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Responsibility: KB/HB/RH

Bishop Challoner School



Marking Policy



Bishop Challoner School MARKING AND FEEDBACK POLICY

Aim

Marking is completed in order to provide good quality constructive feedback on work to our pupils in order to raise standards of attainment. It is for them to learn from their mistakes and to know how to make improvements. Any system of marking must, therefore, achieve this purpose.

Marking can be achieved formally and informally; informally through the pupil marking their own work under the guidance of the teacher, together with explanations as to how work can be improved. Certain subject areas can achieve this more easily than others. Thus when only one answer is acceptable, reasons for this can be given orally and pupils can check their responses for accuracy easily.

Marking is carried out formally with the teacher taking work in and then handing it back. Feedback will be given in a variety of ways and again will depend on the nature of the subject.

Quality marking should;

- Monitor, evaluate, record and review pupils' current stages of progress, and identify their next steps for progress and improvement
- Diagnose pupils' difficulties
- Reward pupils' progress and achievements
- Encourage pupils to learn from their mistakes and have a sense of pride in their work
- Give pupils an idea of their attainment level
- Set targets for pupils
- Use the information gained to plan future lessons
- Provide feedback for parents
- Recognise effort as well as achievement
- Relate to learning objectives and success criteria

To ensure consistency;

Teachers should compose comments on written work which address the learning needs of the individual and reflect key aspects of the subject.

Written comments should be helpful and constructive. They should provide suitable feedback to a pupil to enable that pupil to achieve a higher grade if they were to repeat the same (or a similar) piece of work.

Bullet points can be made and comments kept concise. The depth and length of comments will be determined by the nature of the task.

Work should be marked with a green pen. Red pens should not be used for teacher marking. Green pen is less obtrusive and demoralising for a pupil than using a red. Work should be returned promptly to pupils.

- Pupils should be given the opportunity to self/peer mark and to respond to teachers' feedback. Pupils should be encouraged to respond to teacher feedback which is key to success and achieving their best
- All marking should be sensitive. All marking should encourage rather than dishearten
- Pupils should be aware of the learning objective for the work set and marking should primarily relate to their achievement of that objective
- That marking should be consistent within subject areas, in each key stage
- That formative marking should be related to the system used summatively at end of that key stage

- All marking should be accompanied by written comments, including targets or next steps. Feedback should therefore take the form of WWW- What Went Well and EBI- Even Better If so that pupils understand their progress and targets
- Where applicable, staff should be willing to use the full mark range
- Each department should ensure the pupils know the criteria for marking. Constructive comments should be used at all times. It is important to only grade on a piece of work where it is felt appropriate. Grades can be used on key pieces of work to enable pupils to measure their progress
- In a simple exercise, where the answers expected are fairly uniform, then an effort grade would clearly be inappropriate. Where more detailed work and a large discrepancy of outcomes would be normal, and then an effort grade is wholly appropriate.

Effective marking feedback should;

- Be consistent and accurate and in line with school policy
- Be prompt and regular
- Be written and/or spoken. If verbal feedback is given please write “VF given” in the pupil’s book or use a Verbal Feedback Stamp
- Be personalised with use of the pupil’s name
- Give attention to differentiation
- Ensure that any grade or mark is fully understood by the pupil and, where relevant, is in line with GCSE/A level criteria
- Negative language whenever possible and if used, should only refer to effort not ability
- Praise when there is an improvement in effort/attainment
- With the exception of written work in Languages, indicating every error is rarely helpful. There are several alternatives:
 - Indicating an error the first time it appears but not subsequently
 - Concentrating on one particular error for a time while ignoring others
 - Indicating every error in a limited section of an assignment
 - Follow up errors in a class discussion
 - Where appropriate, pupils should be encouraged to correct their own work, possibly with help from other pupils, a dictionary or reference book etc
 - Heads of Department should ensure consistency of marking by all teachers within the Department and all marks/grades should be recorded in the teacher’s mark book
 - Teachers of all subjects should correct poor English
 - SLT carry out book audits across the school
 - In the preparatory school, subject leads carry out termly book audits.

The quality of feedback

This has long been recognised as important in raising standards. Ensure feedback is constructive rather than simply positive; identifying what a pupil has done well, what needs to be done to improve and how to do it. Simple comments, ticks, smiley faces, ‘good work’ signify approval but do not help the pupils to ‘bridge the gap’ between present performance and future targets.

