



## **MARKING POLICY**



## **Marking Policy**

Assessment for learning is a powerful way of raising the achievement of students. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim. It is not an add-on, **it is central to effective learning and teaching.**

The purpose of marking is:

- To inform the student how well they are progressing, what they are doing well and what they need to do in order to make further progress. It should be a part of the learning process rather than an end-point; that is more the role of summative assessment.
- Highlight and rectify any misconceptions
- To motivate students and help them understand what and how they are learning.
- To boost self-esteem through ownership of their learning.
- To support the teacher in monitoring student progress within topic areas and how well they work independently.
- To inform lesson planning

### **Frequency of marking**

Staff should mark students' work at least once every three weeks in the middle of a unit of work where possible. Where students are taught once a fortnight work should be marked at least once per unit of work or a half term, whichever is shorter.

Not all work needs be marked but students need to be aware if it is correct. Some work may be peer and self-marked by students under guidance from the teacher- this should be completed in GREEN PEN. *Teachers should plan, as part of their schemes of learning, which pieces of work should be marked in depth and which should be peer/ self assessed.*

### **Demonstrating Progress**

It is important for students and staff, as well as for monitoring purposes for students' books to demonstrate progress. To aid this 'Cold Tasks' should be set at the start of topics and 'Hot Tasks' at the end of a topic.

End of topic test results should be recorded on progress sheets (see appendix F for example).

### **Mechanics of marking**

Teachers should mark in a way that sets an example of good presentation to the student and which is clearly distinguishable from the student's work.

When commenting on a student's work teachers should follow the process outlined below:



- Explain clearly to the student **what went well (WWW)**. This should be clearly recorded with the Finham Park 2 WWW stamp.
- Explain clearly how the student could further improve their work (**even better if - EBI**). This should be clearly recorded with the Finham Park 2 EBI stamp.
- Staff can also use the marking feedback sheet which summarises the WWW and EBI and should be stuck in (see appendix G for example)
- The learning objectives and learning outcomes are the reference point for all written feedback where applicable.
- Feedback must be personal to the student and in best practice establish a dialogue. This may be by modelling how an answer could have been structured, perhaps provide a more challenging question for the student to attempt (take it further) or consolidating learning, or part answering the question and leaving it for them to complete.
- **Never** put a grade or level next to a formative comment. If a grade or level is needed it should be added once comments have been actioned, or recorded elsewhere away from formative comments.
- Marking should be done in the middle of a unit or piece of work where possible to ensure that the feedback provided by the teacher can be used to make further improvements by the student and to inform lesson planning.

Students should be allowed time to reflect and act upon formative marking during lesson time and encouraged to take part in a “learning dialogue” with their teachers. This should be achieved by:

- Planning DIRT (Dedicated Improvement Reflection Time) into lessons for students to act upon EBI comments made by the teacher
- Students encouraged to write responses to formative marking comments on their work that show evidence to the teacher that they have understood and acted upon comments made.

Feedback contributes to Assessment for Learning only if the information fed back to the learner is actually used by the learner in making improvements and the feedback is related to the success criteria.

## **Literacy across the curriculum**

**All** teachers are expected to contribute to promoting literacy across the curriculum, regardless of subject area. When a piece of work is teacher-assessed and formative



feedback provided, spelling, punctuation and grammar should be checked. As a basic rule, any subject specific word that is incorrectly spelt should be underlined and the code **Sp.** written in the margin. Students can use dictionaries in classrooms to correct the spellings. Where basic punctuation errors are spotted, these should be corrected and the code **P.** written in the margin [see *Finham Park 2's Six Sins* for the most common errors in students' work]. *Correcting punctuation and spelling is not expected in most circumstances.*

## **Numeracy across the curriculum**

**All** teachers are expected to contribute to promoting numeracy across the curriculum where appropriate in their subject area. When work is completed involving any numeracy content, the *Finham Park 2's Five Crimes* should be referred to. Additionally, when a piece of work of teacher assessed and formative feedback provided, calculations and accuracy should be checked. As a basic rule, calculation errors should be identified and labelled with the code **C**, and problems with accuracy with an **A**. See *Finham Park 2's Five Crimes* for the most common errors in students' work. During reflection time, in lessons, students should be asked to correct their calculations and accuracy.

