

QUEEN ELIZABETH HIGH SCHOOL

MARKING POLICY



1. Rationale

- Marking informs teacher planning and intervention.
- Marking informs students how to improve.
- Effective and regular marking is critical to student achievement and the development of independent learning skills.
- Marking and feedback at QEHS will be consistent with the principles of Assessment for Learning (AfL). (see *AfL Policy*)

2. Aim

To establish a broad, consistent approach to the way in which students' work is marked so that students feel valued and have a clear understanding of how well they are doing.

3. Definitions and Practice

Classwork – written work and other work completed within the time of the lesson.

Homework – written work or other directed to be completed outside of lesson time according to the homework policy. This is set regularly and consistently for all key stages.

End of Unit Assessments – common tasks for whole groups/cohort of students to particularly assess their understanding at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the department and whole school.

Self assessment – students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspect and areas for development.

Peer assessment – Students are organised in learning pairs within an environment of mutual respect. Using success criteria and mark schemes they mark each others completed work and note positive aspects and areas for development.

(Self and peer assessment needs to be structured so that students are trained in how to do this and that their skills of assessment are developed)

Teacher assessment – formative assessment will vary according to departments. This could be a combination of light touch marking: ticks, numbers, traffic light system, two stars and a wish, stickers, initials etc. and more detailed formative assessment which informs the teacher and student of learning progress and identifies targets to inform further progress.

Classwork/homework marked by the teacher should normally be returned to students no later than a fortnight after the work is completed. (see *Homework Policy*)

Detailed formative assessment

Within each unit of work departments will identify a finite number of key pieces of work for more in depth, quality marking. (These will not be the end of unit assessments)

A minimum of six such pieces will be identified by non core subjects over the course of the year. Core subjects will need to identify additional opportunities for quality marking to take place.

These pieces of work will focus on the assessment of progress in relation to specific learning objectives or curricular targets. Success criteria will be shared with students and at the end of the marking process it should be clear to the student “what they have done well” and “what they need to do to improve”. Students will be informed at what level they are currently working and may be given a grade.

Attainment

Grades are not always necessary. They can be meaningless given the size/nature of the task and can distract from improvement grades. However, it is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one level/grade to the next and equally should be clear about the expected progress they should be making through the key stage.

In order to support this process:

- Levels and grades as well as success criteria should be translated and shared with students using appropriate language.
- Key pieces of work will be awarded an attainment grade expressed in terms of an interim key stage level or grade.
- At the end of a unit a formal assessment will take place and a key stage level or grade will be awarded.

Recording of marks

Teachers should record all marks and grades either electronically or manually.

Colour of ink

Marking using a colour which contrasts with the student’s work is recommended.

4. Responsibilities

Role of Assistant Headteacher with responsibility for Curriculum and Teaching and Learning

- To ensure that the marking policy is implemented whole school.
- To ensure that good practice is shared through CPD opportunities.
- To ensure that students are aware of their progress and areas for improvement.
- To support Curriculum Leaders where appropriate in the implementation of the policy.
- To monitor and evaluate the impact of the marking policy.

Role of Curriculum Leaders

- To ensure that the marking policy is implemented across all teachers and students in the department.
- To monitor the quality and regularity of marking.
- To support individual teachers where appropriate.
- To ensure that all students in the department are aware of their progress and areas for improvement.

5. Monitoring and Evaluation

- Curriculum Leaders through SEF process
- Senior Leadership team through the department review process
- School Improvement Partner through termly meetings

6. Other Policies

This policy should be read in conjunction with other policies/documents:

- Teaching and Learning Policy
- Assessment for Learning Policy
- Homework Policy
- Self Evaluation documents and guidance

The Marking Policy was agreed by the Education Committee at their meeting on 10 October 2013.

Designation	Signature	Date
Chair of Education Committee: Linz Charlton		
Federation Headteacher: Neil Morrison		
Review Date	September 2014	