

Marking and Feedback Policy



St John's College

MARKING AND FEEDBACK POLICY

This policy applies to the Senior School.

Version: September 2020

Rationale

The aim of this policy is to ensure that across departments, all students have experience of effective marking, which not only has consistency within individual subjects, but also is cohesive in approach across the school. The policy sets out to provide a framework for departments, which ensures that students understand the marking criteria applied to their work, what the marks mean and how they can improve. In doing so, students will gain benefit from marking, which will help them to achieve their full potential as stated in the school's Mission Statement.

The purposes of marking

We recognise that marking is central to effective teaching:

- The most useful marking provides students with information on what they have achieved and how they might improve.
- It provides teachers with information on how well students are learning, and can be used to inform future planning.
- Marking provides information on which assessments (Target Grade Assessments, GCSE and A level grades) can be based.
- Marking can provide information to parents on how their child is progressing.
- Marking helps to value children's work and the effort they put into it.

Principles of good marking practice

Marking should:

1. Be linked to the learning objectives of the piece of work.
2. Provide information on what has been achieved and **make clear the next steps for learning.**
3. Have a positive tone.
4. Avoid the use of bland statements like average, or good work when not tied to additional information or commentary.
5. Be clearly legible.
6. Involve students. Some work may be self or peer marked, which encourages students to correct/edit their own work, learn from their mistakes and discuss work with the teacher.
7. Be succinct in the use of words but clear in meaning.
8. Correct errors. However, there may be a case for not correcting every error; where for example to do so might discourage a student. Important and significant errors should be corrected, however.
9. Be recorded.
10. Be staged in cases of practical and project work, which should have regular marking, even if the whole project may extend over a lengthy period of time.
11. Be in line with departmental policy and the school's Literacy for Marking policy.
12. Be signed and dated by the marker.
13. Comment on the presentation of the work, if appropriate and in line with the Guidelines for the Presentation of Work policy (Appendix 2).

What should be marked?

Not all written work calls for extended commentary. Students should understand that some work will be marked cursorily whilst other will be marked with commentary.

The following work should be marked:

- Homework
- Some class work (as appropriate)
- Examinations and class tests
- **Spelling mistakes (subject specific words)**, and **faulty common punctuation** should be corrected in line with the Literacy for Marking policy (Appendix 1).

Coursework drafts will not necessarily be marked, but feedback, both verbal and written, will be given, where appropriate and in line with examination board guidelines.

What should be checked?

- Students' files and exercise books should be checked regularly
- Coursework drafts (in accordance with syllabus guidelines)

How will marks be written?

- **Departments should agree on how marks will be written in their subject** (e.g. marks out of 10 or 20, percentages or grades). All assessed work should be given a grade in line with the Target Grade system (1-5 at Key Stage 3 and A*- G at GCSE and A Level).
- Students should be aware of how marks will be recorded and the criteria as appropriate; a **copy of this should be displayed prominently within the classrooms or departmental area**. (A copy could be given to students to put into their exercise books or files.)

How the policy will be monitored

Heads of Department will have a responsibility to ensure that the policy is implemented consistently within the department through work sampling and lesson observation.

The Directors of Academic Studies will have responsibility to ensure that across departments, the whole school marking policy is implemented through work sampling, lesson observation and informal discussions with students.

Appendix 1 - Literacy for Marking Policy

1. There is a **collective responsibility** to assist students to become accurate in their spelling of words recognised as being of importance to the clear communication of knowledge in any particular subject area.
2. Strategies such as the use of **key word lists** and **word walls** constitute an important part of the efforts which departments make to teach and support accuracy of spelling across the spectrum. Such lists might be **used for displays in classrooms** or found on **sheets fixed to student exercise books or files**.

3. Individual errors in spelling, punctuation and grammar should be identified as follows:

| | |
|----|---|
| Sp | spelling error (correct vital words once) |
| P | punctuation error |
| G | grammar error e.g. subject:verb agreement |
| // | new paragraph needed |
| ? | meaning unclear |
| ^ | something missing here |
| ✓✓ | excellent point or use of language |

4. **Teacher judgement should always be used** to qualify actions taken on the basis of knowledge of a student's ability and current targets **to help ensure progress and maintain motivation**.

Appendix 2 - Guidelines for the Presentation of Work Policy

Exercise Books

All students receive free exercise books. Departments keep a stock of books, which they give to students as and when appropriate.

Books should only be given to students who:

- are new to the school;
- have completed an exercise book.

Students who lose exercise books or misplace them should only be given a replacement book at the teacher's discretion.

Departments are to decide whether students should work from exercise books or from files.

Guidelines for the presentation of work:

- Books should be kept free of graffiti;
- Subject, teacher and group should be written on the cover of the book or file;
- Each piece of work should be dated;
- Headings should be written clearly and underlined;
- Students should write in a colour which is easy to read, ideally blue or black (gel pens should be used to highlight work etc., rather than for the main body of the text);
- Students should identify work undertaken as homework;
- Students must follow rules set out by departments for drawing diagrams and graphs;
- Students must cross out mistakes clearly with one line. **Tippex should not be used**, although correction tape and eraser pens are acceptable; (However, students taking Public Examinations should be aware that Tippex and other correction products are **not allowed** in any circumstance);
- Work which is word-processed must be named on each sheet;
- Loose sheets should be stuck in to books, in date/chronological order.

Heads of Department are responsible for:

- Ensuring that rules for the presentation of work are published in all Departmental Areas;
- Ensuring that the list of subject specific requirements for presentation of work is communicated to students and may be stuck into their exercise books.

All teachers are responsible for ensuring that students follow guidelines for the presentation of their work and that remedial comments on presentation are included in marking.

Monitoring arrangements

By Heads of Department and the Directors of Academic Studies, through routine sampling of students' work.