## **Training and Continuing Professional Development**

It is the responsibility of department leaders to ensure that all staff are supported to mark effectively and in line with the school's policy and expectations of marking and formative assessment practices. Department leaders should identify where specific CPD needs arise and liaise with the Deputy Headteacher responsible for CPD to ensure support and training occurs to ensure this policy is followed.

Department meetings should reflect on good practice in marking and act as a forum for classroom teachers to share ideas, approaches and strategies for effective marking within their subject areas.

## **Monitoring**

Subject leaders and TLR holders should monitor the quality and frequency of marking by colleagues within their subject areas in line with the self-evaluation schedule, though a greater frequency of monitoring is desirable. Members of the LT will also regularly see samples of students' work and would expect to see the policy being adhered to. Where concerns emerge it will be pointed out to the colleague and the subject leader.

Teachers should be vigilant in identifying cases of plagiarism. Appropriate action should be taken, which could include the subject leader and, where appropriate, the head teacher.



## Appendix A

## Summary of Expectations of Marking and Formative Feedback

- **Teachers should “plan for marking”.**
  - When writing SOL and lesson plans, think about when and how work should be marked.
  - Plan set criteria for student tasks as this will help reduce the marking load and provide a focus for your WWW and EBI comments.
- **You should plan to mark work at least once every 3 weeks for each group you teach.**
  - If you see a group only once a week, some form of formative marking should occur within each unit of study where possible.
  - Try to mark work in the middle of a topic where possible so that students have time to act on the comments you've made before any summative assessment takes place.
- **You DO NOT need to mark student notes, unless appropriate.**
  - High quality marking of key assessment pieces will make much more of a difference to a student's learning and outcomes than marking all of the notes and ticking every page.
  - Use effective peer and self-assessment strategies to mark non-teacher assessed work. Students should use **green pens** to differentiate this marking.
- **Marking MUST be formative.**
  - Never put grades next to comments in the first instance. Ensure students action feedback first.
  - Use the WWW stamp to make a positive comment on the work.
  - Use the EBI stamp to provide comments on what to do to improve their learning.
- **Students MUST have time to reflect on and respond to all EBI comments.**
  - Top tips: ask students to begin the dialogue before collecting work or try posing questions, setting correction tasks, asking them to correct SPAG errors, update their spelling log (in planner), etc.
- **Ensure that all students label their work as “Classwork” and/or “Homework”.**
  - Homework can teacher assessed, self-assessed and/or peer-assessed. Not all homework needs to be marked by the teacher every time.
  - However, students must receive prompt feedback for their homework
- **Marking literacy and numeracy in ALL subject areas.**
  - Spelling of key subject specific words must be taught in all subject areas.
  - Words that are incorrectly spelt should be underlined and **Sp.** written in the margin.
  - Basic punctuation errors [see *Finham's Six Sins*] should be underlined and **P.** written in the margin.
  - Where appropriate, calculation errors should be marked with a **C.** All numerical accuracy errors should be identified using an **A** [see *Finham's Five Crimes*]
  - Where numeracy is used, the *Finham's Five Crimes* **must** be used
- **Subjects Leaders and LT will carry out regular book trawls to monitor marking.**
  - Good practice within subject areas should be celebrated and shared with others.
  - Work trawls will provide evidence for departmental reviews and self-evaluation procedures.
  - Monitoring will allow subjects to target CPD where it is needed to move teaching and learning forwards.



## Marking Codes

The codes in the table below will be used in all subject areas to mark work. Some subject may have other subject specific codes in addition to the ones below.

Marking Code	Meaning
	<p><b>What Went Well</b> stamps show you areas of your work that your teacher feels are worthy of praise. It highlights the best features of your work and could highlight great progress towards the lesson objectives.</p>
	<p><b>Even Better If</b> stamps show you how you could improve your work further. In some cases, this may be an extension activity or question to help expand your ideas. You should act upon your <b>EBI</b>, or make a comment to show you have read and understood the feedback.</p>
<p>Sp.</p>	<p>This code in the margin tells you that you have spelt a word incorrectly. Ensure you update your spelling log in your planner to avoid making this same mistake again.</p>
<p>P.</p>	<p>This code tells you that you have made a basic punctuation error in your work. Look carefully at these errors so that you can avoid making the same mistake again.</p>
<p>//</p>	<p>This code tells you have missed out a paragraph. Remember you need a new paragraph for each new Time, Person, Topic or Place (TiPToP).</p>
<p>C</p>	<p>This code tells you that you have made a calculation error. You need to check your calculations carefully.</p>
<p>A</p>	<p>This codes tells you that you have not been accurate. You to check your rounding and the way you have left your answer.</p>



