MARKING POLICY

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Reviewer:	Nicola Dixon
School Role:	Proprietor
Date:	01.10.2021

Next review date:	01.10.2022

I agree that I have read and understood this policy, and that I am aware of my responsibilities in meeting the expectations stated within this policy.

Name	Signature

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1. Purpose

At Howard House School, we will ensure that each student makes maximum progress in their education through appropriate challenge, regular in-depth marking and focused feedback from teachers to support their learning. This guide is designed to standardise the assessment and marking procedures throughout Howard House School and set consistently high expectations, as well as to provide clarity of work scrutiny processes and feedback procedures.

2. Objectives

1. To give students regular, high quality and accurate feedback on their work so that they understand what they need to do to improve.
2. To celebrate and reward students' achievement and progress.
3. To ensure students take pride in their work and take responsibility for their learning.
4. To build students' confidence and skills in learning independently so that they take advantage of learning outside lesson time.
5. To ensure that accurate assessment and marking informs high quality teacher planning and reporting.

Teachers must:

Assessment:

- Carry out robust assessment in order to inform grade updates, in line with the assessment calendar. These should be accurately assessed against exam board criteria where possible.

Ensure that trackers are up to date with expected grades and current performance information. This will be backed up by tracking documents and subject-specific feedback/progress sheets.

Marking:

- Carry out in-depth marking of student work and provide high quality feedback, including how students can improve their work. Student work should not go a half-term weeks without in-depth marking, with monitoring/acknowledgement marking necessary in between to inform quality planning.
- **Use an appropriate range of marking/feedback methods listed in the Teacher Guide to ensure that students make progress.**
- Follow the school procedure of teacher marking in **GREEN**, peer/self-marking in **BLACK** or **BLUE**.
- Ensure that students respond to feedback in **BLACK** or **BLUE** in order to show that they have understood the feedback and acted on it. This may require lesson time and responses must be checked by the teacher.
- Implement the whole school Marking Code to promote literacy improvements across all subjects.
- Set regular homework, mark it and ensure that students respond to feedback.

Organisation:

- Ensure that student work is in a single folder, with exercise books and assessment work clearly organised and dated, and the Tracker is placed as agreed. Exam board guidelines should be followed for storage of Controlled Assessments.
- Organise folders for all students and classes so that they are available for scrutiny at all times.
- Ensure that students take pride in their work and that their work is well presented with titles and dates underlined. Challenge poor presentation, graffiti and lack of care.

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3. **Frequency of marking**

TYPE OF MARKING	METHOD OF IDENTIFICATION	FREQUENCY (guideline may depend on the subject area)
Formal Assessment	Marking in **GREEN** of tests, Progress Exams, etc. All assessment data to use tracking system but feedback in line with exam board guidelines. Recorded on Tracker sheets.	Ensure quality robust assessment every half term.
In-depth teacher marking	Teachers mark in **GREEN** pen.	Every half-term.
Peer/self-assessment	This should be written in **BLACK** or **BLUE** pen. It will need to be checked/acknowledged by the teacher.	At teachers' discretion.
Verbal Feedback	Students are able to acknowledge that they receive verbal feedback when they need it.	As appropriate on a lesson-by-lesson basis.
Learning Objectives	Use of 'highlighter' if student has made progress in line with personal expectation.	Every lesson.
Formal Homework	Work marked in **GREEN** pen and recorded in student folders.	All homework set as part of Homework Schedule – one per week.
Monitoring/ Acknowledgement marking	Ticks, teacher initials, simple Literacy corrections and/or brief attainment based comments.	All work – every lesson.

'excellence by any measure'

RESPECT · INSPIRE · SUPPORT · EFFORT

4. **Assessment and tracking**

Accurate and regular assessment is essential to inform teachers and students of current performance and to inform future planning. We will have six grade updates per year for all students.

The current grade should be based upon high quality assessment data. Current grades should be informed by a combination of the following:

- Recent assessment tasks. This will be new information since the last grade input. Suitable examples will include:

  o A past exam paper or combination of past paper questions to cover specific topics.
  o A Controlled Assessment task which has been assessed against exam board criteria.
  o A class test which provides substantial evidence (a quick 6 mark test is unlikely to be enough).
  o An extended piece of classwork which has been marked in detail against grade criteria.
  o An extended homework which can be robustly graded, set as part of the Homework Schedule or in addition to it.

