

Marking Policy

“What does the Lord ask of you? To act justly, to love mercy and to walk humbly with your God.”

(Micah 6:8)

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael's Church of England High School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better-supporting pupils' learning.

This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking and feedback and where it is appropriate to provide it.

Signed by

Headteacher: _____ Date: _____

Chair of Governors: _____ Date: _____

1. Link to whole school aims, objectives and self-evaluation

1.1 This policy addresses the following whole school aims and objectives in relation to the quality of teaching, learning and assessment:

- staff are held to account for the planning, teaching, assessment, tracking (using Go4Schools), intervention and outcomes of the individuals and groups that they teach
- staff mark and provide feedback in line with the new Marking and Feedback policy
- students are well-prepared for the new 9-1 grading system – including target setting
- students are conversant with the syllabus requirements for the reformed GCSEs

2. Aims of St Michael's Marking Policy

2.1 Our marking policy is designed to:

- check students' understanding
- praise students for what they have done well
- ensure students are provided with the opportunity to improve further
- assess the progress of students against new GCSE grades
- identify the difficulties which individual students may have in their learning
- identify the skills levels of our students
- find out about students' preferred learning styles
- evaluate the effectiveness of our teaching
- inform the planning of future learning activities that will ensure effective student progress
- support the acquisition of functional skills in literacy and numeracy

3. Principle features of effective, meaningful and quality marking

3.1 Students will benefit from effective academic guidance which explains what they have done well (WOW) and what they need to do to improve further (NOW). Students are expected to respond to these comments in writing using the specified marking stamp, therefore demonstrating progress over time and actions taken upon the feedback provided (HOW).

3.2 Grading criteria should be shared with students before a task is set, using the new grading system (supporting life after levels), and examination mark schemes and examiner reports when appropriate at KS4. Marking for literacy and numeracy should be evident, in addition to the comments about the presentation of work. Please refer to the literacy marking symbols and Presentation Matters (appendix 1 and 2).



WOW



NOW



HOW

The St Michael's Marking Stamp

This policy will be implemented consistently and effectively by all teachers using the St Michael's Marking Stamp.

4. Purpose of a St Michael's Marking Stamp

- 4.1 The purpose of this stamp is to improve the quality of feedback to students on their regular work in the classroom (i.e. preparation work in exercise books leading up to an assessment). For most subjects, there should be a minimum of two pieces of work marked in this format each half term*.
- 4.2 The stamp is to be used alongside assessments to support students' preparation and development of skills. Please refer to the assessment calendar for dates of the data assessments/interims.
- 4.3 This marking practice will ensure consistency and quality of marking, and provide clarity to all staff, students and parents, as well as fulfilling all of the reasons why we mark work.
- 4.4 The stamp does not replace formal assessments or other established practices of feeding back on student performance which has already been judged outstanding and effective. However, it is expected that all feedback sheets will incorporate the WOW, NOW, HOW concept in a format which ensures consistency and is easily recognisable to students.

***Flexibility in the frequency of marking according to the demands of different subjects.**

5. Practice - How and when to mark

5.1 Regular class work

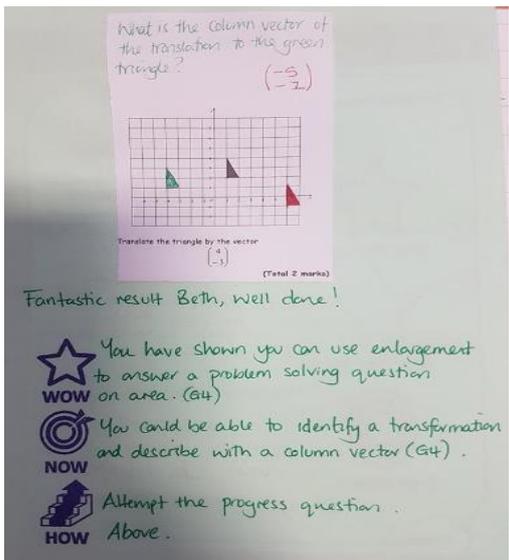
- 5.1.1 Everyday work should help students develop skills and knowledge which will be assessed each half term. Teachers should simply indicate they have seen the work, and not marked it formally (through use of acknowledgement checking). Teachers should require the student to re-do work which has been completed unsatisfactorily at home or at school. Teachers should keep a list of students who have impressed them with the quality of their class/homework (use rewards system accordingly), or who are not using class time effectively to complete tasks to the expected standard.

5.2 Every two to three weeks* – use the stamp

- 5.2.1 Teachers should inform students that a specific piece of work (or draft work) is going to be marked. Students should be provided with information about what teachers will be looking for. Ideally, an assessment sheet should be available for students to use as guidance in completing the task. As a minimum, the student should be complimented upon one area which they have done well (skills and knowledge) and be made aware of what they need to do to improve further. They should then be set a progression task or activity which will allow them to address their area of improvement. Students are expected to address the 'HOW' task/question and their response must be acknowledged.