## Appendix C FINHAM'S SIX SINS

### Finham's 'Six Sins'

#### What we check before handing in any piece of work

1. Sentences are complete and make sense (proof read)
2. **Capital letters** for names, places and *I*
3. Correct **spelling** of **homophones**: *your, you're / to, too / were, where , we're / their, there, they're* and *its / it's*
4. Correct **apostrophes** to show omission (*isn't*) and possession (*Joe's*).
5. **No comma splicing** (*where commas join full sentences*)
6. **Paragraphs** in longer writing (*new topic = new paragraph*)



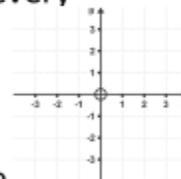
## Appendix D FINHAM'S FIVE CRIMES

### Finham's 'Five Crimes'

#### Important numeracy to check before handing in work

1. Line up your **calculations** carefully
2. Include the correct **units** (eg. 5cm not just 5)
3. Use **axes** correctly (you need the same sized space between every number and you must label them)
4. **Round** to an appropriate degree of **accuracy** (if in doubt, two decimal places or three significant figures will be fine)
5. Remember to use **functions** (+, -, x, ÷) correctly (including the order of operations **BIDMAS**)

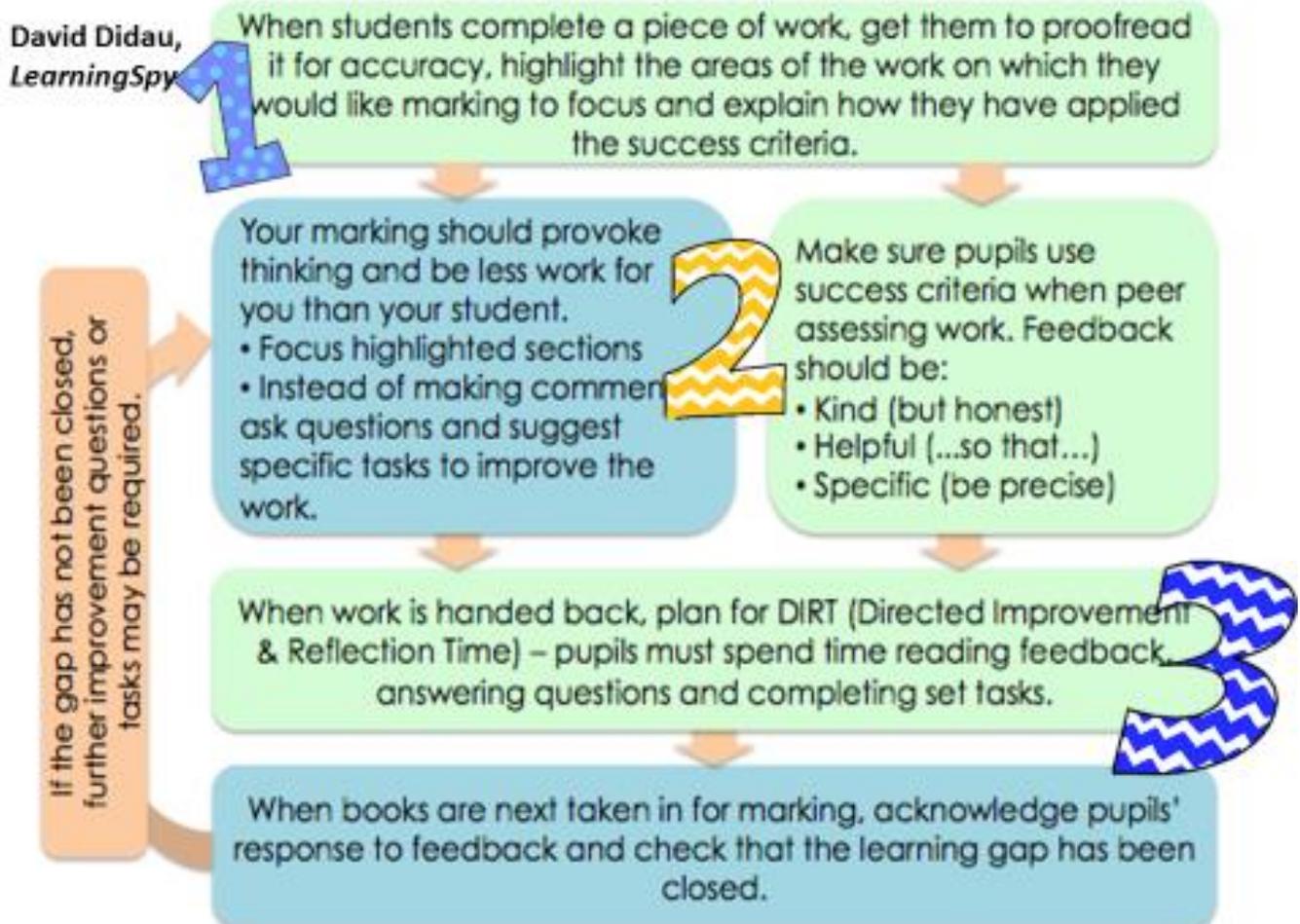
$$\begin{array}{r} 381 \\ 97+ \\ \hline 478 \end{array}$$





