**Marking Policy**

Aims

* To establish a consistent approach to the way the learner’s work is marked, so that students feel valued and have a clear understanding of how well they are doing.
* To ensure all students have their work marked regularly to help them reach or exceed their full academic potential.
* To help students to improve their work and will inform teacher planning and monitoring.
* To improve standards by encouraging students to give of their best and improve on their last piece of work.
* To create a dialogue which will support/aid progression.

Rationale

*‘Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by*

*students and their teachers,* ***to decide where students are in their learning, where they need to go and how best to get there****.’* J.Rowe 2007

Drumglass High School is committed to providing relevant, timely and regular feedback to pupils, both verbal and written. Marking intends to serve the purposes of valuing pupils’ learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

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

*Marking must provide detailed and personalised evaluation points for future*

*developments* (Ofsted: Good Assessment in Secondary Schools).

Procedures

1. Departmental marking policies should reflect school policy in order to ensure consistency

across curriculum areas.

2. It is the responsibility of the classroom teacher to mark work regularly. It is the responsibility of the Heads of Departments / Teachers in Charge to ensure that marking takes place regularly according to the principles and guidelines expressed in this policy.

3. Feedback:

* Should be given on formally assessed pieces of work as quickly as possible or within a 2 week period.
* Good quality feedback should take place once every 4 weeks.
* Feedback should be linked to the learning intentions and avoid ‘ego’ style feedback.
* The main emphasis should be placed on HOW the pupil can progress forward.
* Feedback should be acted upon (evidence of pupils reading and applying advice/feedback given by the subject teacher). Give pupils time to carry out DIRT (Designated Improvement Reflection Time). Pupils should carry out this activity using purple pen.
* A dialogue of feedback is recommended good practice.

4. Monitoring of exercise books/files and samples of pupils’ work should take place six times within an academic year. The SLT link should support monitoring. Exercise books and students’ work will also be monitored by SLT links during lesson observation and departmental monitoring.

5. All students should be aware of their targets. These should be in front of their books/files and reviewed regularly.

6. Students need to understand marking systems, both the success criteria for marking as well as the comments and grades or marks awarded.

7.All marking should include a teacher comment. Comments given should highlight pupil strengths and areas for improvement. Specifically comments should focus on:

* Student achievement of the learning objective, outcomes and success criteria.
* Providing information on how the student can improve standards in the subject.
* Identifying next steps for learning.
* Review and setting of targets.

Whole school format of marking:

**WWW (what went well): ✓**

WWW will include a curriculum and a specific literacy comment (where possible, some more practical based subject may not be able to include this with every piece of work).

**EBI (even better if)**

EBI will include a curriculum and a specific literacy target.

Literacy comments and targets can be linked to the pupil’s individual literacy targets or subject specific keywords.

8. Comments should be in student friendly language.

9. Comments should be written in clear and legible handwriting.

10. Encourage and praise students whenever possible.

11. Work should be dated.

12. Ensure that students are provided time to consider marking comments.

13. Work may be marked in a number of ways including teacher marking, peer marking or self-marking, peer and self-assessment techniques may include:

* Teachers making success criteria explicit to students.
* Students using success criteria to evaluate their own work.
* Groups marking work, e.g. homework.
* Whole class review of work, e.g. plenary.

The following Response codes should be used and applied in pupil work

|  |  |
| --- | --- |
| SC | Self Check |
| PC | Peer Check |
| CC | Class Check |
| TC | Teacher Check |
| ✓D | Oral Feedback/ Discussion with the child |

14. Opportunities should be given for pupils to consider formative feedback and act upon it in their summative assessment.

Best practice would involve:

* Students routinely using written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve.
* Students understanding how feedback relates to their longer-term goals and setting their own targets for improvement.
* Students understand when and where they have made improvements in response to feedback previously given.
* Students should provide a comment underneath the teacher comment to show their

reflection on the feedback.

15. The School’s reward system should be employed to reward both effort and achievement, (Bonus Merit for Achievement and Effort after each Assessment Point)

16. Teachers must maintain an accurate record of student progress and attainment which will support regular recording and reporting of levels (KS3) and GCSE grades (KS4).

17. All Departments support Literacy by correcting spellings, grammar and punctuation. Whilst marking symbols and presentation layout can normally be left to individual departments, adherence to the following rules provides students with a consistent framework for all work -

* When peer assessing pupils correct in a pen not used in the pupil’s work.
* Pupils write in black, blue or in pencil.
* Teachers mark in a **green** coloured pen (not red).
* Pupils should use a purple pen for evaluative feedback/corrections where appropriate.
* The following marking symbols used in the margin with underline of the error

SP Spelling error

GR Grammar

WW Wrong word

? Something doesn’t make sense

P correct punctuation missing

NP New paragraph

NL New Line

UN Unfinished

ᴧ Word/letter missed out

\ Either, unnecessary letter or word or, should be two words

CL Capital Letter

P Punctuation

X Inappropriate/clichéd word

TI Tense Inconsistent

 Change position of word

Presentation of work

18. Work across the curriculum should be neat, tidy and free from graffiti. All subject teachers must ensure the following presentation rules are followed in all class/homework

* No graffiti on folders/books/files/diaries/ school equipment.
* All work should have a title underlined.
* All work should have a margin. If the page does not have a margin, it should be marked out using a ruler.
* A high expectation regarding the presentation of work is clear to pupils across the curriculum.
* All work should be dated on the top left hand corner (writing the month as a word).
* Pupil name should be placed on the top right hand corner.
* Handwriting should be neat and legible.
* Key words should be highlighted/underlined.
* Parents should sign every homework to confirm they are happy with the effort and level of presentation.
* Policy reviewed: April 2018
* Signed: M Shilliday
* Next review date: April 2020

Ratified May 2018