

Marking Policy

In order to fully enhance the potential of a pupil and activate them as learners the following marking/feedback policy has been designed building on current good practice.

Objectives

Feedback should :

- show pupils that we are taking an active interest in their work and progress
- give confidence to parents that work is being appropriately assessed and supported
- must celebrate pupils' achievements
- must identify how pupils can improve their learning and progress in a supportive way
- must be consistent across the school

Policy into practice

A. National Curriculum Levels / GCSE Grades

Where a subject is taught for 3 or more periods per week, every pupil will complete at least one piece of assessed work each half term. Where a subject is taught for less than 3 periods per week every pupil will complete at least one piece of assessed work once per term for which they will receive a National Curriculum level in Key Stage 3 or a GCSE grade in Key Stage 4.

The assessments will inform the pupils' Periodic Summary Level (PSL) which they will receive termly in core subjects and twice a year in other subjects. The PSL will be shared with the pupils and parents as per the assessment calendar and will be used to inform intervention as appropriate.

B. Shared Assessment Criteria

Assessment criteria must be shared with pupils in language which we all understand. These must be displayed in classrooms and referred to as appropriate.

C. Red, Amber, Green (RAG) Rating

A RAG rating should be awarded for each piece of written feedback. These will focus on 2 key areas and the ratings for each are also explained:

1. Attitude to learning (ATL): includes behaviour, participation, effort, enthusiasm, co-operation, recording homework, respect for teacher and pupils, bringing book and equipment, listening carefully and following instructions.
2. Achievement (ACH): includes test and exam results, standards and presentation in exercise books, understanding in homework and classwork, good skills shown in lessons, improvement and progress in learning and meeting learning outcomes.

D. Written Feedback / Target Setting

For subjects who have 2 or more periods per week, steps 1 to 4 to be carried out at least twice per half term. Subjects with only one period per week are to follow steps 1 to 4 once per half term. However, exercise books to be marked every 3 weeks with acknowledgements, brief comments and RAG rating for attitude to learning and achievement.

Step 1

Staff to write a 'what went well' (www) comment to highlight achievements

Step 2

Staff to write an 'even better if' (ebi) comment in the form of a SMART target to address the individual needs of the pupil and to move learning on.

Eg

www: Well done Jake, you have quoted well showing you clearly understand the language of the poem.

Ebi: By next lesson choose two quotations and explain in detail what the words suggest.

ATL (attitude to learning) G

ACH (achievement) A

Step 3

The pupils type up their ebi target on the ILP of the Portal as homework. The teacher monitors the completion of this at an appropriate time.

Step 4

Staff and pupils monitor progress towards completing the ebi target and the pupil takes responsibility for managing the recording of this on the ILP on the Portal. When the ebi target has been met teachers must state this next to the ebi target. Pupils to also record on line when the target is met and archive the target as part of their ILP record. The online monitoring can include the attachment of any relevant evidence or comments.

E. Spelling

All teachers to correct spellings of key words when marking pupils work. Pupils to copy out misspelt words 3 times.