## Appendix E

### TRIPLE IMPACT MARKING





APPENDIX F

**YEAR 8 FEEDBACK SHEET**

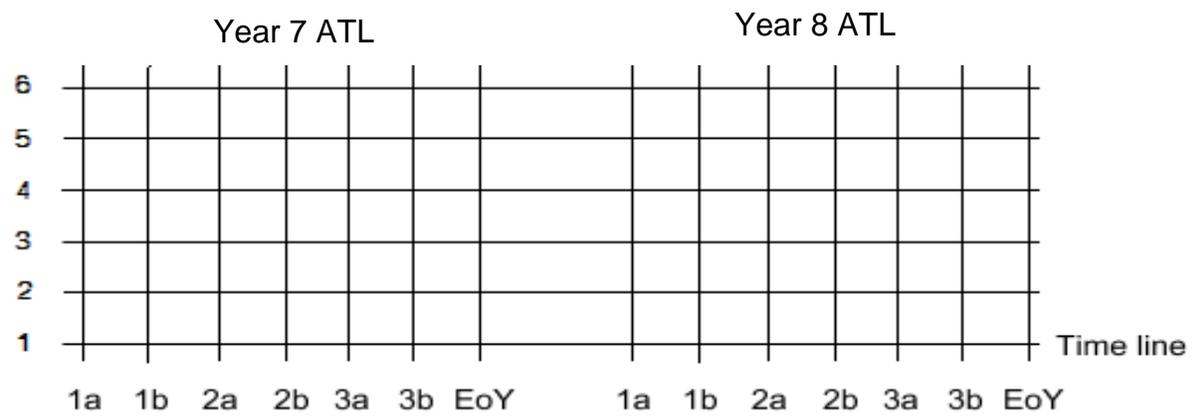
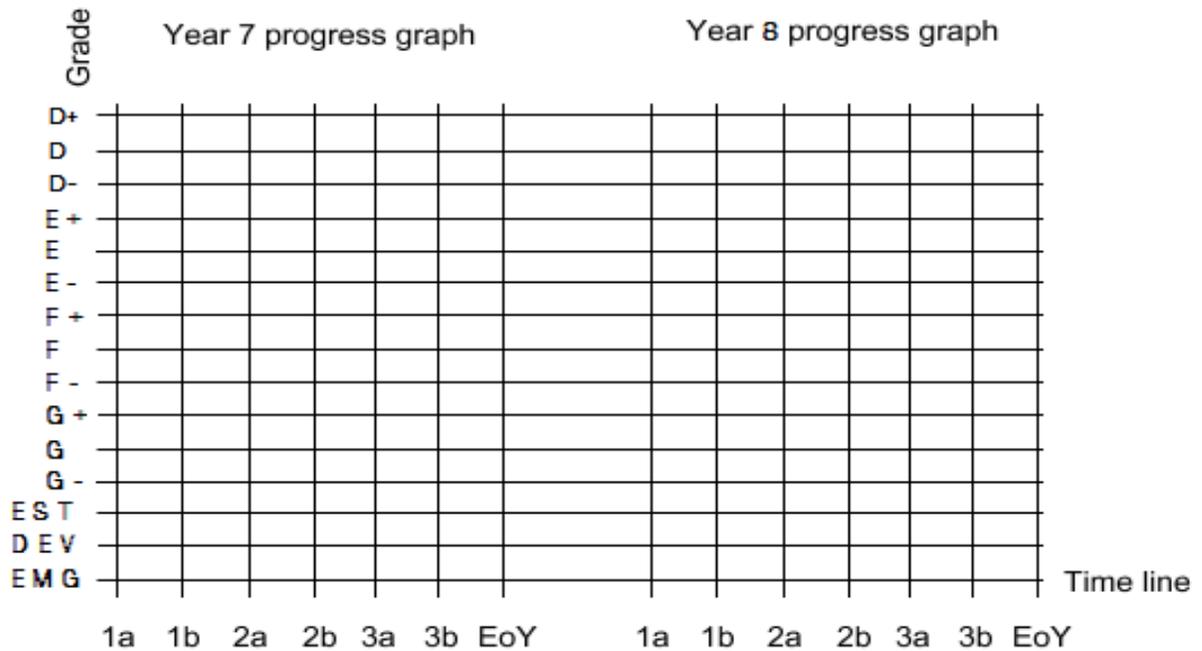
NAME: \_\_\_\_\_