- Marking of student books/files – including in-depth marking, peer and self-assessment
- Controlled Assessment progress
- Homework
- Student attitude in lessons
- Attendance at after school sessions

The 'tracker' is the first reference point to identify progress over time. It should be updated following each grade update and assessment. These should be displayed prominently (ideally on the outside of student folders).

5. **The Six Main Types of Formative Marking and Feedback**
   a) *In-Depth Teacher Marking*
   b) *Peer/Self-Assessment*
   c) *Verbal Feedback*
   d) *Marking for Literacy using whole school Marking Code*
   e) *Monitoring/Acknowledgement Marking*
   f) Highlighting of Learning Objectives

6. **In-Depth Teacher Marking**
   This should result in good quality written feedback and should clearly identify strengths and areas for improvement so that students are clear about what they need to do to improve.

   This should be written at the end of the piece of work in **GREEN** pen as follows:
   "What Went Well" (WWW): *explain what the student has done well. Attempt to refer back to the specification*
   "Even Better If"(EBI): *explain what the student could do well. Attempt to refer back to the specification*

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Time should be built into subsequent lessons to allow students to review their strengths and targets and respond to the feedback they have been given in **BLACK** or **BLUE**. A stamp or teacher initial should be used to acknowledge this response.

a.   Peer and Self-Assessment
This can be a useful activity if done sparingly and in an environment where students have been taught to do it effectively. This should be done in **BLACK** or **BLUE** pen to highlight it as student marking and not teacher marking. All peer and self-assessment should be verified by teachers in the form of Monitoring/acknowledgement marking.

b.   Verbal Feedback
Verbal feedback is a valuable form of formative feedback. In written work, in all subjects, verbal feedback may be identified as having taken place. The importance of individual and whole class oral feedback is recognised but students themselves should record their response to the feedback. This can be achieved by using the Verbal Feedback stickers or using a stamp with students writing their response next to the stamp in **BLACK** or **BLUE** pen.

c.   Marking for Literacy using whole school Marking Code
Teachers should correct spelling, punctuation and grammatical errors in every piece of writing. The first time an error occurs it should be corrected – it is not necessary to correct every instance of the same mistake. For less able students, it will be necessary to write the correct version as a prompt. As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

d.   All staff
should use the whole school Marking Code; this is not just something for the English teachers. The code forms an integral part of the Literacy Policy; it should be displayed in every classroom and in the books of every student. The Marking Code is displayed here:
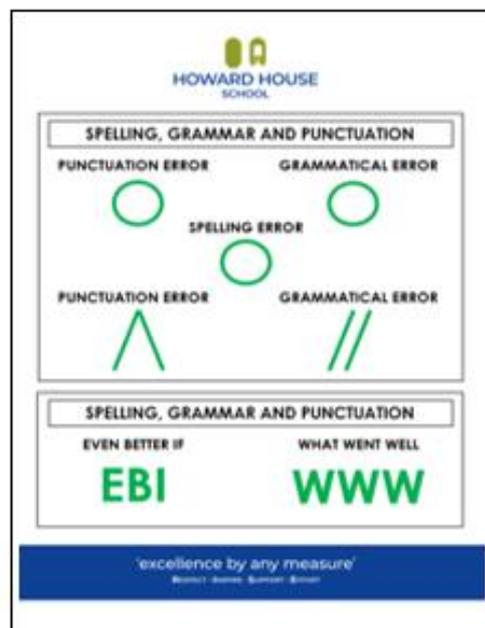
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7. Monitoring/Acknowledgement Marking

Teachers will acknowledge all work variously through the use of ticks, teacher initials, stamp/comment, simple literacy corrections, factual inaccuracies and/or brief attainment based comments. Students are expected to respond in BLACK or BLUE to any corrections and initial any comments made by the teacher.

8. Organisation of student work

All student work should be organised into a single folder or file:

- This should have the **Tracker** and **Literacy** literature displayed on the outside.
- It is likely to contain: exercise books; Controlled Assessment tasks; tests and assessments; hand-outs and worksheets.
- If hand-outs/worksheets/student notes become too voluminous then they should either be discarded or stored somewhere else so that the assessment and marked work is easily accessible.
- Student folders should be stored in a consistent way across a subject area and should be easily accessible for scrutiny at any time.

Learning Objectives must be covered before the beginning of every lesson – with an explanation of the bigger picture.

The assessed work used to inform a grade update should be dated and clearly identified in the title or at the top of the page, whether it is loose (such as exam papers) or in exercise books.