



Long Stratton High School Marking Policy

Policy Consultation & Review

This policy has been written in consultation with staff. It is addressed to all members of staff and has been authorised by the Governors. It is accessible from the school website and is available to parents on request.

This policy was last reviewed by the Standards Committee in June 2016. It is due for review in the Summer Term of 2018.

Signature

Headteacher

Date: June 2016

Signature

Chair of Governors

Date: June 2016

Rationale

At Long Stratton High School we believe that high quality marking is a part of the assessment process and at the core of student progress. Assessment is vital for both the teacher and the student to have an accurate understanding of where they are along their educational journey as well as what they need to do to achieve their target grades. It is not an add-on, it is central to effective learning and progress.

This document sets out the school's guidance for marking and assessment so that staff and departments can incorporate these features into their work.

Principles of Marking

- Marking informs teacher planning and intervention
- Marking acts as an incentive to promote learning and further attainment, through a variety of strategies including enabling students to reflect on, develop, revise and correct their work
- Motivating students by helping them understand what and how they are learning
- Inform the student how well they are progressing, what they are doing well and what they need to do to make further progress. It should be a part of the learning process rather than an end point: that is more the role of summative assessment

Frequency of marking

- It is expected that a class teacher will mark their books at least once every 8 lessons or once every half term (whichever is reached first). This should be acknowledgement marking: teachers check all of a pupil's work in order to inform their planning and teaching for that child. A tick on each page, with the date on the final page should be used to indicate that this has taken place.
- This marking is in addition to any formative/summative assessments that is carried out as part of the school's assessment policy.

Key Expectations

- Teachers should plan for marking when writing lesson plans and SoW. Plan set criteria for student tasks as this will help reduce the marking load and provide focus for your comments.
- High quality marking of key assessment pieces will make much more of a difference to students learning and outcomes than marking all of the notes and ticking every page. However, all work must be acknowledged for obvious errors alongside the FAR marking schedule.

- All teacher marking will be completed in red pen.
- All formative assessment will be carried out using the FAR approach (see later section).
- Teachers will check and acknowledge responses at next marking point.
- Students must have time to reflect on and respond to any Actions set by the teacher. This is DIRT (see later section).
- Some work should be peer and self-marked by students under guidance from the teacher. This will be completed in green pen.
- Teachers have high expectations of presentation and will address poor presentation however this must not replace comments on how to improve learning.
- Any assessments not completed in the book should be readily available at all times.

Department Practice for Recording Learning

Exercise books/folders should be clearly marked in red pen so that students, parents and observers can clearly identify teacher marking. All books should have a sticker on the front stating clearly the target grade and information on current grade at regular intervals in-line with the assessment schedule.

All books/folders should have a sticker on the front stating clearly the target grade and information on most expected outcome at regular intervals in line with deadlines for Go4Schools data requests.

The FAR approach

Feedback – How well has the student achieved the success criteria for the task? Emphasis should be placed on positive aspects to encourage and motivate but feedback must be realistic.

Action – What specific, subject related target will allow knowledge, understanding or skills to be developed further? This may be written in the form of a question for the student to answer.

Response – Next to the 'R' students will write back to the teacher answering any questions directly, telling them how they have completed their target, asking the teacher a question or responding in any appropriate way to the feedback given.

It is expected that teachers will check this response as soon as possible (even during that lesson) for evidence of improvement or to address any misconceptions.

Dedicated Improvement and Reflection Time (DIRT)

DIRT (Dedicated Improvement and Reflection Time) – Teachers must ensure that mechanisms are in place so that students have an opportunity to read the feedback from their class teacher, carry out the actions and respond to the teacher. This can be supported by a dialogue between the teacher and student with the teacher writing in the margin *'Please speak to me about this...'* and the student noting *'I must remember to...'* after the dialogue. Teachers need to decide whether this is done independently or in pairs etc.

Teacher should ensure that any actions or response have been acknowledged at some point in the future

Marking for literacy

For extended writing: teachers will use a highlighter to indicate key SPAG errors for the pupil to correct.

Teachers are not expected to write any explanation of the SPAG error highlighted. This places the emphasis on the student to problem solve and develop their editing skills. Pupils should have the opportunity in lessons to discuss this process. Pupils correct the errors in green pen.

SPAG errors identified may relate to Spelling, Punctuation and Grammar (includes capital letters, incoherent sentences, and poor vocabulary choices)

Teachers are not expected to highlight every SPAG error. They should be selective in order to focus a pupil's attention on priorities and patterns.

Monitoring and Evaluation

To ensure marking is occurring frequently, accurately and demonstrating impact it will be monitored throughout the academic year. This will be as part of the school's quality assurance process but the Head of Department or any Senior Leader has the right to request books at any time throughout the year.

The calendared monitoring will be carried out as part of the quality assurance process and will be coordinated and recorded by the curriculum leader of the department and they may be accompanied by the line manager and or Headteacher or Deputy Headteacher.

Teachers who fail to mark their books in accordance with the school/department guidelines will be failing in their teachers' standards and their contractual obligations to the school and therefore necessary sanctions could ensue.