

BISHOP'S HATFIELD GIRLS' SCHOOL

MARKING POLICY

Date of last review:	Summer Term 2016
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Date of next review:	Summer Term 2019
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School Based Policy

MARKING POLICY

Rationale

The marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress. This communication must be in a form that is comprehensible and clearly able to be understood by the individual pupil as well as their parents/carers. The feedback on progress that this represents should inform the next step in a pupil's learning.

Purposes of Marking

Each Faculty should establish a Marking Policy which reflects the need of the individual subject, but which does not conflict with the School's overall policy. These policies should explain: the nature of the work to be marked; the frequency of marking; the methods of marking.

Each individual marking policy must take into account differentiation and should wherever possible include the following aims:

- To encourage and stimulate pupils by praising current achievement.
- To assist pupils by setting clear targets to focus on aspects of work where further development is needed.
- To expect pupils to respond to marking, so that they make formative use of feedback
- To provide the teacher with feedback on how well pupils have understood the current work and enable them to plan the next stage of teaching and learning.
- To enable the teacher to make judgements about pupil attainments, particularly with regard to the assessment criteria at GCSE and A level.

Guidelines for Marking and Monitoring

The monitoring of marking will be undertaken within faculty areas by Heads of Faculty, with Subject Leaders also playing a role. The Senior Leadership Team may also monitor marking across the school through examining pupils' work. The Bishop's Hatfield Girls' School Lesson Observation Form, which is used for the purposes of Performance Appraisal and for School Review observations provides guidance for staff as to how marking is monitored. As part of the programme of learning walks that take place across the school calendar, one learning walk will have a specific focus on assessment. Heads of Faculty will undertake bi-annual monitoring of the work of class teachers and this will include a specific focus on marking.

In order to provide a degree of consistency across Faculties, the following guidelines should be adhered to. These should also form the basis for the monitoring of marking:

- Work should be collected in regularly and returned as quickly as is practicable.
- Faculty policy should establish the frequency of collection and return to the pupils.
- Standard marking symbols should be used for the correction of spelling, punctuation and grammar (see Appendix)

- Written comments should be predominantly constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- As far as possible, a specific comment on learning should be made at the end of a piece of work. The aim should be to summarise achievement and to set a further target.
- If appropriate, pupils should have access to the marking criteria and understand the meaning of the marks/grades/levels they receive.
- Marking should usually recognise achievement and attainment.
- There should be thorough recording-keeping of the results of assessment.
- Self and peer-assessment should be encouraged.
- There should be evidence of the use of green pens by pupils where they are responding to marking.
- Pupils should keep their own record of marking and assessment in their exercise book or folder
- Marking practices and procedures should be consistently applied.

Green Pen Policy

Research evidence shows that responding to marking plays a significant role in enabling pupils to make progress in their work. We have adopted a Green Pen Policy to help to facilitate this process and to promote a 'growth mindset' in pupils so that they view feedback as a positive opportunity to improve. Pupils should use a green pen whenever they are:

- self-assessing their work
- making corrections to work
- following up on targets/questions set.

Review

This policy will be reviewed by the member of SLT responsible for Teaching.

