what they need to do in order to achieve their target levels or grades.
- NC levels/GCSE/GCE grades are awarded and recorded for key assessment pieces and for substantial pieces of work – at least once every half term. These will also inform grades for data collection points published on the calendar.
- Attainment grades should be accompanied by a diagnostic comment which helps students to understand what they have achieved and what they need to do next. For examples of good practice refer to Department exemplar materials
- Learning targets (or progress targets) are regularly set - at least once every three weeks in core subjects and at least every six weeks in non-core subjects. Targets should be linked to NC/GCSE/GCE criteria and indicated in students' books as a ringed T
- After each marking episode an Effort to Achieve grade must be allocated
- Attainment and effort to achieve grades must be recorded in teachers' planners.
- It is likely that students will receive other types of numerical attainment grades (eg marks out of 10 or percentages) more frequently as part of the formative assessment process

EFFORT TO ACHIEVE

- Teachers should award and record Effort to Achieve on a 5 point scale
- We should all use the same symbols in the interests of consistency
 1. Excellent effort to achieve
 2. Good effort to achieve
 3. Satisfactory
 4. Poor – Selected work needs redoing

ANNOTATION OF WORK

- Teachers should indicate to students what a task is going to be marked for – relating to learning objectives of unit or lesson and assessment criteria of task. This should be integral to the setting of the task.
- Marking is not about correcting everything. Teachers highlight errors - students correct them.
- Correction time needs to be built in to class and homework routines
- Teachers should not feel that they have to mark every spelling and punctuation error. There is, however, a set of baseline literacy expectations that all staff need to mark for. These are full stops, capital letters, and paragraphs. This is a statutory requirement now as new GCSE specifications assess quality of written communication. Teachers should mark subject-specific spelling errors (key words or target vocabulary).
- When whole-school literacy targets are set, teachers should mark in support of those.

- The following symbols are to be used:

//	To show where a new paragraph should be
definite	Show exactly where a spelling error is
it°s raining	To show a punctuation error
we went shops	To show a word is missing
^	
that’s not meant	To show the sense is unclear

SPELLING

Use the Look, Say, Cover, Write, Check method.

MONITORING OF THE POLICY

The marking policy will be monitored as part of the school’s self-evaluation framework. This will mean that marking will be scrutinised by work trawls and through lesson observations. Outcomes from these activities will be included in subject and school Self Evaluation Forms (SEFs).

APPENDIX

To help staff adhere to the marking policy a single page summary sheet will be provided. This should be used as an ‘aide- mémoire’ and should be read in conjunction with the full policy. This summary sheet will be provided to all staff in their handbook and can be added to by Heads of Department as they so wish with subject specific information. Copies of any adjusted summary sheets should be kept within the Department Handbooks and copies provided to Headteacher, SLT line manager and AHT (Assessment).

MARKING POLICY SUMMARY SHEET

This document should be read in conjunction with the full policy (to be found on the VLE, staff documents, policies section). This does not share our rationale but is a guide to the principles we should adopt when marking.

MARKING SUMMARY

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