

2017 - 2020

Marking Policy

Llanishen High School

This document contains the specific policy and associated information relating to marking at Llanishen High School

Responsible Staff Member: Mr R Wilson
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MARKING POLICY

RATIONALE

Marking is a significant part of the ongoing monitoring and assessment of pupil performance.

The Marking Policy supports the Assessment, Recording and Reporting (ARR) Policy where it states 'Assessment, recording and reporting of student progress serves a number of purposes. The most important are to track progress (assessment of learning) and to improve learning outcomes (assessment for learning)'.

AIMS

Marking should improve pupil progress and achieved by:

- Providing diagnostic feedback to pupils, informing them of their strengths and outlining areas for development.
- Encouraging pupils to improve by giving them feedback which has a positive effect on their learning.
- Showing pupils that their work is valued and give them a clear indication of their next steps.
- Motivating pupils to learn through praise and affirming success, even where this is limited.
- Developing pupils' self-confidence and raise self-esteem by providing opportunities for self-assessment.
- Using information gained from marking to inform future lesson planning and differentiation for teaching where appropriate.
- Contributing to the record of pupils' progress to be shared with pupils, parents and colleagues to enable them to track progress.
- Consistently used across the school so that pupils know what they need to do to make progress.
- Setting high expectations for the quality of presentation in all aspects of pupils work.(see presentation codes)

GUIDELINES

1. Classwork, homework and coursework should all be assessed. Classwork includes practical activities, discussion and oral work.
2. Feedback, whether it is written or verbal should be given regularly and frequently and should be purposeful.
3. Written feedback should be provided as soon as possible after completion of the task. Verbal feedback should be given individually and or as a class group where possible.
4. Marking includes pupil self-assessment and peer assessment. This form of Assessment for Learning (AfL) needs to be completed using effective success criteria and signposted clearly in pupils books and files.
5. Marking should be done in the context of the learning objectives of the lesson or lessons. These comments should be clear, subject specific, affirm success and provide guidance to pupils on improving and correcting their work. This will take the form of **Feedback** (written diagnostic feedback on the strengths of the pupils work) and **Feedforward** (written comments on how to improve and develop the pupils work. Feedforward will also incorporate the Close the Gap concept).
6. Pupils should be given time in class to read the feedback/feedforward comments and to respond to them by either answering the 'Closing the Gap' questions, responding to specific comments, correcting spelling, improving presentation or making the appropriate changes to work in subsequent tasks.
7. For GCSE year groups Subject Learner Checklists/Specification outlines should be completed by pupils and staff as each topic is taught and then tested. These should be prominently placed in pupils' exercise books or files and on assessments.

8. Grades, levels or marks are not generally given for classwork. The focus is on showing pupils what they have achieved and what they need to do to improve via Feedback and Feedforward comments.
9. Marks are issued in formal assessment tests, spelling tests or listening tasks. National Curriculum Levels are given for assessed tasks at KS3. Grades are given at KS4 and KS5 in line with specification criteria for G.C.S.E., BTec, and AS/A level. Levels. Pupils in all Key Stages need to become familiar with the levels and grading systems used.
10. Teachers mark some pieces of work more intensively and expect a response from the pupil. Intensive marking covers knowledge, understanding, accuracy, use of language, spelling and presentation.
11. The school's literacy marking policy is used for formal assessment tests, or any piece of work which is intensively marked. (see appendix 1)
12. Each department is required to have its own marking policy based on the principles and practice set out in this whole-school policy. In particular the departmental policy should cover:
 - The frequency of marking
 - Use of intensive marking
13. In addressing the frequency of marking Departmental procedures need to take into account the number of contact hours given for their subject in each Key Stage but the expectation is that at

Key Stage 3

- Minimum of one KS3 staff (marked in depth using Feedback Feedforward process), one KS3 self and one KS3 peer AfL task per half term.
- End of Topic assessments to be marked in detail using the AfL marking guidelines.
- KS3 Assessments will coincide with the scheduled Data Drop deadlines, thus providing an accurate picture of pupil progress.

Key stage 4

- Minimum of one KS4 staff (marked in depth using Feedback Feedforward process), one self and one KS4 peer AfL task per half term.
- End of Topic assessments to be marked in detail using the AfL marking guidelines.
- End of Topic assessments to be marked in detail giving diagnostic feedback and Close the Gap opportunities.
- Subject Learner Checklist Grid/Specification outlines to be completed as topic is taught and after the end of topic assessment.
- KS4 Assessments will coincide with the scheduled Data Drop deadlines, thus providing an accurate picture of pupil progress.

