

Marking Policy

2020

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Consultation by:	Curriculum Committee	February 2020
Reviewed and recommended by:		
Approved by:	Curriculum Committee	February 2020
To be Reviewed by:		February 2022



The HENRY
BEAUFORT *School*

Marking Policy

This policy has been reviewed and revised as a result of feedback from the Staff Well-being committee and in conjunction with the Independent Teacher Workload Review Group on 'Eliminating unnecessary workload around marking'.

Originally approved by Curriculum Committee on: June 2015

Reviewed December 2019

Approved: Curriculum committee February 2020

Marking allows for the consolidation and accumulation of knowledge, skills and understanding. It should be meaningful, manageable and motivating. Marking should provide stretch and challenge appropriate to student's prior and current level of attainment.

Rationale

The purpose of marking is:

- √ To motivate students to make further progress by identifying and recording a learning objective that will lead to improvement. This will be achieved through the use of formative assessment.
- √ To inform students and parents of the standards that have been achieved at the time of the formative assessment.
- √ To encourage students to check their own work by understanding the success criteria associated with the task so that they can complete work to the highest standard
- √ To celebrate progress and value the effort and achievement of the student

Aim

The aim of this marking policy is to provide a whole school consistent approach to marking through the use of a framework of minimum expectations for marking that can be applied across all subject areas. This will ensure that clear and consistent messages about the positive impact of marking are being conveyed by teachers to students, parents and the Governing Body.

Individual team areas may decide to underpin this framework with additional marking and the subject specific rationale behind this will be made clear to parents by the team concerned. Any team decision to undertake additional marking must be quality assured against the principles of 'meaningful, manageable and motivating'

Marking work will take a number of forms such as written formative feedback or verbal formative feedback or good quality peer assessment.

The policy also acknowledges that marking must be manageable and workload realistic for teaching staff. Teachers are not expected to mark every piece of work produced by a student.

These aims will be achieved with the following:

- All students will receive formative feedback for improvement for every 8 hours of classroom learning. The school acknowledges that there must be sufficient flexibility for teachers to adopt a marking approach that is best suited to the requirements of the individual subject.
- Marking may involve feedback to a whole class and/or individual feedback.
- Teachers will make records of verbal feedback given **if** their professional judgement indicates that this would be appropriate. The key to effective verbal feedback is that if asked students are able to explain how they need to improve their work in order to make progress.
- The key to the successful impact of marking will be through the progress each student makes towards their learning objective in a subject area.

Teachers will:

- Make written feedback clear and visible to students
- Use the following symbols to indicate corrections in spelling, punctuation and grammar:
Sp = spelling
P = punctuation
Gr = Grammar

- Use these symbols to indicate:



Target to meet (the target should be framed as a question)



Pay attention to this



Student response required

- Identify spellings to be corrected by the student. They will choose subject specific keywords words that are useful and relevant: up to 3 subject specific words per page of writing.
- Mark for literacy and numeracy where appropriate.
- Use stamps and/or stickers if these are recognised within the team as an appropriate and effective way of providing feedback.
- Give directed, personalised feedback which will include a positive comment and a learning objective for improvement. The learning objective for improvement will be in the form of a question or a highlighted aspect of the student's work and it will signpost strategies for the student to support them in meeting this learning objective.
- The learning objective will provide appropriate stretch and challenge for the student. This will be appropriate to the age and learning profile of the student
- Provide dedicated review time for students in class when returning formatively assessed work so that students respond to the assessment at a time when it will have most impact. Students to use green pen for their responses so their learning consolidation and progression is clear to them as well as the teacher.

Students will:

- Accept their responsibility in making their work neat, legible and presentable. They will make sure that all work is given a title and a date and both of these are underlined. Completed work will be ruled off.
- Use a pen for all work unless otherwise instructed by the teacher.
- Correct mistakes which are part of the learning process. When mistakes are made students should put a neat single line through errors in work. Tippex is not allowed.
- Spelling misconceptions must be addressed using an appropriate team strategy
- Regularly reflect on the progress they have made towards meeting the marking learning objective and ask the teacher for additional support if they are uncertain as to how to meet the learning objective.

Monitoring of marking will take the form of:

- Team marking reviews through SPRM's and book monitoring carried out within TLM's and by appropriate line managers
- SLT monitoring through SPRM's, book monitoring and through non-graded lesson observations and learning walks

Results of monitoring will be recorded and used by the team to inform future development needs.

Marking and monitoring of marking will form part of the agreed performance management targets for all teaching staff.

Evaluation

Successful outcomes of marking will be illustrated through student progress and monitored by the Governors Curriculum Committee.

This policy will be reviewed every two years

CV- 19 Response

In light of the pandemic and the implication for cross contamination the following extraordinary measures will be in place.

Teachers will be able to adopt all or any of the following marking processes

- ✓ Collect in books. Allow for 72 hours of quarantine before marking the contents
- ✓ Assessments to be written on paper and handed in. Students to stick into books using own glue when returned after marking. Glue that has to be provided to be sanitised using wipes before being returned to the teacher
- ✓ Use of self-assessment/ in class marking
- ✓ Use of on line assessments*
- ✓ Work produced on line and emailed to teacher for on line marking*

*To also apply if the school is required to close as a result of a local/national lockdown

Updated July 2020