



Kingdown School

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# MARKING POLICY

# WHOLE SCHOOL

Adopted by Governing Body
Written or last amended March 2017
PR/ELF

## **Assessment, marking, recording and feedback policy**

### **Rationale:**

All students should know the level at which they are working and what they need to do to improve and make progress.

- **Assessment** includes opportunities for teachers to assess students' work in a variety of situations: e.g. written work, including homework or set tasks, oral work, group work and practical tasks.
- **Marking** refers to the annotation and comments when assessing students' work
- **Feedback** consists of comments about what a student has done well and what they need to do to improve.
- **Response to feedback** contains an area where students respond to the feedback given, whether that be re-writing sections, correcting spellings or other.

The following acts to ensure consistency across the school. All departments must have their own procedures in terms of assessing, marking, recording and feedback; however, all department procedures must be in line with this policy. This must be monitored by the Curriculum Leader.

### **Marking of exercise books and students' response to feedback**

- The presentation of students' work should be stressed. All students must take care of their presentation and doodles are to be discouraged..
- Books must be formatively marked (please refer to your department policy for clarification on the frequency of this).
- Staff should highlight errors in exercise books using a green pen (other pen colours may be used in circumstances where a green pen is not available - preferably, not red).
- Students should correct/improve upon errors in a green box (if no green pens are available, any colour box is permitted).
- Students should use purple pens to correct/improve upon work (when accessible – again other colour pens are permissible).
- Teachers may use verbal feedback stamps to highlight when they have given verbal feedback (students should correct/improve upon the work based on these comments).
- Homeworks/key tasks must be marked and returned to students as soon as possible (within a week is preferable).
- Comments should be about learning and not just about presentation or effort (these can of course be commented upon in addition).

## Exercise books

- Students should have their target grade/level on the front of their books (see sticker below).
- Students should also have the 'Presentation of work' sticker at the front of their books.



## **Presentation of work**

- Work should be written using a blue or black pen unless otherwise stated.
- Drawings / annotations should be completed in pencil unless otherwise stated.
- Work must be dated and titled and underlined with a ruler.
- Sheets should be stuck in or filed.
- There will be no doodling or defacing of books.
- Work must be completed on time and to the best of your ability.
- Your work will be marked as follows:

+	Your teacher will tell you what you have done well.
	They will also suggest improvements.
	You will make these improvements in a box (often in green) underneath your work.
	You will do this in lessons or for homework (usually with a purple pen).
	Your teacher will re-check your work to see that the changes have been made.

- Please act upon the advice given so that you continue to make progress.

## Termly / unit assessments / key pieces of work

- This is summative assessment and specific criteria must be applied according to the mark scheme/departmental policy.
- Marks may be recorded for data collection purposes.
- Specific feedback should be given (what the students did well and targets for improvements).
- A response to feedback is also needed from the student (see green box/purple pen comments above).

## Marking spelling and grammar in all work.

- We are all teachers of the basic skills needed by students.
- Staff should insist on a high level of correctness.
- Spelling errors in writing should be regularly identified or students should be encouraged to identify their own or each other's mistakes through self/peer assessment.
- Correct spellings should be provided by staff.
- The number of identified errors should be appropriate to the learning needs and abilities of each individual student.
- For weaker students, highlight only 2-3 errors in each piece of work (to highlight more is disheartening; students have a reasonable chance of being able to learn 2-3).

- Students should correct their mistakes and write out the correct spelling **3 times** in their books and be encouraged to learn them as part of their homework (this should be done within the green box).
- Opportunities should be given to students to proofread/draft their own writing and amend punctuation errors before handing work in.