Key stage 5

- Sixth form topics/sections need to be proceeded by the appropriate section of the exam specification, thus giving pupils an overview of the course and an initial structure of the content to be covered.
- Minimum of one KS5 staff (marked in depth using Feedback Feedforward process), one self and one KS4 peer AfL task per half term.
- KS5 Assessments will coincide with the scheduled Data Drop deadlines, thus providing an accurate picture of pupil progress.

RESPONSIBILITIES

It is the responsibility of every pupil to:

- read and act upon the teacher feedback comments in order to enhance progress.
- respond in detail to all Feedback and Feedforward comments given by staff.
- complete all Peer and Self-Assessment tasks appropriately using effective success criteria .
- follow the guidelines on presentation set out by the Presentation Marking Codes .

It is the responsibility of every classroom teacher to:

- ensure that class work, homework and coursework is marked in accordance with this policy and their own department's procedures.
- ensure all books and files adhere to the schools marking procedures and policy.
- ensure that all work is marked in accordance with the school's literacy marking policy set out in the staff planner.
- require, encourage and support pupils to complete unfinished work, referring pupils to the Subject Leader if work is not completed.
- complete comments that are clear, subject specific, affirm success and provide guidance to pupils on improving and correcting their work. This will take the form of **Feedback** (written diagnostic feedback on the strengths of the pupils work) and **Feedforward** (written comments on how to improve and develop the pupils work. Feedforward will also incorporate the Close the Gap concept).
- keep a record of marks and assessments achieved in accordance with the agreed procedures within the Department/Faculty.
- enter levels/grades and effort grades into the SIMs adhering to the school's Data Drop Schedule.
- ensure that pupils understand the marking system, success criteria and assessment levels/grades as set out in their pupil planner.

It is the responsibility of each Curriculum Leaders/ Subject Leaders to:

- ensure that the Schools/Departments procedure is consistent with this policy.
- ensure that the Schools/Department has effective marking procedures in place that are fully understood by all staff .
- monitor, evaluate and quality assure the feedback, feedforward and marking done by colleagues through the sampling of pupils' exercise books according to the school's review schedule and book scrutiny schedule. A brief summary report of findings completed and given to department and SLT link.
- complete the Book Scrutiny forms and provide copies for individual staff and the SLT link.
- ensure that assessments are standardised so that meaningful and accurate levels/grades are recorded and reported to pupils and parents via reports and interim Data Drop results.
- give feedback to individual pupils where appropriate and to staff in their subject area.
- develop a departmental portfolio of marking best practice to aid consistency of approach.
- provide marking support and guidance to all department staff and highlight any causes for concern to SLT link.

It is the responsibility of the Senior Leadership Team to:

- monitor, evaluate and quality assure the feedback and marking done by colleagues (as scheduled in school calendar) through the sampling of pupils exercise books/files according to the school's review schedule and book scrutiny schedule - samples to include work of pupils at all ability levels. i.e. a top, middle and bottom.
- give feedback to Subject Leaders and any staff who show exemplary practice or whose practice gives cause for concern.
- collate the book scrutiny forms to provide evidence of consistency of approach and best practice.
- provide support and guidance to those staff whose marking practice has been highlighted by subject leaders as a cause for concern.

Related policies:

Homework and Self-Supported Study (website)

Literacy Marking (staff planner)

Assessment, Reporting and Recording (website)

Appendix 1



LITERACY MARKING POLICY POLISI MARCIO LLYTHRENNEDD



Your teacher will mark literacy errors in your work using the following codes:

Signs and symbols	Explanation
SP	<u>Spelling Error:</u> Pupils to write the correct version of the spelling five times.
P	<u>Inaccurate/ No use of Punctuation:</u> Full stops, capital letters, commas and apostrophes.
E	<u>Unclear Written Expression:</u> Writing is unclear and doesn't make sense.
NS	<u>Non-standard English/Slang</u> EG: lush, bad, sic.
//	<u>New Paragraph</u> When starting a new topic/section/idea.



PRESENTATION MARKING POLICY POLISI MARCIO CYFLWYNIAD



Your teacher will use these codes when commenting on your presentation of your work.

S1: general presentation S2: date & class/ homework headings in Welsh/target language S3: blue or black pen used. Drawing in pencil S4: no graffiti S5: mistakes crossed out using a single line S6: headings underlined S7: pupil responded to Feedforward Comment/Close the Gap