Appendix 1 – the nature of the work to be marked

<p>English English Media Drama Music</p>	<p>Written work: essays, different styles of non-fiction writing, including poetry and imaginative texts. Reading: essays to assess understanding of texts and creative pieces in response to texts. Speaking & Listening: a variety of skills are assessed, including presentations, groups and pair work. <i>Drama:</i> practical work - creating, performing and evaluating; GCSE written work - course work evaluations of practical work. <i>Music:</i> practical work - composing and performing; GCSE Music - set work essays.</p>
<p>Humanities Humanities (Year 7) Geography History Religious Studies Government & Politics Sociology</p>	<p><i>Written work</i> e.g. essays, projects, course work and reports. Work marked should be original work i.e. the pupils' own work. <i>Practical work</i> e.g. fieldwork, maps and graphs, model making and use of ICT <i>Oral work</i> e.g. presentations, role plays and discussions. Skills demonstrated during oral work. Outcomes of oral work. <i>Group and collaborative work</i> e.g. projects, displays, presentations and decision making exercises. Skills and outcomes.</p>
<p>Languages French German Spanish</p>	<p><i>Listening:</i> assessment tests and comprehension tasks. <i>Speaking:</i> role plays, group work, individual answers to questions, presentations and KS4 controlled assessments (Year 11 only 2016-17). <i>Reading:</i> assessment tests, homework comprehension tasks prepared in their work books. <i>Writing:</i> original creative work in the target language e.g. exercises, posters, for display, post cards, letters, dialogues, work using ICT, projects, surveys and KS4 controlled assessments (Year 11 only 2016-17). <i>Grammar:</i> linguistic patterns. <i>Vocabulary:</i> spellings, meanings, gender and plurals.</p>
<p>Mathematics Mathematics Computing</p>	<p><i>Years 7, 8 & 9:</i> written exercise; tests and examinations; extended tasks; orally given questions. <i>Years 10 & 11:</i> written exercises; tests and examinations; extended tasks; past examination papers. <i>Years 12 & 13:</i> written exercises, tests and examinations, past examination papers.</p>
<p>Science Biology Chemistry Physics Psychology</p>	<p>In Years 7 to 13, all classwork and homework completed in assessment books is to be marked. This includes in-class activities, tests, diagrams, models, project reports, laboratory reports, end-of-unit tests, 6 mark questions and exam practice papers.</p>
<p>Design Art & Design Product Design Graphics Textiles</p>	<p><i>Art & Design:</i> collecting, written, drawing, research in all age groups, 3D work. <i>Design & Technology:</i> written, drawing, research, modelling, practical. <i>Textiles:</i> written, drawing, research, practical.</p>
<p>Health Health & Social Care PE Food Life Skills</p>	<p><i>Physical Education.</i> KS3 practical assessments are completed in a range of activities. GCSE written work, end of module tests, multiple choice and past paper questions. GCSE practical work - (Year 11 in 2016-17) 4 practical activities and coursework (AOP + PEP). (Year 10 in 2016 onwards) 3 practical activities (one team activity, one individual activity and an activity of their choice) and coursework (PEP). <i>Food.</i> Written work – worksheets, projects and investigations. Practical – Cooking tasks. <i>Health & Social Care.</i> Written work: essays, reports, booklets, presentations and leaflets. Oral work: presentations, discussions and role plays. Group and collaborative work: Projects, displays, presentations and campaigns. <i>Life Skills.</i> Written work: essays, reports. Oral work: presentations, role plays and discussions. Group & collaborative work: projects, displays and presentations. These pieces of work may be either in preparation for examined units, or assignment based units at Level 1/2 and Level 3 or preparation for controlled assessments at Level 3 only.</p>

