

# COMMON MARKING POLICY

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Signatures	
Headteacher:	
Chair of Governors:	



FEARNHILL SCHOOL

## Common Marking Policy

### Context

#### Legal Requirements

##### a) Teachers' Standards

###### 1.6. Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
2. Make use of formative and summative assessment to secure pupils' progress.
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

##### b) Ofsted

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

### Rationale

Teachers regularly assess the progression of students to identify and reduce the gaps in their learning. A range of feedback strategies are used that recognise success and which enable students to be reflective and share a dialogue of growth.

Accurate assessment is used regularly to support planning and student progress. Teachers effectively utilise a broad range of assessment opportunities within and beyond the lesson, choosing the most appropriate assessment method for each situation. Formal assessments occur at identified points to give an accurate picture of where students are in their learning, track progress and plan for future learning. Verbal and written feedback is sought from and given to students to provide a tangible understanding of what students did well, where they are at and how they can close the gaps in their learning. As a result of these processes, students can clearly identify and articulate what knowledge, attitudes, skills and understanding they need to develop to make the next steps in their learning, and to progress even further. Time is given for students to reflect and act on their feedback so that they can improve their work, learn from their mistakes and address areas of weakness.

## Marking and Assessment: Expectation for the frequency of teacher marking

To establish a clear and consistent expectation of the frequency of teacher marking that is manageable, accessible, relates learning goals to the curriculum, includes recognition and praise, gives time to read, reflect and respond, responds to individual learning needs and informs future planning.

### Teacher marking frequency cycle

All marking at Key Stages 3, 4 and 5 should be carried out, as a **minimum**, in line with the policy outlined below. The guidelines relate to:

Number of lessons taught by an individual teacher over a two week cycle = number of pieces of work to be marked using **WWW** and **EBI** for a meaningful piece of work.

<u>Marking Frequency</u> <u>Expectations</u>
1-3 lessons per fortnight = once per half-term
4-5 lessons = twice per half term
6-9 lessons = once

Faculties are expected to use this protocol to ensure that:

- Students' work is marked regularly and promptly following a marking cycle appropriate to the subject given the number of sessions taught in a two week cycle.
- Key principles of formative and summative assessment are used as a framework to guide staff assessment of all students' work.
- Marking should be formative and give specific guidance on progress towards targets. Formative feedback should relate to the learning objectives addressed, identifying what students are doing well and what they need to do to improve. This should not be a simple "well done" or "could do better" but should use the WWW and EBI approach (outlined below).
- Students respond to the EBI written through responding to/ completing the EBI using green pens and/or ticking and dating when the action has been completed.
- Literacy errors are corrected and addressed as per literacy policy.

**WWW:** Praise student achievement. Tell them *what they did well*. Be specific and link to assessment criteria.

E.g. ***Excellent use of key terminology (good spelling)***

***Good justification of design choices***

**EBI:** Tell them *what to do next to improve* the quality of their work. This advice/instruction should be specific and show clearly how they can take the next step forward.

E.g. ***For a secure level 5 you need to be including a wider range of examples (aim for at least 3)***

## **Policy Aims**

### **Impact and purpose of effective teacher marking**

Effective marking is an essential component of using assessment to support learning. The purpose of regular teacher marking of students' work is to:

- Track whether the student is on the right track.
- Check the students' limitations and encouragement to improve/ correct work.
- Improve the students' learning.
- Provide a way for a student to reach answers independently.
- Provide feedback on work and assessment against clear criteria.
- Set targets for improvement.

### **Monitoring and Evaluation**

Monitoring and evaluation of marking is the responsibility of the Assistant Headteacher for Teaching and Learning, working through the structures of the whole school monitoring of teaching and learning.

Heads of Faculty and Line Managers (SLT) will meet regularly to check marking across the faculty. If a member of staff is found to not be meeting minimum requirement of teacher marking, they will be required to rectify the marking within an agreed period of time. Failure to meet this requirement will then lead to an Informal Support Process (see Appraisal Policy for teachers and support staff. Appendix E: Provision of Additional Support Where National Standards are Not Met [Standards Support Programme]).

The monitoring of marking check related data is evaluated half termly by the Assistant Headteacher.