



Chenderit School
A VISUAL ARTS COLLEGE

CHENDERIT SCHOOL
Marking Policy:
using effective assessment to help
students know more, remember more
and be able to do more

REVIEWED BY GOVERNING BODY – November 2022

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Why is marking important?

Marking students' work plays a central role in raising achievement and helping students build their knowledge, skills and understanding.

Effective marking supports effective teaching. It encourages students to make an effort, because they know their work is being taken seriously. Effective marking helps establish good behaviour, because students take more care with their work.

Marking is a key part of the assessment process: teachers can see what their students know, understand and are able to do, and what they need to do next. This can inform planning for future learning. Marking is part of the assess, plan, do review cycle: it helps to assess the impact of our curriculum.

Marking is also an investment of time. Therefore, we need to ensure it is as effective as possible.

Marking and workload

With the best of intentions, providing written evidence that marking has taken place, in order to satisfy an external audience, such as Ofsted, led to an increase of staff workload, that did not always have an obvious impact on student progress.

The Independent Teacher Workload Review Group, set up by the government, reported in March 2016. They stress the point that marking should be "meaningful, manageable and motivating." Our policy, for a number of years, has tried to embed the principles outlined in the review group report.

Effective assessment promotes good learning. Marking is not an end in itself: impact is all.

When we look at books in a work scrutiny we are looking at how the taught curriculum is promoting good learning. Has work been planned and sequenced to help students develop their knowledge, skills and understanding.

We will also look to see that teacher's assessment is proportionate and having an impact. We are not looking at the quantity of marking, assuming more is better – and, in fact, too much evidence of teacher intervention after work has been completed can indicate work has not been planned and set up to support students developing independent learning skills.

We expect to see evidence of assessment, so that both student and teacher are aware of what students know, remember and can do, and what they need to do next.

We have set the expectation that work is assessed on a three-week cycle – but have allowed flexibility: it can be assessed by teacher, peer or self. We expect staff to make a judicious use of this, using their professional expertise. For example, a number of closed question tasks can be

peer or self-marked, but we expect the teacher to check that the process is happening and spotting lack of effort, or gaps in understanding, and taking appropriate action.

We can reduce the workload involved in extensive marking by setting up tasks clearly, with high expectations of presentation and completion.

Some marking can be simple checking: are the notes here, are they well-organised and complete? This is important for student motivation and, for many students “flick and tick” is perfectly adequate, with, perhaps a comment at the end to encourage or point out any gaps or errors. Some marking needs to be analytical and diagnostic. Here we need to assess what students know, understand and can do, and give feedback in some detail – though this can be to the whole class either orally, or in written notes.

Staff can make this diagnostic marking more effective by:

- Making success criteria really clear at the outset. These can be shared on a marksheet to support self-assessment.
- Insisting on high-quality presentation and effective checking before work is handed in.
- Using exam-board criteria at GCSE level and criteria linked to age-related expectations in KS3.
- Asking students to re-do work of poor quality, that shows little effort, rather than spend a great deal of time writing lengthy comments on it.
- Insisting on students working in silence when they are working independently.
- **Clear instructions and high expectations can reduce the number of errors or weaknesses the teacher needs to identify and address.**

How to make marking manageable

If we teach large numbers of students there are a variety of ways we can manage our workload, within our three-week cycle.

- Students can mark aspects of their own work or pair mark. This can be easily done when closed questions have straightforward answers. Students can also self or peer-assess using criteria. Staff should monitor this type of marking, and join in the dialogue.
- Students can present work orally and receive oral feedback.
- We can use whiteboards in lessons as a very quick way of getting assessment information.
- Tests can be set and marked electronically, for example on Satchelone.
- Marking can be selective: some is marked in detail, other pieces are checked to ensure students are committed and presenting work appropriately.
- Teachers can feedback orally to individuals or the class.
- Teachers can use automated electronic marking to give feedback, particularly with closed questions, such as the use of GCSE Pod or google forms

Using marking to support the progress of disadvantaged pupils

In order to support the progress of disadvantaged students we should mark their work first.

The importance of marking for literacy

All teachers are expected to support the development of literacy skills across the curriculum: the third teaching standard states that all teachers should

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.

Ofsted have often stressed the importance of marking in supporting literacy

“A consistent and rigorous approach to marking and correction helps pupils to reinforce their skills

Before students write

If we set high expectations and insist on high quality presentation and accuracy we will have fewer errors to correct.

If we use Wagolls to make clear what a good one looks like we can promote high standards and ensure good progress.

- Every time we ask students to write we should expect them to produce writing as good as or better than that which they produced at primary school.
- We should insist that writing is neat and legible; it should be at least as neat as the work they produced at in year 6 or in transfer week.
- Every time we ask students to write we should explain the purpose of the writing, and therefore its conventions. (For example: notes can be in bullet points, extended writing must be in sentences and paragraphs.)
- We should model the kind of writing we want to see, with examples available on the electronically, as handouts or on display: teachers should develop a good range of Wagolls to use in lessons.

