

HORNCHURCH HIGH SCHOOL MARKING POLICY 2018

RATIONALE

To provide ongoing feedback to students which informs them of what they have done well, and how they can improve. This will support students in reaching their full academic potential.

Students should always be clear regarding:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their targets

The implementation of this policy is the responsibility of every teacher.

WRITTEN FEEDBACK SHOULD:

- Be predominately positive, encouraging and constructive, in green pen
- Students must be given time to respond to teacher comments (in red).
- Relate to lesson objectives and learning outcomes
- Challenge the students to think for themselves, and respond in red
- Must be regular, kept up-to-date, and promptly returned to students
- Students need to understand marking systems, both the criteria for marking
- Departments should have a common approach to marking English, particularly spelling in all subjects (marking for literacy)
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time.
- Marks, when given, should be recorded in a meaningful way and need not be shared with students each time. Better to inform students whether they are 'on track' to reach their targets or not.
- Tell the students what they have done well, and what to do to improve
- Allow time in class for students to respond to marking comments and targets for improvement
- Students' work for external examinations should be marked using the marking criteria of the examinations

FREQUENCY OF BOOK MARKING:

The type and extent of written feedback will vary from subject to subject. However, written work should be marked every 3-5 lessons.

Formal, milestone pieces should be set and marked at the end of each unit of work. Larger units of work should be interspersed with assessment pieces every 3-5 lessons.

TARGET GRADES:

All books or folders should have the grading criteria / flight path and the students target grade clearly presented on the front cover.

HOW THE BOOKS SHOULD BE MARKED:

The teacher marks in green.

The student responds in red.

Time must be given in the lessons for students to respond to teacher feedback and to improve where possible.

Corrections should be made by students (in red), and teachers should respond (in their planning of lessons) where mistakes are important or persistent.

Teachers should assess informally on a lesson by lesson basis. All potential assessment opportunities will be highlighted in yellow, and students can self assess and peer assess. Teachers should only mark key pieces.

Milestone pieces of assessment should be more formally recorded, and used to inform whole school data tracking.

SPELLING, PUNCTUATION AND GRAMMAR:

Teachers should highlight errors which need to be corrected, and then allow students time to find the errors and correct them in class.

All marking should be completed in GREEN PEN

All student responses should be in RED PEN

ROLES AND RESPONSIBILITIES

Role

Teacher

Responsibility

Ensure work is marked every 3-5 lessons.
Award students a level or grade for the section of work in their books.
Advise students on how to improve the level or grade for the section of work in their books.
Ensure that students have the target level or grade clearly on display on the front/back inside cover of their exercise book or folder.
Ensure that students are provided time to consider marking comments.
To share good practice with book marking in meetings

Heads of Department

To produce a department marking policy that reflects the whole school marking policy.
 Heads of Department to check marking of books on a regular basis.
 Ensure department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail.
 Department marking is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given.
 Planned opportunities are created each term to moderate key assessment activities to ensure consistency.
 Level and grade descriptors are provided to be stuck in the front of exercise books.

Teaching Assistants

To read through the comments written by teachers in order to guide any pupils they are working with in the class.

Leadership Team

Devise and implement a programme to monitor the implementation of the Whole School Feedback Policy.
 Carry out work scrutiny as part of Departmental Reviews.

Students

Respond to the guidance from teachers.
 Regularly mark their own / others work
 Understand targets for improvement and preservers in reaching highest standard possible

Parents

To read through the comments written by teachers regularly.
 To support the school in checking that students are organising their book work.

Governors

To be aware of the feedback policy.
 To listen to feedback on the implementation of the new policy.
 On visits to schools Governors are able to sample work.