



MARKING POLICY

Legal Status:

- Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2010, amended 2013

Applies to:

- Whole School

Related documents:

- Curriculum Policy

Available from:

- School office

Monitoring and Review:

- The Principal is responsible for monitoring the implementation of this policy and addresses this policy on a regular basis via meetings with the advisory board, the Head of Education and teachers.
- The Head of Education regularly inspects samples of students' work and observes the policy being implemented in the classroom.
- To be continuously monitored and reviewed by no later than two years from the date shown below.

Signed:

Date: November 2018

Date of next review: November 2019

Amanda Woods

A Woods, Principal

Introduction

This document is a statement of aims, principles and strategies for Marking at Ashwicke Hall School. The purpose of this policy is to ensure a consistent approach throughout the whole school. The school marking policy was developed and agreed by the whole staff. The implementation of the policy is the responsibility of the Principal and Head of Education, in conjunction with professional colleagues.

Aims

We aim to:-

- assess children's work in a positive manner reflecting the ethos of the school with children present as far as possible;
- mark written work regularly (bi-weekly preferable) and return or give feedback quickly;
- mark work consistently in ways which highlight strengths and shortcomings, using approaches which are understood by children and parents;
- provide helpful and constructive feedback to children so that their needs are identified and, where appropriate, discuss with them what they find difficult;
- recognise achievements giving encouragement and building confidence;
- focus on particular aspects of work at different times rather than correcting every mistake which is disheartening. Children will need to understand what aspects of their work will be the focus of marking linked with the learning intention;
- comment specifically on the next step for learning at the end of each piece of literacy work and where appropriate in other curriculum areas. The aim should be to summarise achievement and to set a further target which will link to the learning objective;
- make links to previous work where possible;
- provide a basis both for summative and for formative assessment;
- when giving a grade or mark, children should clearly understand what this means;
- encourage children to proof-read and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation;
- plan for and give children time to respond to marking by editing a section of work, make amendments or extend a piece of work;
- assure children that we value their work, and to motivate them;
- assess each individual's work, to identify problems and to help us to plan for the future;
- communicate regularly with children about their individual progress;
- inform the next step in a child's learning;
- assist children by setting clear targets to focus on aspects of their work which need further development;
- motivate children to further effort by praising or celebrating current achievements and raising self-esteem;
- use marking to provide teachers with feedback of how well the children have understood the current work, so as to assist in forward planning;
- enable the teacher to make judgements about students' attainments
- promote high quality work;
- develop clarity of purpose;
- evaluate quality of teaching and learning;
- encourage reflection and self-improvement.

Marking and feedback should:

- be manageable for the teaching team and accessible to the children;
- relate to the learning intention;
- involve the teaching team working with the children;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking where appropriate;
- respond to individual learning needs taking opportunities to mark face-to-face where appropriate;
- inform future planning;
- ultimately be seen by children as a positive approach to improving their learning;

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- provide clear feedback to students about the strengths and weaknesses in their work and the next steps they need to take;
- provide a classroom record of student's progress;
- encourage students to strive to improve by giving help, encouragement and constructive comments;
- direct students to what they need to do to improve their work through formative marking and using the goal sheets;
- help parents understand strengths and weaknesses in their children's work.

The degree of maturity and ability of the child will affect the form and nature of marking. We mark not only to correct errors but also to celebrate successes and point a way forward. It is especially important that we have a consistent approach to how we mark children's work throughout the school.

Marking may be done by:

- teacher alone;
- teacher alongside child;
- child alone;
- other children;
- whole class review.

Guidelines for Marking

- Staff mark all subjects in red ink.
- Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.
- Teaching staff can use symbols to assist in marking, which teachers explain to students. For examples, please refer to *Appendix 1* for an overview of these suggestions.
- All students' work should be collected in regularly and marked within one week. However, in some cases, notably ongoing projects or independent enquiry work, weekly marking may be verbal with written marking at the culmination of the task.
- Not all mistakes will be corrected. These may be subject specific.
- Corrections within a piece of work should be neat and legible. Remarks should be in the margin, with final comments at the end of the piece.
- If a mark, level or grade is included as part of the marking to be shared with the pupil, they must have a clear understanding of what it implies. In the Upper School they should have prior knowledge of the marking criteria.
- Time should be allowed for students to read comments and scores. They should have time to discuss the feedback when the work is returned.
- Work should be treated with respect. When many errors are made, marking should be selective or dealt with through discussion. Harsh criticism should be avoided.
- Requests for further action should be followed up in one week.