Recording

- The Head of Department should ensure consistency of marking by all teachers within the department
- All teachers should keep a detailed record of marks/grades and assessments whether at the back of their teacher planner, in a separate mark book or electronically on the school network. In some subjects a homework progress sheet is used for comments or marking dialogue sheet is used rather than commenting on the actual work itself and put at the back of the pupil’s book/file
- Progress of coursework, extended projects or controlled assessments should also be recorded with intermediate assessments where relevant.

Pupil involvement

Give pupils the opportunity to assess their own work and the work of others. Follow up time is essential after marking. If nothing happens following marking, then the pupils soon get to know that they do not have to respond in terms of improving their work.

Teachers may acknowledge pupils response to marking

We encourage and create opportunities in which pupils talk about their work using dialogue between a pupil and teacher.

Peer assessment

Encourage pupils to work/discuss together focusing upon how to improve. Allow pupils time to assess their own work and that of their peers.

Allow pupils to exchange work in pairs, explaining the steps in their thinking and asking simple questions like: 'How did you get that answer?'/ Why do you think you have done well? / Teach me how you did... / What do we have to do to show...?'

Target Setting

This should acknowledge the positive aspects of the pupil's work as well as making suggestions and setting targets that help the pupils know what they need to do in order to make progress. Targets should be subject specific as well as addressing general learning skills. Teachers should agree these with the pupils and follow them up to see how far they have achieved them. It is important that the pupil knows how to achieve the target.

Again using WWW and EBI can support the target setting process.

Marking should reflect the needs of the individual, taking into account G&T, SEND and EAL.

Specific to Preparatory School

KS1:

- Learning objective should be shared verbally and may be stuck into books
- Use of ticks, smiley faces, rubber stamps and stars to record good work, effort and achievement of learning objectives
- Correction of errors as appropriate to the age of the child and nature of the work
- Self or peer marking may be used, with smiley faces or stars used by children to show work they feel has met objectives
- Good effort may be rewarded with ticks towards 'star reward' system
- Written feedback comments appropriate to child's reading ability; verbal feedback will often be used and this should be recorded as a teacher comment in the child's book.

RECORDING –

- record raw scores of spelling, mental mathematics and times tables tests
- Weekly record of reading progress (contact book)
- Termly written assessments in English & Maths. Half termly assessments in RE. End of topic tests for Science. Recorded using: 'working below; working towards, at, above, beyond expectation' to show attainment compared to expected.

KS2:

- Learning objectives and success criteria written on work by pupils where appropriate
- Use of ticks, comments, written next steps/targets as appropriate to work and age of child to record attainment and achievement of learning objectives
- Correction of spellings, grammar etc. in an appropriate way
- Self /Peer mark as well as edits/improvements should be shown using purple pens. Pupils can identify positive aspects by using smiley faces, highlighting, stars/wishes or other strategies explained by the teacher to the class
- Teachers may use pink pen/highlighter to indicate where they would like a child to improve/respond to marking
- Half termly targets in English and maths should be recorded in the front/back of the exercise book

RECORDING –

- Record raw scores for spelling, mental mathematics and times tables tests as appropriate.
- Reading record maintained in Years 3 and 4
- Reading record maintained until pupil is an independent reader
- Termly written assessments in English and Maths. Half termly assessments in RE. End of topic tests for Science. All assessments should be recorded using: ‘working below; working towards, at, above, beyond expectation’ to show individual attainment compared to expected attainment for year group.

Specific to the Senior School

In the Senior school there are 5 types of formative marking:

i. In-Depth Teacher Marking

In depth teacher marking should be conducted regularly (at least every 2 weeks).

A green pen should be used and it should take the form of a constructive comments such as a target e.g. What Went Well? (WWW) or Even Better If /EBI. A grade may not be appropriate and pupils respond well to comments. Pupils should then be given time to review and respond to the comments using a different coloured pen in the subsequent lessons.

ii. Peer/Self-Assessment

Peer/Self-assessment should be conducted by the pupils and should be used to encourage pupils to reflect on their learning.

iii. Verbal Feedback

Verbal Feedback should be used frequently. When possible, this should be recorded in the pupil’s books by writing “VF”, dated and initialled by the teacher.

iv. Marking for Literacy

Marking for literacy should be used by all subjects.

v. Light Touch/Acknowledgement Marking

Light touch marking may be used by teachers on occasions to acknowledge completion of work.

At KS3 marking and reporting follows the Assessment criteria of Developing, Achieving, Surpassing and Excelling in all subjects with the exception of science. In year 9 science, pupils begin their GCSE syllabus so GCSE grades are used.

In Years 10-13, work is also assessed in accordance with mark schemes.

At KS4 marking and reporting uses GCSE grades 9 to 1.

At KS5 marking and reporting uses A level grades A* to U.

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