Appendix 2 – the frequency of marking

<p>English English Media Drama Music</p>	<p><i>Speaking and Listening:</i> assessed on a continuous basis. One piece of oral work is marked each term. <i>Written work:</i> Teachers mark pupils' written work within two weeks of receipt of the work. For extended pieces of work, guidance is offered in class by the teacher during the drafting process. An extended piece of written work is assessed once every half term. Other pieces of written work are marked on a regular basis, approximately every 2-3 weeks. <i>Drama:</i> each pupil is assessed 3 times per year; at GCSE each pupil is assessed approximately every nine weeks at the end of a unit. <i>Music:</i> practical work for each unit is assessed at least once per half term. Music homework is set when appropriate and marked within two weeks.</p>
<p>Humanities Humanities (Year 7) Geography History Religious Studies Government & Politics Sociology</p>	<p>Under normal circumstances teachers will mark at least one piece of work per pupil every three weeks in geography and History. For Religious Studies this will be longer due to fewer lessons per week. More formal assessments take place approximately every half term (less frequently in Religious Education).</p>
<p>Languages French German Spanish</p>	<p>Under normal circumstances written homework tasks are marked by the member of staff within 1-2 weeks of receipt. Preparation work in the work book is usually marked by the pupil or peer group during the course of the following lesson. Assessment tests in the four skills are marked on average once or twice in a term depending on the nature of the work and the speed of the group. On average at least one piece of work is marked for each topic area (in exercise book or on test sheet).</p>
<p>Mathematics Mathematics Computing</p>	<p>All work is marked, some by the teacher, some by the pupils themselves and some by the teacher and pupils working together. All work is discussed in class during the course of a topic. Under normal circumstances at least one piece of work is marked by the teacher every fortnight.</p>
<p>Science Biology Chemistry Physics Psychology</p>	<p>All work in assessment books is to be marked, mostly by the teacher but also by the pupil or their pupils when appropriate. Each book is to be marked at least once every 3 weeks.</p>
<p>Design Art & Design Product Design Graphics Textiles</p>	<p>Under normal circumstances teachers will mark at least one piece of work every 3 weeks in all subject areas, including project and class work. Project work will normally be marked within 3 school weeks of receipt. Classwork is marked at the end of each unit/task.</p>
<p>Health Health & Social Care PE Food Life Skills</p>	<p><i>Physical Education.</i> KS3 - Teacher and self-assessments are completed in a range of activities each term, in line with the grading criteria. GCSE written work is marked within 1-2 weeks of receipt. GCSE practical activities are assessed in the same format as the practical exam at the end of every module. Continual practical assessment takes place in lessons in the form of coaching, training and analysing performances.</p> <p><i>Food.</i> One practical task per week which is marked immediately in the lesson Homework is set most weeks alongside regular written tasks and they are marked and returned within one week.</p> <p><i>Health & Social Care.</i> Pupils' classwork is marked on the completion of each learning aim within the unit. Assessed assignments are marked within three weeks of receipt of the work in accordance with our Assessment Plan as lodged with the exam board. Written homework tasks are marked by a member of staff within two school weeks of its completion.</p> <p><i>Life Skills.</i> Each pupil is assessed three times per year under normal circumstances. Written homework tasks are marked by a member of staff within one school week of it being completed.</p>

