

BISHOP'S HATFIELD GIRLS' SCHOOL

MARKING POLICY

Date of last review: Summer 2019

Date of next review: Summer 2022

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 steps 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 to review curriculum provision.
- To enable the teacher to make judgements about pupil attainment, 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 4)
- 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.
- Sixth Form Students should keep their own record of marking and assessment in their folders.
- 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 Assessment.

Appendix 1 – the nature of the work to be marked

<p>English English Media</p>	<p>Written work: essays, different styles of non-fiction writing, including poetry and imaginative texts. Reading: essays and questions 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.</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> Standardised formative and summative differentiated comprehension tests and linked to the Schemes of Work. Use of <i>ActiveLearn</i> formative online exercises at KS4. <i>Speaking:</i> Role plays, group work, individual answers to questions, presentations and tasks directly linked to skills required by the new specification, e.g. picture stimulus tasks <i>Reading:</i> Standardised formative and summative differentiated comprehension tests, homework comprehension exercises prepared in their work books. Use of <i>ActiveLearn</i> formative online exercises at KS4. Translation tasks to develop KS4 skills. <i>Writing:</i> Original creative work in the target language e.g. exercises, posters, for display, postcards, letters, dialogues, work using ICT, projects, surveys and translation tasks to develop KS4 skills <i>Grammar:</i> Key focus on developing a deeper understanding of linguistic patterns and structures. <i>Vocabulary:</i> Tasks designed to increase expressive range of pupils linked to Schemes of work and in preparation for study at KS4.</p>
<p>Mathematics Mathematics Computing</p>	<p><i>Mathematics</i> Years 7, & 8: written exercises; tests and examinations; extended tasks; orally given questions; online tasks. Years 9, 10 & 11: written exercises; tests and examinations; extended tasks; orally given questions; online tasks; past examination papers. Years 12 & 13: written exercises, tests and examinations, online tasks, past examination papers.</p> <p><i>Computing</i> KS3: assessment tasks completed online, exercises completed in their digital handbook and hand written exams in year 9. KS4: Work is completed in a digital exercise books as well as hand written exams and digital assessments.</p>
<p>Science Biology Chemistry Physics Psychology</p>	<p>Year 7 & 8: Homework, classwork(tasks and activities but not notes), end of unit tests, practical investigation reports, case study reports. Years 9, 10 & 11: Homework, classwork, end of module tests, investigation reports, case study reports, data analysis reports. Years 12 & 13: Homework, classwork, end of module tests, practical skills assessments, past exam papers.</p>
<p>Expressive Arts Art Craft & Design Graphic Communication Textiles Drama Music</p>	<p><i>Art, Craft & Design:</i> collection of resources, written, drawing, research in all age groups, <i>Graphic Communication:</i> written, drawing, research, modelling, practical, collection of resources <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>Health Health & Social Care PE Food Life Skills Citizenship</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 - 3 practical activities (one team activity, one individual activity and an activity of their choice) and coursework. AEP coursework (14 hour written assessment).</p> <p><i>Food.</i> Written work – worksheets, projects and investigations. Practical – Cooking tasks.</p>

	<p><i>Health & Social Care.</i> Written work: essays, reports, booklets, presentations and leaflets as part of assignments. Oral work: presentations, discussions and role plays are informally assessed. Group and collaborative work: projects, displays, presentations and campaigns are peer assessed.. 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> <p><i>Life Skills.</i> Written work: essays, reports. Oral work: presentations, role plays and discussions. Group & collaborative work: projects, displays and presentations.</p> <p><i>Citizenship:</i> written work, end of module tests, multiple choice and past paper questions. Oral work: presentations, role plays and discussions. Group & collaborative work: projects, displays and presentations.</p>
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Appendix 2 – the frequency of marking

<p>English English Media</p>	<p><i>Speaking and Listening:</i> assessed on a continuous basis. One piece of oral work is assessed 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.</p>
<p>Humanities Humanities (Year 7) Geography History Religious Studies Government & Politics Law Sociology</p>	<p>Under normal circumstances teachers will mark at least one piece of work per pupil every three weeks in Geography, History, Sociology and Government and Politics.. 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 workbook 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 a term depending on the nature of the work and the speed of the group. Homework tasks can include preparation work, revision for formative tests (e.g. vocabulary learning), on-line, listening and reading comprehension tasks, as well as speaking exercises. Included in this are group and paired tasks such as role plays and google doc collaborative work. On average at least one of these is marked or assessed with written or verbal feedback within every ten day period.</p>
<p>Mathematics Mathematics Computing</p>	<p><i>Mathematics</i> 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 week.</p> <p>Classwork will normally be marked in lesson some by the pupils themselves and some by the teacher and pupils working together. For written homework tasks, the normal pattern will be for one piece of homework to be marked by the pupils and one by the teacher, some marking may target a specific skill or method.</p> <p>Under normal circumstances, at least one piece of work is marked by the teacher every week for Y7-11 and for Y12-13 at least 1 piece every 2 weeks and self assessed work is reviewed on a weekly basis.</p> <p><i>Computing</i> KS3: At the end of some topics, pupils will complete assessment tasks on-line; some topics will be peer assessed. Assessment marks will be recorded on the tracking page of their digibook. Continual assessment takes place in lessons in the form of feedback, demonstration and directing. Each pupil will be assessed at least 3 times per year.</p> <p>KS4: Pupils digital books are marked every three weeks. Assessments take place at the end of each unit.</p>
<p>Science Biology Chemistry Physics Psychology</p>	<p>Work will be marked or corrected by the pupil (green pen), their peers (purple pen), the teacher (red pen) or a combination from these three. The teacher MUST however mark at least one piece of work in detail every four weeks with detailed feedback according to the marking rotas.</p>
<p>Expressive Arts Art Craft & Design Graphic Communication Textiles Drama Music</p>	<p><i>Art, Graphics and Textiles:</i> 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><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.</p> <p><i>Music:</i> practical work is assessed at the end of each unit. Music homework is set when appropriate and marked within three weeks. One piece of work will be marked each half term.</p>

