

2016 - 2019

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
Approved by Governing Body: May 2016
To be reviewed: May 2019



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:

- Provide diagnostic feedback to pupils, informing them of their strengths and outlining areas for development.
- Encourage pupils to improve by giving them feedback which has a positive effect on their learning.
- Show pupils that their work is valued and give them a clear indication of their next steps.
- Motivate pupils to learn through praise and affirming success, even where this is limited.
- Develop pupils’ self-confidence and raise self-esteem by providing opportunities for self-assessment.
- Use information gained from marking to inform future lesson planning and differentiation for teaching where appropriate.
- Contribute to the record of pupils’ progress to be shared with pupils, parents and colleagues to enable them to track progress.
- Be consistently used across the school so that pupils know what they need to do to make progress.

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. Oral feedback should be given individually where possible.
4. Marking includes pupil self-assessment and peer assessment.
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.
6. Assessment for Learning (AfL) feedback sheets – see appendix 1 – should be used by staff and pupils for marking KS3 work. These cover strengths and weaknesses; guidance on improvement; and space for ‘close the gap’ questions to help the pupil improve their work. Pupils should be given time in class to read the feedback and to respond by answering the ‘Closing the Gap’ questions. The sheets should be prominently placed into pupils’ books to enable pupils and parents/guardians to see them and to enable monitoring of marking by subject leaders and senior leaders.
7. For KS4 in addition to the AfL feedback sheets (see appendix 2 and 3) Subject Learner Checklists should be completed by pupils and staff as each topic is taught and then tested. These should be prominently placed in pupils’ exercise books and files and on assessments.
8. Grades 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.

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 are familiar with the levels and gradings 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 (see appendix 4 for presentation marking grid).
11. The school's literacy marking policy is used for formal assessment tests, or any piece of work which is intensively marked. (see appendix 4)
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, one KS3 self and one KS3 peer AFL sheet per half term.
- End Topic assessments to be marked in detail using the AFL sheet.
- Use of the Seren, Seren, Dymuniad stamper in exercise books.
- Presentation Marking Grid completed every half term.

Key stage 4

- minimum of one KS4 self and one KS4 peer AFL sheet per half term.
- minimum of one KS4 staff AFL sheet per half term.
- End Topic assessments to be marked in detail giving diagnostic feedback and Close the Gap opportunities.
- Subject Learner Checklist Grid completed as topic is taught.

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 Close the Gap questions set by staff.
- complete all Peer and Self-Assessment tasks appropriately.
- follow the guidelines on presentation set out in the Presentation Marking Policy grid.

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.
- 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.
- 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 Entry Schedule.
- ensure that pupils understand the marking system 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 Department's/ Faculty's procedure is consistent with this policy.
- ensure that the Department/Faculty has effective marking procedures in place that are fully understood by all staff .
- monitor, evaluate and quality assure the feedback and marking done by colleagues through the sampling of pupils' exercise books according to the school's review schedule and book scrutiny sessions.
- 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.
- give feedback to individual pupils where appropriate and to staff in their subject area.
- 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 through the sampling of pupils exercise books according to the school's review schedule and book scrutiny sessions - 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 \(website\)](#)



KS3 Assessment for Learning



Asesu er mwyn Dysgu.

Teacher Self Peer Date _____

SEREN – Yn Dda ? What Went Well?

SEREN – Yn Dda ? What Went Well?

DYMUNIAD – Yn Well Os ..., Even Better If ...,

Cwestiwn Caewch y Bwlch - Close the Gap Question

Ymateb Caewch y Bwlch - Close the Gap Response



KS4 Assessment for Learning.



Asesu er mwyn Dysgu.

Name :

Date :

Close the Gap Question - Cwestiwn Caewch y Bwlch

Close the Gap Response - Ymateb Caewch y Bwlch

Student Subject Learner Checklist completed

Staff Subject Learner Checklist completed



KS4 Assessment for Learning.

Asesu er mwyn Dysgu.



Name :

Form :

Self

Peer

Date

STAR/SEREN – What Went Well? Yn Dda ?

WISH/DYMUNIAD – Even Better If ..., Yn Well Os ...,



LITERACY MARKING POLICY

POLISI MARCIO LLYTHRENNEDD

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



Signs and symbols	Explanation
S	<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.
N	<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 marking your work.

You should give yourself a grade for your presentation every half term, based on the codes below.



Your grades can be: Excellent (1), Good (2), Adequate (3), Unsatisfactory (4).

Checklist	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 response given						
Total :						