



PATCHAM HIGH SCHOOL

One Team, One Dream

Marking Policy

The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas.

Black & Wiliam (1998) Inside the Black Box.

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve.

Black & Wiliam (1998) Inside the Black Box.

Introduction:

At Patcham High School we recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills.

Our definition of best practice

Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Aims

- To establish a consistent approach to the way we feedback on learners' work, so that students feel valued and have a clear understanding of how well they are doing.
- To ensure all students are provided with regular feedback to help them reach or exceed their full academic potential.

Principles:

1. The development of self -assessment (reflection) in learning.
2. Teacher and peer dialogue around learning.
3. Clarification of what good performance is (goals, criteria, standards expected).
4. Opportunities to close the gap between current and desired performance.
5. Delivery of high quality information to students about their learning.
6. Encouragement of positive motivational beliefs and self-esteem.

What should this look like?

- Teachers carrying out an on-going review of learning in the classroom.
- Students empowered to respond to the teacher's comments and improve their learning.
- Constructive dialogue between teacher and student.

How is marking carried out?

Teachers follow an agreed system and consistent procedures in their marking.

All marking by teachers is carried out in GREEN pen and all marking by students is carried out in RED pen.

Marking may take one of 3 forms:

1. Acknowledgement marking ('light touch' marking) to show that the work has been seen and to identify obvious communication errors:

- S (X 3 or 5): you have spelt the word wrong and need to re-write it 3 times (if it is an unfamiliar word) or 5 times (if it is a familiar word)
 - P: you have missed out or used a punctuation mark incorrectly
 - G: your sentence does not make sense because it has not been written correctly
2. Feedback sheet marking focusing on identification of elements of success and areas to improve (ref: Appendix A), and carried out once per progress check cycle (ie: within the 6 week window).
 3. Non-written marking, just an abbreviation to show that assessment took place or feedback was given during the lesson:
 - VF: verbal feedback
 - PA: peer assessment
 - SA: self- assessment
 - LM: 'live' whole class marking
 - TA: target achieved
 - I: independent work

Roles and responsibilities

Teachers	<p>To ensure work is marked on a regular basis.</p> <p>To use the Formative Feedback sheet in line with progress checks to advise students on how to improve for that section of work in their books.</p> <p>To ensure that students have the target level or grade clearly on display on the Formative Feedback sheet on the front inside cover of their exercise book or folder.</p> <p>To ensure that students are provided time to consider marking comments.</p> <p>To share good practice with marking in meetings</p>
HCA's	<p>To check marking of books on a regular basis.</p> <p>To ensure curriculum area has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail.</p> <p>To create planned opportunities each term to moderate key assessment activities to ensure consistency.</p> <p>To ensure Formative Feedback sheets are provided and stuck in the front of exercise books.</p>
TA's	<p>To read through the comments written by teachers in order to guide any pupils they are working with in the class.</p>
SLT	<p>To devise and implement a programme to monitor the implementation of the Marking Policy.</p> <p>To carry out work scrutiny as part of curriculum area Reviews.</p>
Students	<p>To complete a written response, in the form of WID (What I'll Do), to WWW and EBI on the formative feedback sheet.</p> <p>To take action in line with the WID.</p>

Appendix A:

Use of the 'Formative feedback sheet'.

- Classroom teachers are to ensure that each student in their class sticks a copy of the feedback sheet on the inside cover of their exercise book (A4 & A5 copies are available from reprographics).
- Classroom teachers are to ensure that each student in their class records their target level/grade in the appropriate place on the formative feedback sheet.
- Classroom teachers are to ensure that written feedback in the form of WWW (What Went Well) and EBI (Even Better If) is provided on a regular basis in-line with progress checks.
- Students are to ensure that they record a written response to the teacher's feedback in the form of WID (What I'll Do).
- HCA's are to support, monitor and evaluate the use of the formative feedback sheet by teachers/students in their Curriculum Area.
- Teaching Assistants are to support the use of formative feedback by reading through the comments written by teachers on the feedback sheet to guide any students they are working with in class.
- SLT are to ensure that they carry out a regular monitoring cycle of the use of the formative feedback sheet.



My target grade/level is :

Date	WWW	EBI	WID