Comments: These should be positive, highlighting the child's strengths. Comments should include advice on how to improve and targets may be set. They serve as a record for the child, teacher and parents.

Oral responses to children's work

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

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Making our marking effective

When we return work to older children we will give them a short time (two-three minutes) to read our comments and think about the targets they need to work towards.

How we involve the children.

It will be apparent from the section above that we are involving children. We do this best by sharing the criteria for the marking with them. This is done in several ways:

- Through a standard type of learning objective.
- Individual children having set targets in various subjects for the term.
- by inviting children to think of what it is they have to do in order to succeed (when you have finished the writing, how will you know if it is good? What will you be looking for?)
- Fluent writers can write their learning targets in their book.

Rewards

To motivate and reward children for their effort and work, each year group consistently gives out the same rewards. Rewards may include:

- A public word of praise in front of a group, a class, a year or the whole school.
- A system of merit marks or points.
- Stickers, stars, stamps or certificates.
- Stamps in books.
- Use of school reports to comment favourably academic achievement.

Marking and Assessment

Assessments are carried out throughout the school year. Test papers are marked and scored. Core subject tests designed to assess the concepts that have been taught weekly and periodically are given throughout the term with the final exams during the last week of term. Tests throughout the term are analysed and marked thoroughly and new targets for the children to work towards are set.

How Children's progress is reported to Parents.

It is important that we inform parents of our strategies. We will do this by:

- Uploading marks and results onto our webschool and notify parents through emails and telephone conversations about the student's progress as and when needed or requested.

Staff Roles

Head of Education:

- To ensure marking is consistent throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- To monitor the quality of marking.
- To assess the quality of teaching, learning and assessment through marking.
- To lead a whole school approach to marking, keeping staff and parents well informed.

Proprietor:

- To approve, ratify and monitor the Marking policy.
- To ensure that they are well informed about standards in marking.
- To be familiar with the types of information gained from marking and assessment.

Subject Coordinators and Heads of Department:

- To carry out agreement trialling to establish accurate and common standards throughout the school for marking.
- To sample examples of marking throughout the school and report findings to the management team and staff.
- To monitor and support teacher's marking and assessments of children's work throughout the key stage.

Class Teachers:

- Develop an atmosphere in which children are motivated to learn from mistakes and targets given from marking.

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- Challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- For marking to reflect individual children's needs.
- Keep comprehensive records of children's work.
- Use marking and assessment data to set targets and give children clear and constructive feedback.
- To be clear with your students about your marking techniques.
- To ensure that assessment information informs further curriculum planning.

Race Equality and Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Appendix 1

Writing correction code Code Use: Example

<u>Code/Symbol:</u>	<u>Meaning:</u>	<u>Example:</u>
WW	Wrong word	As our plane flew <u>on</u> the mountains we saw snow.
WT	Wrong time	As our plane flew over the mountains we <u>see</u> snow.
WF	Wrong form	As our plane flew over the mountains we <u>was seeing</u> snow.
WO	Wrong order	As our plane over the mountain <u>flew</u> we saw snow.
SP	Spelling	As our plane <u>flue</u> over the mountains we saw snow.
Gr.	Grammar	As our plane <u>flown</u> over the mountain we saw snow.
P	Punctuation	As our plane flew over the mountains _; we saw snow.
X	Extra word	As our plane flew over <u>to</u> the mountains we saw snow.
M	Missing word	As our plane flew over the mountains <u>_</u> saw snow.
R	Register	As our plane flew over the mountains we <u>observed</u> snow.
?	Not clear	As our plane flew over the mountains we saw snow.
!	Silly mistake!	As our plane flew over the mountains we <u>seed</u> snow.
RW	Try re-writing	<u>Our vehicle flies, we snow find, over mountains you saw it</u>

Other suggestions:

<u>Code/Symbol:</u>	<u>Meaning:</u>
//	New paragraph
SS	Sentence Structure
^	Something is missing
C	Missing Capital Letter
R	Repetition
FVG	Verbal Feedback Given

Students Self-Marking Symbols that can be used in the copybook by students evaluating / marking their own work:

I	Independent work
G	Group/Paired Work
S	Supported Work
MP	I think I've got it but I need more practice
H	This is hard please help me