

**COLLEGIATE HIGH SCHOOL
A RAISING ASPIRATIONS TRUST**

MARKING POLICY

Policy 15

Regular marking is part of the assessment process and informs students and staffs of current standards being achieved, and offers further advice and encouragement for further improvement.

Principles

- Marking provides regular and meaningful written (and oral) feedback to students, parents and staff.
- Consistency is achieved by standardisation of marking across the School and within Faculties.
- Marking is in accordance with GCSE and BTEC mark schemes, where relevant.
- Marked work must always include a constructive comment indicating how work can be improved.
- Information gained is used to inform future teaching and learning.
- Marking acts as an incentive to promote learning and further attainment, via a variety of strategies including enabling students to reflect on, revise and correct their work.
- Marks given are recorded, used to inform reporting to parents and passed on to the next staff.

Practice

- Both class-work and homework should show evidence of regular marking
- Errors in spelling of subject specific words are identified, as well as more general errors in spelling, punctuation and grammar, using the School notations (see appendix 1). Two incorrect spellings per page should be underlined and marked with an 'sp', with the correct spellings written in the margin
- Exemplar work of a variety of levels / grades should be displayed in classrooms as guidance for students who are aspiring to the next level / grade up.
- Positive, honest and encouraging feedback, both oral and written, should identify achievements made and offer advice for further progress using the WWW (what went well) EBI (even better if) system. Each half term all students should receive a standardised assessment which is marked using www/ebi and levelled or graded. The ebi comment should be of sufficient detail that it makes it clear how the student is to progress.
- Staff should set curricular targets(which may be a detailed ebi) for students identified by SISRA as underachieving. All other students should set themselves a curricular target in consultation with staff.
- Comments on the presentation of work should be in line with the School' guidance for presentation (see appendix 2).
- Comments on marked work can be shared with parents via the Student Handbook.

- Marks awarded by staffs should be recorded in each staff's electronic record or planner (see appendix 4). Those from major assessments will be recorded half termly within the Faculty and centrally.
- Peer and self-assessment are valuable ways of developing student understanding of their own progress and assessment criteria. They should be evidenced.
- Marks for the six assessment periods throughout the year, which include internal examinations, are to be based on summative assessments covering the full range of skills and all work done to date that year.
- National Curriculum levels, GCSE grades and BTEC grades (Pass, Merit and Distinction) will be analysed and used to measure underachievement and excellence.

Monitoring: *By Curriculum Leaders, 2 i/c Faculty, PALs and SLT, termly via evaluation of students' work using proforma, (see appendix 3).*

Evaluation: *Annually by the AHT: Director of Assessment*

Annotation of Students' Work Codes for Literacy

Staffs and students should use the following system:

✓✓	A good point; the point is well explained/correct
X	Your answer is incorrect
RTQ	Refer to question
Sp	Try this spelling again
Cap	Find the missing or misplaced capital letter
//	Mark in where the new paragraph is needed
T	Check tenses
.	Put in missing full stops
P	Check punctuation
C	Try to use better connectives
O	Choose a more interesting opening for the sentence
?	This does not make sense. Read it through again and add/change something.
^	A word has been missed out
+	Add in a point you forgot to include
Ro	Run on sentence
V	Think about vocabulary choices

Staff are not expected to correct every single mistake, students should be made aware of the purpose of the marking. This will vary between subjects, but a piece of work covered with a staffs comments will not encourage students to write. Where students submit 'draft' work it is important that they are aware of the level of marking when work is returned.

Presentation of Students' Work

- All written work to be completed in blue or black ink
- All work to have a date
- Work to indicate whether CW or HW
- All work to have a title, which is underlined.
- All drawing, including frames of tables, to be done in pencil.
- Labelling of diagrams, table contents, to be done in ink.
- No doodling in margins
- Work to be written on each line, with no unnecessary gaps.
- All loose sheets to be trimmed or folded to fit book and stuck in carefully
- Hole punches to be on left hand side
- Loose sheets to have name, form and date on each page

In addition, work which is word processed:

- To make use of header/footer option to include name & form
- Font size to be point 12, where relevant
- Font style to be appropriate, preferably Arial
- Line spacing to be 1.5

Subject specific needs should be included in Department Handbooks.

Evaluation of the Quality of Students' Work and Staffs' Marking

Subject: _____ Year Group: ____ Date: _____ Reviewed by: _____

CRITERIA	1	2	3	4	COMMENTS
1. Is the work marked regularly?					
2. Is there recognition of effort? Praise? Merits / stickers?					
3. How are standards assessed? NC levels? Grades?					
4. Are there AFL comments? Including 'Even Better If' / targets.					
5. Is marking consistent within a department?					
6. Is there evidence of progress by the student?					
7. Is there evidence of peer and self-assessment?					
8. Quality of presentation. Is it following policy?					
9. Is there evidence of differentiation and extension?					
10. Does the Faculty use the agreed notations for literacy?					

Strengths / Areas for Development

Staff Record Keeping

To support student learning and attainment all staff should maintain individual student records. These can be electronic or paper. This information provides evidence when discussing student progress: with parents/carers, with Faculty colleagues and with line managers. It should provide a holistic view, recording aspects which support or impede learning.

Staff should always have to hand a class list, seating plan, SISRA class list showing attainment against targets, target graph and assessment manager mark sheet showing interventions.

The required information falls into two groups: given information and information collated over the year.

This information is given:

- ◆ Base line prior attainment data (most recent standardised assessment data, SATs, MIDYIS, Reading & spelling ages and targets).
- ◆ Individual student needs: SEN status; EAL; LAC; G&T; FSM; medical alert.

Information which is added by the staff each lesson using agreed Faculty codes:

- ◇ Homework (description, completed, on time/late, level/mark)
- ◇ Coursework (tracking of progress and recording of results)

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