Good practice in the classroom

- When we introduce new words, we should write them up or display them and encourage students to look at them – underlining important letter groups that help understand the meaning eg lactose and lactase: what difference do the different spellings make?
- When students are learning new words we should encourage them to look at the whole word, not copy one letter at a time.

Responding to written work

- We should respond first to the content of what has been written; treat the writing as a genuine communication, not as an exercise designed to reveal weaknesses.
- Work should be assessed against criteria, with which the students are familiar: in key stage 3 these are age-related expectations; in key stage 4 and 5 they should be linked to subject criteria: or examination grades, should be used for substantial pieces of work, and allow reports to be written and data collected, three times per year.
- Students should receive feedback in some form at least twice a short term, or every three weeks as a minimum. This could be in a variety of forms: for example oral feedback, peer feedback, teacher written comments
- We should use the teacher's pen to communicate, correct and explain, not as a punishment.
- In our marking, we should ensure our writing is legible.
- We should be selective in our marking and identify what the student needs to learn next.
- Whenever we mark, and we have given feedback, we should make sure students **do something** with our marking. For example they should answer our questions, or correct mistakes or misunderstandings we highlight. This need not always be rewriting work – which can lead to the pitfall of “triple marking”. For example, we could ask students to list three things they will do next time they do a similar task, particularly when the focus is on skills.

Creating a dialogue

When we have given detailed feedback and return work to students we should give them time to correct their work and respond to their comments. We should have appropriate activities available for those who finish so that we ensure this is a focused learning activity, not a time when some students are waiting for others to finish.

As a way of making the process of responding to assessment clear and consistent we have decided to use different colours of pen to show our comments and student response.

Teachers should make their comments using **purple pen**. Students should reply using **green**. Their replies can be the corrected spelling in the margin, or an extended answer to a question.

When students peer-assess they should use a different colour to the one the student wrote in originally: if the writing is in blue ink, use black or pencil and so on. Purple pen is reserved for the teacher; green pen is for feedback based on assessment.

We may want students to correct a whole section of text. This might be the case where they have misunderstood something or, for example, have a number of punctuation errors.

Subject-specific approaches

We want overall consistency of key messages, which is one reason why we do not want sixty different teachers developing sixty different marking systems and acronyms or abbreviations.

However, a team might agree on a *brief* list of subject-specific marking symbols. If this is the case, they should be agreed by the team and constantly reinforced through sheets at the back of books, on wall displays and so on. The marking should make sense to a student looking through their work at home, not just in the lesson when the teacher is explaining.

Supporting spelling, punctuation and grammar

- We should identify a manageable number of errors – no more than five per page. If there are many errors in the piece we might correct every error in the first few lines and ensure these are corrected.
- We should prioritise: key subject vocabulary, sentence punctuation and common errors and confusions: for example “were/where”, “there/their”, “could of”.
- Key spelling errors should be identified (using “sp” in the margin with the error underlined.) Students should write the correct spelling once in the margin and once in the back of the book, on a “spellings” page.
- Students should be encouraged to check and test one another using the list at the back of the book: this allows for personalised, differentiated spelling tests.
- We should involve students and parents in checking the spelling lists and practising spellings.

Ensuring high standards of presentation

All exercise books and folders should have target stickers inside the front cover. There should be no graffiti or “rough notes”.

The backs of books should be as neat as the front and should have a spelling page.

In Year 7 the benchmark pieces (hot and cold tasks) should be stuck inside the back cover.

If teachers want students to do tests or make notes in the back of their books they should be labelled as such, just at the front, with “Classwork” or “Homework” and date, and a title.

Developing a consistent and effective approach

As far as possible we should use only the following symbols. Any other symbols must be agreed by a department and used consistently by that team.

Ticks for good or correct work; question marks for unclear or muddled work
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“Sp” for a spelling error and the error underlined

np with // or [in the margin to indicate a new paragraph

Underlining with a wavy line – areas of weakness (with a comment or question to explain the point)

A cross “X” can be used for a factually incorrect answer

A caret (^) can indicate something missed out – with a comment in the margin to clarify

If we wish to say anything else, use words.

Monitoring our practice

Team leaders should support the agreed marking policy whenever they observe lessons or carry out work scrutinies.

Chenderit marking policy: using effective assessment to help students know more, remember more and be able to do more (September 2022)

Responding to written work - the main points

- Work should be assessed **against criteria**, with which the students are familiar.
- Students should receive feedback in some form at least twice a short term, or every three weeks as a minimum.
- We should be **selective** in our marking and identify what the student needs to learn next.
- Whenever we give *detailed* feedback, we should make sure students **do something** with our marking by answering our questions and correcting their errors.
- To make this process clear we write our comments in **purple** and students respond using **green** ink. Students use a different colour pen to the original work, or pencil, to peer assess.
- We should mark the work of disadvantaged students first.

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