Health

Health & Social Care
PE
Food
Life Skills
Citizenship

Physical Education. 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. PE theory classwork is marked once every three weeks. Homework is marked within two weeks of receipt.

Food. 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.

Health & Social Care. Assessed assignments are marked within three weeks of receipt of the work in accordance with our Assessment Plan as lodged with the exam board. Classwork completed prior to being issued assignments will be marked once every three weeks. Homework is marked within two weeks of receipt.

Life Skills. 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. Classwork will be marked once every three week.



Citizenship. Teacher and self-assessments are completed in a range of activities each term, in line with the grading criteria. At least one piece of work will be marked every 3 weeks.

Appendix 3 – methods of marking

<p>English English Media</p>	<p>Agreed mark schemes are used for examinations and assessments. KS4 work has AQA mark schemes applied; KS3 assessments always have a faculty assessment sheet attached. Comments and targets are always applied. Assessment for Learning strategies are also employed e.g. self -assessment and peer marking. It is faculty policy to mark in pencil.</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>Rewards</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/A Level grade. <i>Written work:</i> a numerical grade (e.g. out of 10) is awarded depending on the task <i>Standardised summative assessments in all four skills:</i> Use of GCSE grade and progress indicators for Year 9, 10 and 11. <i>Comments:</i> Praise, formative comments and targets are used. These are recorded by the pupil on the tracking sheet. This also includes the use of the metacognitive planning sheet. <i>House Points:</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. <i>MFL certificates:</i> These are awarded at the end of each term (KS3 & 4) to two pupils in each class for exceptional performance and exceptional progress as nominated by the class teacher.</p>
<p>Mathematics Mathematics Computing</p>	<p><i>Maths</i> Years 7 - 11: Work may be marked by the pupils, by the teacher or by online system but will adhere to the faculty guidelines on marking. Written exercises may be given a numerical mark out of 10, and comments, encouragement, targets, areas for improvement and worked examples where possible. Tests, examinations and extended tasks may be given a numerical mark out of 10, percentage mark, and possibly for Years 9 onwards a GCSE grade. Years 12 & 13: Work may be marked by the students, by the teacher or by online system but will adhere to the faculty guidelines on marking. 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>Computing</i> Y7 - 11 Work may be marked by the pupils, by the teacher or by online system. 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.</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 if appropriate. Years 9, 10 & 11: Classwork and extended learning or homework will not be graded, but will be annotated with formative comments which emphasise strengths, weaknesses and what to do <i>next</i> on yellow marking labels/stickers in the pupil books. For years 10 and 11 only, teachers will complete the standard tests B1, C1, P1 etc. The scores should be entered on the data spreadsheet on <i>Go4schools</i>. Years 12 & 13: Marked tasks or reports will be given a comment, numerical mark or both. Tests, examinations and practical investigations will be given a percentage mark or grade.</p>
<p>Expressive Arts Art Craft & Design Graphic Communication Textiles Drama</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. Rewards are awarded for achievement, improvement, effort, presentation, initiative and progress; for one piece of work or for a selection.</p>

Music	
<p>Health</p> <p>Health & Social Care PE Food Life Skills Citizenship</p>	<p><i>Physical Education.</i> GCSE PE 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. House Points are awarded for achievement, improvement, effort, presentation, initiative or progress; for one piece of work or a selection of pieces of work.</p> <p><i>Food.</i> Practical work is marked out of 10. Self and Peer assessment also takes place. Theory work will be given a percentage (%).</p> <p><i>Health & Social Care.</i> Assessed assignment tasks are currently graded Pass, Merit or Distinction for Levels 2 and 3. Level 1 is graded Pass or Merit. Only tasks/assignments set in line with the awarding body specification will be graded Pass, Merit or Distinction. Assignment record forms are completed providing summative feedback, these include constructive general comments and details on the Pass, Merit or Distinction criteria that has/has not been awarded. House Points 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> <p><i>Citizenship.</i> Agreed marking schemes are used for examinations and some assessments, whilst other assessments are agreed through moderation and teachers judgement. Comments and targets are always applied. Assessment for Learning strategies are also employed e.g. self -assessment and peer marking as well as verbal feedback on short form questions (4 marks or lower).</p>

Appendix 4
Marking Symbols

Marking Symbols	
Symbol	Meaning
SP	Spelling
<i>~~~~~</i>	Grammar
WO	Word order wrong
WW	Wrong word
V	Vocabulary choice
T	Tense
C	Capital letter
P	Punctuation
	Missing mark
<i>//</i>	Start new paragraph
I	Separate words
	Bring together
✓	Correct
(✓)	Almost correct
X	Incorrect