Appendix 3 – methods of marking

<p>English English Media Drama Music</p>	<p>Agreed marking schemes are used for examinations and some assessments, whilst other assessments are agreed through moderation. Comments and targets are always applied. Assessment for Learning strategies are also employed e.g. self -assessment and peer marking. <i>Drama:</i> teacher observation sheets are used to record comments. <i>Drama:</i> at GCSE practical components are marked out of 40 for improvisation and performance; written units are marked out of 20; at A level work is graded according to examination criteria. <i>Music:</i> all work is marked out of 9; GCSE compositions and practicals are marked out of 30. Set work essays are marked out of 10.</p>
<p>Humanities Humanities (Year 7) Geography History Religious Studies Government & Politics Sociology</p>	<p>Summative and formative comments are given for most marked pieces. Where appropriate pupils are given printed guidelines for their exercise books/folders. <i>Assessments, tests, examinations and coursework:</i> Descriptors / exam grades or percentage marks are given as appropriate, along with written comments/guidance for improvement. <i>Merits and Excellents:</i> are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or for a selection. Self and peer assessment are used to help pupils understand how to improve.</p>
<p>Languages French German Spanish</p>	<p><i>Tests & examinations:</i> numerical or percentage marks are awarded and, where appropriate, GCSE grade/AS/A2 grade. <i>Written work:</i> a numerical grade (e.g. out of 10) is awarded depending on the task. <i>Comments:</i> praise and targets are used where necessary. <i>Merits and Excellents:</i> are awarded for achievement, improvement, effort, presentation, initiative or progress; these may be given for one piece of work or for a selection of pieces of work.</p>
<p>Mathematics Mathematics Computing</p>	<p><i>Years 7 - 11:</i> written exercises may be given a numerical mark, a comment, or both. Tests, examinations and extended tasks may be given a percentage mark, level or grade. <i>Years 12 & 13:</i> written exercises may be given a numerical mark, a comment, or both. Tests, examinations and extended tasks may be given a percentage mark, or grade. <i>Merits and Excellents:</i> are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or for a selection.</p>
<p>Science Biology Chemistry Physics Psychology</p>	<p>Year 7 and 8: All marked work will be given a formative comment and a progress score (e.g. secure a) if appropriate. Year 9 and 10: All work will be given a formative comment and a progress score on the GCSE 9-1 grading scale. PAG reports will be given a formative comment only. Year 11: All work will be given a formative comment and a progress score on the GCSE A*- E grading scale. 6 mark questions will be given a numerical score. Year 12 and 13: All work will be given a formative comment, annotated with comments on strengths and weaknesses and targets given for improvement and a progress score on the GCE A-E grading scale where appropriate.</p>
<p>Design Art & Design Product Design Graphics Textiles</p>	<p>Summative and formative method of marking are used at all levels. Assessment for Learning strategies such as peer and self-assessment are also used. SMART goals are given in written comments when appropriate. Merits and Excellents are awarded for achievement, improvement, effort, presentation, initiative and progress; for one piece of work or for a selection.</p>
<p>Health Health & Social Care PE Food Life Skills</p>	<p><i>Physical Education.</i> GCSE PE (Year 11 in 2016) 4 practical activities & coursework (AOP + PEP) (60%) and 1 written exam (40%). GCSE PE (Year 10 in 2016 and onwards) 3 practical activities (30%), 2 written papers (60% in total) and coursework (PEP) (10%). The assessment for the GCSE written work consists of multiple-choice, short-answer and extended writing questions. Written work will receive a comment, a grade or both depending on the nature of the task set. Grades are awarded according to the awarding body specification. Merits and Excellents are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or a selection of pieces of work. <i>Food.</i> Practical work is marked out of 10. Self and Peer assessment also takes place. Theory work will be grade A – F. <i>Health & Social Care.</i> Assessed assignment tasks are currently graded Pass, Merit or Distinction for Levels 1, 2 and 3. Homework will be marked and pupil feedback given as written comments and targets</p>

	<p>are set as appropriate. Only tasks/assignments set in line with the awarding body specification will be graded Pass, Merit or Distinction. Under exam board rules, students have one opportunity to improve their work after first assessment by the teacher.</p> <p>Merits and Excellents: are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or a complete unit of study.</p> <p><i>Life Skills.</i> Written comments with targets set as appropriate.</p>
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Appendix 4
Marking Symbols

For written work

Symbol	Meaning
SP	Spelling
?	Letter or letters of word or words missed out
~~~~~	Grammar. This sentence is wrongly constructed and needs to be re-written. If you cannot see what is wrong, ask.
<b>WO</b>	The order of the words in this sentence is not quite right. Re-write it so it makes sense.
<b>V</b>	Vocabulary choice. The word you have used doesn't fit the sentence or the word can be improved. Use a thesaurus.
<b>T</b>	Tense. The tense of the verb is incorrect. Change it to the correct tense.
<b>C</b>	Capital letter. Check whether this needs to be a capital letter or not.
<b>P</b>	Punctuation. Punctuation is missing or is used incorrectly in the sentence. Add/remove/correct the punctuation.
○ .	Missing full stop. Consider whether the following word should now start with a capital letter.
○ ?	Missing question mark.
○ ,	Missing comma. Consider whether the following word should now start with a small letter and not a capital letter.
//	Begin a new paragraph here.
<b>X</b>	Facts are incorrect.
<b>I</b>	Separate this into two words, e.g. write 'a lot' not 'alot'
⌢	Bring these two parts of the word together, e.g. write 'although', not 'al though'
<b>?</b>	Illegible. 'I can't read this' or 'this is confusing'. Check your sense. Look back over your work and correct it.

**For Short Answer/ Numerical Work**

✓	Correct
(✓)	Almost correct
X	Incorrect