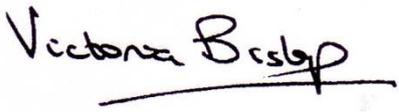




# Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



<b>Title</b>	<b>Marking Policy</b>
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<b>Approved</b>	



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## Marking Policy

### 1. Rationale

We believe that assessment strategies should be concerned with the whole child. The process of marking and feedback should enable us as teachers to make decisions about the education of our students as we chart their progress and achievements. It should also assist planning to meet the needs of all students. As part of their education, students are entitled to have their achievement recognised and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen. Assessment should be formative as well as summative and must point the way forward in the student's learning process as well as recording the point reached in any given area of the curriculum.

### 2. Aims

- To evaluate and record each student's attainment and progress.
- To identify individual strengths and weaknesses.
- To provide feedback to students on how to improve their work.
- To motivate and encourage students to reach their full potential.
- To develop literacy skills.
- To provide reliable information to parents and colleagues about the progress and development of each student.

### 3. Marking and Feedback Expectations (KS3 and KS4)

- Teachers should mark in green pen.
- Pupils should complete peer-assessment, self-assessment and response to feedback in red pen.
- Pupils' books/work will be marked by the teacher after approximately every 4<sup>th</sup> lesson.
- Not all work within this time would be marked formally. Some work may be peer or self-assessed. Some work may just be ticked to encourage the pupil.
- Peer and self-assessment should be used in addition to teacher marking.
- One piece of 'substantial' work must be identified approximately every 4<sup>th</sup> lesson as FMW (Formally Marked Work). Pupils should be told this will be FMW before commencing it. Curriculum Leaders (CLs) will give guidance on what this may be for their subject areas.



- Marking FMW
  - Teacher identifies work as FMW in margin.
  - This work must not be graded or levelled the first time of marking.
  - Mark for literacy throughout – as a minimum this should be spellings, full stops and capital letters. Discretion should be used as to the number of spellings corrected in one piece of written work.
  - ✓ and ✓✓ to be used to highlight good elements throughout the work. Teachers may add explanations as to why this element has been identified as good or very good.
  - Targets for improvement or corrections should be written at the end of the piece of work wherever possible. Where necessary these can reference particular areas in the work through numbered \* asterisk. If a diagram or worked maths/science problem needs correcting this should be done directly onto the pupil's work. Teachers should avoid asking questions throughout a piece of work that pupils are not going to respond to. Marking strategies (e.g. www and ebi or 2 stars and wish) are encouraged as pupils want short, concise feedback not long paragraphs.
  - If targets for improvement or corrections are written throughout the work they need to be very obvious for the pupil to see e.g. stapled in post-it notes.
  - For BTEC subjects the FMW will be the formative assessment of the unit of work. BTEC teaching staff are expected to fulfil marking expectations as set by the BTEC examining board. Teachers should be tracking and monitoring the progress of students, including what they must do to improve.
  
- Pupil Response to FMW
  - The immediate lesson following the return of FMW, pupil response time to improve this work **MUST** be built into the lesson.
  - This work should be coded by the pupils as DIRT (Dedicated Improvement & Reflection Time).
  - Different types of improvement tasks may be given to pupils.
    - These may include short tasks such as spelling corrections, responding to an extension question, adding in a definition or identifying why an element received ✓✓.
    - At least twice per topic an extended improvement task should be set where pupils may be required to re-write a section of work taking account of the targets set or adding in an additional section in order to improve their work. (CLs will decide how this will be applied within their own subject areas.)
  - The pupils should be given adequate time to act upon the targets set in order to improve their work.



- All literacy corrections previously identified by the teacher should be corrected and included.
- DIRT
  - This work should be marked and checked by the teacher.
  - Reference should be made only to the improvements requested.
  - Positive comments do not need to be re: highlighted.
  - Where appropriate (if this is a skills based or examined piece of work) further targets can be given.
  - If it is an extended piece of improvement work it should be levelled or graded so the pupil gains an understanding of their current working grade. This does not need to be a complete assessment but may indicate a particular skill level the pupils have demonstrated or may be on a particular assessment focus. The type of assessment given should be clear from the teacher comments.

KS5 work will be marked but each department area will decide on the most appropriate method. The rationale and methodology will be indicated in the department marking policy. It is still expected that pupils will have the opportunity to improve their work through DIRT.

#### 4. Presentation of pupil work

- Teachers should have high expectations for the presentation of pupil work.
- Work should be completed in either blue or black pen.
- Diagrams and graphs should be drawn using a pencil and ruler.
- Include the date, title (or WALT), whether it is homework (h/w) or classwork (c/w) and your name if you are using file paper. Underline all this information.
- The learning Intention phrased as a WALT does not need to be written in pupil books.
- Leave a line under the title before starting your work.
- Write in complete sentences. Start each sentence with a capital letter and finish it with a full stop.
- Make sure that you use a new paragraph for each idea and that you indent the beginning of each paragraph. Do not leave a line between paragraphs in handwritten work.
- Questions should be numbered clearly.
- Sloppy handwriting, doodling, graffiti, persistent laziness with basic literacy and poor presentation is not tolerated. Pupils may be given a warning or asked to rewrite their work neatly during a break or lunchtime. If this becomes a recurrent issue parents will be informed and referrals made to the CL.