5.2.2 This can be achieved effectively by using the St Michael's WOW, NOW, HOW stamp. For example:

 WOW	A positive comment focusing upon the quality of the work
 NOW	This is what you need to do, in order to improve your work
 HOW	This is how you will improve your work by completing either: <ul style="list-style-type: none"> • a 'how' question • a progress task



Handwritten student work showing a math problem: "What is the column vector of the translation to the green triangle?" with a vector $\begin{pmatrix} -5 \\ 2 \end{pmatrix}$ and a grid diagram. Below the grid, it says "Translate the triangle by the vector $\begin{pmatrix} 1 \\ -1 \end{pmatrix}$ " and "(Total 2 marks)".

Feedback comments:

- WOW** You have shown you can use enlargement to answer a problem solving question on area. (G4)
- NOW** You could be able to identify a transformation and describe with a column vector (G4).
- HOW** Attempt the progress question Above.

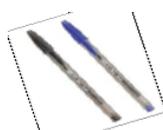
Other feedback: "Fantastic result Beth, well done!"

5.2.3 Departments will be able to determine the frequency of marking ongoing work, leading to formal assignments, in relation to the number of lessons per subject/teacher each fortnight. Frequency of work to be marked will be determined by departments in relation to the length of units within schemes of work. It is expected that **at least one piece of work** will be marked using the St Michael's Stamp each half term. Subjects and teachers who see classes four times (two double periods) or more over a two-week period would be expected to assess students' work using the stamp at least twice per half term.

5.3 Year 11 marking strategy

5.3.1 Departments are to mark Year 11 books for the first half term in accordance with the policy, students will have their books marked twice during Autumn 1. After this, staff will mark assessments only and students will receive diagnostic feedback on their strengths and what they need to do to improve, for example after both sets of mock examinations students will receive detailed feedback in the form of a question level analysis (QLA).

6. Practice – What colour to mark in?



all students are expected to follow the 'presentation matters' protocol and write in either blue or black ink. If any student draws a diagram, this must be completed in pencil.



all teachers are expected to mark students' work in green pen. All marked and assessed work, in addition to 'go try' questions or general presentation comments must be undertaken in green pen.



all students are expected to respond to HOW questions or tasks in red pen. Any self or peer assessment and reflection activities must also be undertaken using red pen.

7. Flexible ways of using the St Michael's stamp to promote student self and peer assessment

- 7.1 Teachers can create their own assessment practices which encourage students to use the WOW, NOW, HOW stamp to engage in self and peer assessment. Any self or peer assessment and student reflections must be undertaken using **red pen**.

8. Roles and Responsibilities

8.1 Leadership Team, through cross-school monitoring and evaluation and the line management of departments, will ensure that:

- a) the marking policy is readily available and actively promoted
- b) all staff understand their responsibilities and receive appropriate support and training where necessary
- c) the policy and its procedures are followed

8.2 Subject Leaders will ensure that:

- a) practice within their department supports the vision and procedures outlined in this policy
- b) monitoring and assessment of the impact of this policy takes place. They will organise regular peer checking of student work books/ folders via a programme of book trawls, moderation meetings and lesson observations.
- c) a portfolio of marked work is compiled which models good practice in the use of the St Michael's Marking Stamp for every subject in the department. There should also be a portfolio of marked classwork/assignments, providing examples of graded work to assist with department moderation and training.

8.3 Class Teachers will ensure that they:

- a) have read the policy and understand their responsibilities
- b) mark student work as outlined by the policy

8.3 Students will ensure that they:

- a) read the written feedback carefully
- b) review their progress regularly by addressing the HOW questions set by the teacher

9. Monitoring and Evaluation

- 9.1 To ensure consistency of practice, reviews of marking will take place across the academic year. These reviews will be both whole school and subject based.
- 9.2 The policy will be reviewed by the Governing Board every two years.

Appendix 1 – Literacy Marking Symbols

Marking Symbol	What it Means
sp	Spelling mistake
⊙	You need a full stop here.
,	You need a comma here.
'	You need an apostrophe here.
' x	You don't need an apostrophe here.
?	You need a question mark here.
“ ”	You need speech marks here.
sva	There is a lack of subject-verb agreement here.
ww	You have used the wrong word.
//	You need a new paragraph here.
T	You have used the wrong tense.
^	You have missed a word out here.
cap	You need a capital letter here.
lc	You need lower case here.
awk.	This wording sounds awkward.
Va.	Consider more academic vocabulary
Vss.	Use subject specific vocabulary
Vw	Use a wider vocabulary

Presentation Matters at St Michael's

The diagram shows a page layout with the following elements and callouts:

- Title:** Title goes here (Callout: Title - underlined twice using a ruler)
- Date:** 03/11/2013 (Callout: Date - underlined twice using a ruler)
- Text:** Your writing should always begin near the margin in order to keep your presentation neat and tidy. (Callout: Each line starts at the margin)
- Numbering:** 1. Make sure that any numbering is neatly placed in the margin. (Callout: Numbering goes in the margin)
- Handwriting:** 4. Writing should always be in pen and drawings in pencil. (Callout: Handwriting - neat and legible)

Use a **PEN** for
WRITING

Use a **PENCIL** for
DRAWING

Literacy for Learning
Every subject counts