

MARKING FOR LEARNING POLICY



Context

This policy refers to marking: how we assess students' work. It should be used in conjunction with both the Assessment and Recording & Reporting Policies.

“Good assessment practice in the schools visited derives from scrupulous attention to pupils' progress and draws teachers together in working systematically on achievement. It has been key to improvement in these Schools”

Good assessment in secondary schools

“What the school should do to improve further: ensure that teachers' marking helps students understand what to do next to improve their work”

Ratton School OfSTED Report March 2007

Teachers use two distinct methods to mark students' learning activities (written and practical):

- The regular “checking” of work to ensure it is completed to an expected standard
- The more in depth “Marking for Learning” that involves making corrections, recording a Grade or Level and giving advice on what needs to be done to improve

Status	Non Statutory
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Purpose

The quality of marking has had a significant impact on attitudes to learning and on attainment by stimulating and challenging students to work hard, and by encouraging teachers to focus on how to improve the learning of individual students.

To be effective these policies and procedures for marking need to be manageable, clearly understood and consistently applied in practice by all staff.

It is for Curriculum areas within the context of this policy to have in place “Curriculum Area Marking Procedures” which describe:

- what, when and how work should be “Checked” such as students “everyday” work, using ticks, stamps or brief comments - levels or grades will not normally be recorded
- which work will be assessed using “Marking for Learning” such as medium term assessments or major pieces of work - normally at least once a term

These procedure will also indicate good practice for “Marking for Learning”:

- what will be corrected - such as standard English errors, literacy deficiencies, major inaccuracies and misconceptions
- what the assessment criteria is and how attainment will be recorded - normally a Sub-Level or GCSE grade
- the type of advice that needs to given - which leaves students with an understanding of what they need to do to improve

Marking is also an opportunity to reward students for achievement

Consultation	<ul style="list-style-type: none"> • Governors, Staff, Students and Parents
Relationship to other policies	<ul style="list-style-type: none"> • Assessment • Recording and Reporting • Data • Teaching and Learning
Relationship to standard operating procedures	<ul style="list-style-type: none"> • Curriculum Area Marking Procedures

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Establish this policy • Monitor and review the effectiveness of this policy
Headteacher	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Consult on this policy
Learning Directors	<ul style="list-style-type: none"> • Ensure staff in their Directorate are aware of and understand this policy • Ensure that Curriculum Area Marking procedures are developed and applied • Ensure that the quality of marking is monitored • Challenge unacceptable practice
AHT Assessment, Recording and Reporting	<ul style="list-style-type: none"> • To monitor the consistent application of this policy across the whole school • To provide advice and guidance on improving practice
Curriculum Leaders	<ul style="list-style-type: none"> • Develop policies and procedures in their area that are consistent with whole school expectations so that all students and their parents know how well they are doing and what they need to do to improve • Ensure that all staff within their area understand their Marking Procedures • Systematically monitor the quality of marking
Classroom Teachers	<ul style="list-style-type: none"> • Mark and check effectively, so that all students taught know how well they are doing and what they need to do to improve • Mark according to school policies and curriculum area procedure, making corrections, recording grades and levels and giving advice for improvement • Reward achievement

Arrangements for Monitoring and Evaluation

Systematic monitoring of students' books and work by Curriculum Leaders and Learning Directors. The AHT ARR will evaluate the impact of marking on student progress and report to Leadership and Governors. Governors will evaluate the effectiveness of this policy through the School's self-evaluation form.

Date established by Governing body:	June 2009
Date for full implementation:	June 2009
Date of review:	June 2011

ANNEX

Marking for English Guidance Sheet

When indicating errors in standard English all staff should adopt the following standard symbols:

Sp Spelling error
 Underline the word or the part of the
 word and write sp in the margin.

○ p Punctuation error

 Circle the error and write p in the
 margin

~~~~~ Unclear: needs re-phrasing

// np New Paragraph