

POLICY STATEMENT: MARKING

RATIONALE

The Ridings High School strives to be a learning school through a culture of continuous improvement. Marking and feedback are part of that process and are a constructive and developmental activity for the students, building strong partnerships between the teacher, students and parents.

The marking policy will ensure consistency across subject areas and fulfil the entitlement for all students to receive constructive feedback allowing them to make effective progress in their learning.

Every Child Matters

- Be Healthy
- Be Safe
- **Enjoy and Achieve**
- Make a positive contribution
- Achieve Economic Well being

This policy particularly relates to the Enjoy and Achieve aspect of the Every Child Matters agenda.

Purposes of the Policy

- Marking will provide information for students and parents in terms of standards, strengths and areas that are in need of further development. It should also acknowledge the effort made by pupils.
- Marking will seek to promote positive communication and interaction between students, staff and parents.
- Marking will fulfil a range of purposes for parents, students and staff. In particular it will –
 - contribute towards individual student assessment linked to specific learning objectives and target setting leading to improved learning. (Unit 1 and 2 Assessment for Learning)
 - evaluate the impact of teaching and inform subsequent learning activities in class and for homework.
 - focus on the learning intentions and engage with subject specific knowledge, understanding and skills and not just effort and presentation.
 - inform staff as to the appropriate learning style to adopt with individual students.
 - assist with the preparation for examinations and subsequent level of entry for future examinations.
 - correct mistakes and offer encouragement.

- allow students to focus on what they do well and build a realistic picture of their strengths and weaknesses and foster a climate in which it is alright to make mistakes as long as we learn from them and remedy them.
- enhance the development of thinking skills and the ability to become an independent learner.
- seek to make an important contribution to the development of literacy and numeracy skills across the school.
- Involve students in self assessment and peer assessment allowing for reflection and refinement to promote the skills of being an independent learner. (Unit 5 AFL)

Success Criteria

We will know if we are succeeding when:

- the approach and practice in marking and feedback is consistent within departments and across the school.
- individual, team and school targets are being met.
- there is evidence of self and peer assessment as part of the formative assessment process.
- the quality of teaching and learning has improved so that:
 - pupil progress is discernible.
 - there is a variety of appropriate teaching and learning styles across the curriculum.
 - there is a sharing of good practice.
- teachers evaluate their own performance.
- evaluation of marking is positive in the eyes of the students, teachers and parents.

Guidelines

Head of subject will be responsible for the development of a marking system which is clearly understood by students and parents. **Each subject leader must produce a departmental policy in line with these guidelines that is held centrally by DPD.**

- It is recognised that high quality feedback in the form of constructive comments (verbal or written) will assist the setting of new achievable targets. (Unit 4 AFL)
- Not all work will be levelled or graded but it is important that students are aware of their present standard and what they need to do to reach the next level. This should be communicated to students at regular intervals. (Unit 1 AFL)
- Subject staff should be involved with students in setting short and long term targets. (Unit 4 AFL)
- The correction of spellings within marking will reflect the positive rationale, concentrating on pointing out common patterns of errors rather than every miss-spelt word. It is accepted that not all pieces of work will be marked in detail eg. notes taken in class, but homework and other independent work will be given a more detailed response.

- Work should be marked regularly (every two weeks) and be returned promptly to aid the effectiveness of feedback and the monitoring of students' progress.
- Coursework should be considered as 'work in progress'; therefore students should be given regular, constructive feedback detailing strategies to improve their work.
- Within each department's scheme there should be opportunity for self and peer assessment as part of the assessment practice. (Unit 5 AFL)
- Time should be available in lessons for students to reflect on marking and respond to it. (Unit 5 AFL)

CONCLUSION

Marking will be a positive experience for students, who are recognised as individuals with specific learning needs and preferred learning styles. Marking will form a vitally important part in the overall encouragement of the students to fully develop their potential as independent learners. Methods of marking will remain under review via whole school and departmental discussions.

JCG

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