

Featherstone High School



Marking Policy

Prepared by:
Kate Johnson, Assistant Headteacher
Curriculum Development and Cross Curricular Strategies 11th May 2011

Ratified by governors on:
20th June 2011

To be reviewed: 2013

FHS takes into account the following aspects of OFSTED guidance:

- Grade descriptor on High Quality teaching and purposeful learning.

Outstanding

Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality and are instrumental in maintaining pupil's exceptional learning and progress.

Good

Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. -that pupils know how well they are doing and are provided with clear detailed steps for improvement.

General Marking procedures

- Sound marking procedures should be seen as an on going dialogue between teacher and student.
- Time should be planned in lessons for students to look back on their marked work and digest the comments and targets and to receive oral feedback.
- Comments should include both a statement about what was good and a target to help students improve.
- Teachers are expected to keep a record of marked work. Levels and or grades are to be recorded when given. A three tier system is to be used for recording comment only marking; * for working beyond level expected, √ for working at the level expected and X for books causing a concern.
- Effective marking should result in students being able to express what level or grade they are working at and what steps they need to take to move forward.
- Work should be corrected for spelling (sp), punctuation (p) and grammar (g), to ensure that students are encouraged to improve their literacy.

Role of the Department

Departments have their own marking guidelines in place in line with the whole school marking policy:

- Books are collected and marked on a regular basis, to be decided by the Lead Teacher.
- Departments decide how many pieces of work should be marked to a NC level / exam/coursework criteria each term.
- Department meeting time is used for regular book scrutinies and cross moderation of work to ensure consistency.

Marking at KS 3

Work is marked to a National Curriculum level and/or given comment and target

- NC levels should include a sublevel e.g. 5B.
- Comments and targets (no more than two) should be specific to the subject, the students and the level they need to move up to.
- All students have an exercise book for each subject they study. It is an expectation that this is brought to every lesson.

Marking at KS4 and 5

Work is marked to an exam or coursework grade (GCSE, AS and A level, or BTEC) and/ or given a comment and target.

- Most marking at KS4 should be on questions modelled off an exam paper or a coursework section.
- Factual recall may be marked on a mark per point system.
- Comments and targets (no more than two) should be specific to the subject, the students and the grade they need to move up to.
- Most subjects have exercise books, some have notebooks and assessment portfolios. It is an expectation that these are brought to every lesson.

Observations

In observations it is an expectation that the observer will look at the marking of students' work and discuss marking with the students.

It is an expectation that all marking is complete and up to date for observations and that marked work is with the students in the classroom (BTEC work may need to be requested to be seen).