

Hill House International Junior School



Marking Policy

Aims

Hill House International Junior School recognises that feedback to pupils on their progress and attainment is an essential element of the teaching and learning process.

Effective marking and feedback, in whatever form, will raise standards through:

- Being directly related to the learning outcomes given to pupils at the beginning of lessons
- Being directly related to schemes of work
- Being clear and constructive in its guidance to individual pupils
- Being balanced in pointing to strengths as well as weaknesses
- Being a way of comparing present with past work, in order to celebrate progress made
- Being a way of building pupils' confidence
- Being part of the whole school assessment process and monitoring system
- Enabling pupils to develop new skills and further their knowledge

Definition

Marking & feedback over time would typically include:

- Written formative comments
- Oral feedback
- Grades/Numerical scores
- Asking pupils to explain work and commenting on their explanation
- Discussing work in progress with pupils
- Talking the whole class through common achievements, errors and ways to improve
- Peer assessment
- Self-assessment

Over time good marking will demonstrate formative and summative assessment.

Overview

Marking is most effective if it is frequent and regular. Books should be marked every other week and homework should be returned to pupils quickly if they are to benefit from feedback. Teachers should exercise professional judgment when marking an individual pupil's work so that there are the required elements of guidance and encouragement appropriate to their needs.

Guidance

The learning objectives for the lesson (WALT) and expectations of lesson outcomes (WILF) should be clearly expressed to all the pupils in the class. These expectations will typically be differentiated for groups or individuals. These should be written on the board at the beginning of every lesson and pupils should copy them in their book. Oral feedback should be given as part of the lesson and written work should be corrected as soon as possible after completion.

The type and extent of the marking and feedback should be appropriate to the nature of the task and the age and ability of the pupil. Oral feedback should be given in a way to maintain the dignity and self-esteem of pupils. Not all work can, or should, be marked in detail. Within each unit of work departments will identify a number of key pieces of work for in depth, marking.

On occasions, it will be appropriate for pupils to be involved in marking their own and others' work. This peer and self-assessment should be in the context of helping them to recognise their own strengths and weaknesses, and supporting each other. Teachers will acknowledge such work through oral feedback, the use of ticks, simple marks (10/10), stickers, or brief attainment based comments.

Purpose

The focus of written feedback is on helping pupils gain a clear understanding of how well they have gained knowledge and skills and explaining what needs to be done to improve on those. Written feedback should be predominantly encouraging and constructive and phrased as questions/prompts. For comments to be beneficial for pupils they should:

- Understand the purpose of the task
- Know how far they have achieved this
- Know how to move closer towards a greater understanding of the learning objective

Grading

Grades/scores & comments should be used to inform teacher judgments concerning a pupil's progress and to inform teacher records and reports. The information is of a confidential nature and a pupil should never be asked to read out their result in front of the class, nor should the teacher read out to a class the scores achieved by each individual.

Grades are not always necessary. They can for example be meaningless given the age of the pupil, or the size/nature of the task. Grades can undermine confidence in some pupils and result in complacency for others. However, it is still important for teachers, parents and pupils to know how well the learning is going and how to progress. Therefore:

- Key pieces of work will be formally marked and shared with parents and pupils via reports each term.
- These pieces of work should be no less than three and typically no more than six per term as part of the school's recorded assessment system.

It is the teacher's responsibility to ensure that targets are set, are reinforced during lessons, and are regularly reviewed.

Any grades/levels awarded should be easily understood by pupils/parents and, where appropriate, be in line with the examination board. Departments will retain centrally grades/scores awarded to key pieces of work.

Monitoring of marking

Given the crucial role that marking has on pupil progress it is essential that the quality of this feedback is monitored by those with responsibility for learning and teaching. A book scrutiny will be conducted once a term by Subject Leaders in each subject for each year group to ensure quality and consistency. Judgements as to the effectiveness of marking should be made with reference to the following criteria:

Outstanding	
• Strategies exist to acknowledge/celebrate the achievement of targets	
• Children are involved in setting targets for improvement	
• There is a very good level of response to personalised comments from teachers	
• Comments from the teacher are particularly focused and diagnostic, revealing <i>very good subject knowledge</i>	
• Children actively demonstrate understanding of targets set	
• Teacher's feedback "feeds forward" into pupils subsequent work	
Good	
• All children are set relevant, accurate targets on a regular basis	
• Self-assessment is a regular activity: children know what they are good at and <i>what they need to do to improve</i>	
• Children respond to personalised comments from teachers	
• Marking helps to build confidence	
• Pupils understand what they need to do to improve.	
Requires improvement	
• Work is not marked regularly	
• Children do not always know how well they have done in relation to the task	
• Targets set are not always relevant and personalized	
• The teacher's handwriting is sometimes difficult to read	
Inadequate	
• Work is hardly ever marked	
• Children do not know how well they have done in relation to the task	
• No targets are set	
• Marking does little to help children improve.	

Standard English

Whilst we recognise that there are variations in the spoken English used within school, it is important that within an academic context pupils use Standard English in their written work appropriate to their age and understanding. Teachers should take note of pupils who are having difficulties in using standard grammatical conventions and refer to class or form tutors, or the SEN Coordinator.

Spelling

In marking pupils' work it is not the intention to correct every spelling error. As pupils develop there is an increasing expectation that words already taught will be used correctly in all writing.

It is important that words that pupils use regularly in their writing are corrected. However, staff will use their judgment as to what is expected in each subject and for each particular pupil.

Marking Procedures

Individual departments can provide more detailed guidance on the marking of pupil work. Where their marking policies differ from the whole school guidance, these variations will have been agreed with the Senior Leadership Team.

Subject Leaders should ensure the impact of the departmental marking policy is monitored by conducting regular work scrutiny, and by planning moderation of key assessment activities to ensure consistency, and that marking over time motivates pupils and has a positive impact on self-esteem.

Homework

Homework is a central part of assessing pupils' progress. It is therefore essential that it is marked and that the standard of homework set by teachers is of a high quality.

Specifically:

Homework is a consolidation or extension of their learning.

Resources given as homework are of a high presentation or standard.

It links pupils' previous knowledge to future lessons.

It is an implicit part of the range of marking and feedback processes used by the school.

It is set and marked regularly.

It can be used as a part of the range of differentiation strategies.

Authorised by	Resolution of the Proprietors
Signed on behalf of the Proprietors	Edmund Townend
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