

St John Fisher Catholic High School



Marking Policy

Designated Teacher: Deputy Headteacher

Adopted: Date: Jan 2016

Review Period: Three Years

Review Date: Date: Jan 2019

“Educating for Life”

Our Values



Rationale:

Marking is most frequently seen as the mechanism teachers use to communicate with students. In reality, however, it is the day to day feedback through conversation, questioning and daily interaction which make the most impact on progress. After a student has spent time on an activity, he or she should have quality feedback, as well as through the form of teacher comments on written work. In this policy we aim:

- To provide clear guidelines on the school’s approach to marking
- To establish a coherent approach to marking across all departments.
- To provide a system which is clear to students, staff and parents.

Assessment, marking and feedback are terms which encompass a wide range of activities, formal and informal, summative and formative. Summative assessment (external and internal exams) has traditionally tended to dominate teaching and assessment and has a place in providing a summary of achievement. However formative assessment has a greater impact on motivation and attainment.



The following guidance is an attempt to:

- minimise the need for summative assessment;
- provide an assessment structure which students recognise and understand;
- provide a policy which is realistic and attainable for teachers in terms of workload.

In addition to the guidelines laid down for the assessment of written work, teachers should have a constant dialogue with students about how they are progressing. Students need to know what they have done well and what they need to improve. They should also be given the chance and opportunity to improve the work they have done. There is no point in feeding back if students do not act on the advice. The guidelines acknowledge that different subjects and differences between Key Stages 3 and 4 will lead to some differences in approach however the key principles of the policy should be adhered to by all subjects at Key Stage 3 and 4. At Key Stage 5, the Associated Sixth Form has a separate assessment policy.



Quantity

Marking should be completed for **significant pieces** of work (e.g. assessment preparation / assessments / homework) – it is up to the heads of department to decide what constitutes ‘significant’, whether they are formative or summative pieces and how often these should be completed. The thinking behind this is that teachers should have more time to provide good quality feedback on fewer pieces of work. In addition, teachers can spend more time preparing good quality lessons. This has been a very successful model followed by the Maths and English departments in recent years.

Teachers can provide good quality verbal feedback to students; this can be summarised by the students in their books. In addition, self-assessment and peer assessment can be used in lessons to quality assure students’ work.

Language

Teachers will use **WWW** (what went well) and **EBI** (even better if) when providing written feedback.

WWW – the language here will be linked to what they did well in the piece of work.

EBI – the language will be positive.

Teachers will avoid hyperbolic language e.g. perfect / brilliant / fantastic with reference to the work – this is in line with harbouring a ‘growth mindset’ for the students where they never actually achieve anything ‘perfect’ or ‘brilliant’ because they can always improve. This does not mean to say that teachers do not praise students for the quality of the work – language which praises the student’s work with subject specific language is good practice. For example ‘effective use of grammar’, ‘good calculation of fractions’ or ‘an impressive evaluation of the benefits of marriage.’

Student Action / Dedicated Improvement and Reflection Time (DIRT)

In order for the students to fully engage with the feedback teachers give, there will be a section of the feedback for the students to reflect on the marking / act on their targets – time will be allocated in lessons to responding to the marking.

Student action can be in different forms. In languages it might be rewriting a paragraph using correct punctuation; in maths it might be re-doing a question showing the working out or attempting a harder question; some subjects will ask a question which will stimulate student response – this might be more effective in RE where understanding of concepts is as crucial as the demonstration of skill.



Sticker template

For formative marking this template will be produced onto stickers for staff to use

WWW: 
EBI: 
Student response / action: 

For summative assessments departments may produce more extensive templates including, for example, the assessment criteria to be highlighted and space for a grade if appropriate. Here is an English example:

Name:

Date:

Task:

A05 Criteria	A05 Content	A05 Organisation	A06 Technical Accuracy
Level 4 <i>Content is convincing and crafted. Organisation is structured and developed, complex and varied</i> 19-24 marks	Upper (22-24) <ul style="list-style-type: none"> Communication is convincing and compelling throughout Tone and register assuredly matched to purpose, form and audience. Extensive and ambitious vocabulary, sustained crafting Lower (19-21) <ul style="list-style-type: none"> Communication is convincing Tone, style and register consistently match purpose, form and audience Extensive vocabulary, evidence of conscious crafting 	Upper <ul style="list-style-type: none"> Highly structured and developed, range of complex ideas Fluently linked paragraphs Varied and inventive structural features Lower <ul style="list-style-type: none"> Structured and developed writing, range of engaging and complex ideas Consistently coherent paragraphs Varied and effective structural features 	<ul style="list-style-type: none"> Consistent and accurate sentence demarcation Wide range of punctuation, high level of accuracy Full range of appropriate sentence forms for effect Standard English used consistently with secure grammatical structures High level of accuracy in spellings, including ambitious vocabulary Extensive and ambitious vocabulary
Level 3 <i>Content is clear and chosen for effect. Organisation is engaging and connected</i> 13-18 marks	Upper (16-18) <ul style="list-style-type: none"> Communication is consistently clear and effective Tone, style and register matched to purpose, form and audience Increasingly sophisticated vocabulary and phrasing, a range of appropriate linguistic devices Lower (13-15) <ul style="list-style-type: none"> Communication is clear Tone, style and register generally matched to purpose, form and audience Vocabulary clearly chosen for effect with a range of appropriate devices 	Upper <ul style="list-style-type: none"> Writing is engaging using a range of detailed and connected ideas Coherent paragraphs with integrated discourse markers Effective use of structural features Lower <ul style="list-style-type: none"> Writing is engaging with a range of connected ideas Usually coherent paragraphs with a range of discourse markers Usually effective use of structural features 	<ul style="list-style-type: none"> sentence demarcation is mostly secure and mostly accurate range of punctuation used, mostly with success uses a variety of sentence forms for effect mostly uses standard English appropriately with mostly controlled grammatical structures generally accurate spelling, including complex and irregular words increasingly sophisticated use of vocabulary
Level 2 Content is mostly successful and controlled. Organisation is linked/relevant and paragraphed 7-12 marks	Upper (10-12) <ul style="list-style-type: none"> Communication is mostly successful Some sustained attempt to match purpose, form and audience, some control of register Conscious use of vocabulary Lower (7-9) <ul style="list-style-type: none"> Communicates with some success Attempts to match purpose, form and audience, attempts to control register Begins to vary vocabulary 	Upper <ul style="list-style-type: none"> Increasing variety of linked and relevant ideas Some use of paragraphs Some use of structural features Lower <ul style="list-style-type: none"> some linked and relevant ideas attempt to write in paragraphs attempts to use structural features 	<ul style="list-style-type: none"> sentence demarcation is mostly secure and sometimes accurate some control of a range of punctuation attempts a variety of sentence forms some use of standard English with some control of agreement some accurate spelling of more complex words varied use of vocabulary
Level 1 <i>Content is simple. Organisation is simple and limited</i>	Upper (4-6) <ul style="list-style-type: none"> simple communication of ideas simple awareness of purpose, form and audience; limited control of register simple vocabulary 	Upper <ul style="list-style-type: none"> one or two relevant ideas random paragraph structure evidence of simple structural features Lower <ul style="list-style-type: none"> one or two unlinked ideas 	<ul style="list-style-type: none"> occasional use of sentence demarcation some evidence of conscious punctuation simple range of sentence forms