End of year 7 Target Grade: \_\_\_\_\_

End of year 8 Target Grade: \_\_\_\_\_

End of year 11 Target Grade: \_\_\_\_\_

Term 1a Assessment SKILL:	Term 1b Assessment SKILL:	Term 2a Assessment SKILL:	Term 2b Assessment SKILL:	Term 3a Assessment SKILL:	Term 3b Assessment SKILL:
GRADE	GRADE	GRADE	GRADE	GRADE	GRADE
ATL	ATL	ATL	ATL	ATL	ATL





# Finham Park 2

## Science Department



<b>Presentation of your book feedback:</b>	<b>Presentation of your book feedback:</b>
<b>You have underlined all your titles and dates.</b>	<b>You have used full sentences and full stops.</b>
You have used a pencil to draw your diagrams.	You have stuck in all sheets.
You have used a dark blue or black pen.	You have completed all sheets.
Your work is well presented.	You have spelt key words correctly
You have corrected all your work.	<b>STICKER</b>
<b>Teacher: WWW</b>	<b>Teacher: EBI</b>
<b>1.You can</b> label the parts of a microscope	1.Explain why we need the cells to be thin to see them under a light microscope
<b>2.You can</b> label an animal cell	2.State the function of the cell membrane, nucleus and cytoplasm
<b>3.You can</b> label a plant cell	3.Why does a muscle cell need lots of mitochondria
<b>4.You can</b> identify an unknown cell as either plant or animal cell	4. Compare the organelle in a plant to an animal cell
<b>5.You can</b> name 4 specialised cells	5. Explain how a nerve cell is adapted to carry nerve impulses
<b>6.You can</b> describe the job of 4 specialised cells	6. Describe why a hair root cell does not have an chloroplast
<b>7.You can</b> describe cells, tissues and organs	7.Describe how organs are formed from cells
<b>8.You can</b> label the reproductive parts of a plant	8. How is an insect pollinated plant adapted for fertilisation
<b>Additional Teacher: WWW</b>	<b>Additional Teacher: EBI</b>
<b>Student: WWW</b>	<b>Student: EBI</b>
(1)	(1)
(2)	(2)



## MARKING POLICY

Written by Liz Pyne, adapted for FP2 by R Plester September 2017

Next review date: September 2018

**Approved by Governors:**

**Signed:**

A handwritten signature in black ink, appearing to be 'R Plester', written over a light blue horizontal line.

**Headteacher**

**Date: 8 November 2017**

**Signed:**

A handwritten signature in black ink, appearing to be 'Credity-Johnman', written over a light blue horizontal line.

**Chair of Governors**

**Date: 8 November 2018**