

Marking Guidance Document

The principles that guide the St Hugh's approach to marking:

Embedding an assessment and marking/feedback process that enables students to become reflective learners will help them to close the gap between what they can currently do and what we strive for them to be able to do as learners. Consistent and effective marking has a significant impact on raising achievement, it gives direction for improvement and positively reinforces, and celebrates the individual success of every student every day to build confident and self-aware learners.

It is important:

- to provide constructive feedback to students
- that feedback and marking requirements are manageable for teachers and accessible to students
- that feedback relates to the learning intention and comments on previous attainment within the context of the learning
- to give recognition and praise for achievement and clear strategies for improvement
- to allow specific time for students to read, reflect and respond to marking (with appropriate scaffolding and or support to enable success)
- to respond to individual learning needs
- marking face to face when possible to involve students within the reflective process
- that marking and feedback inform future planning and group/individual target setting
- that staff use consistent codes across the school
- that marking and feedback is ultimately seen by students as a positive approach to improving their learning focusing on success and improvement needs against learning objectives

The three forms of marking/feedback used within St Hugh's

Oral Feedback

- Oral feedback should always include reference to the WALT and individual WILFs
- Oral feedback should always take into account the language level of the individual student and utilise Makaton signing for key/core vocabulary
- It is important for students to have oral feedback from the teacher working with them
- The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work (this may be to check a student's understanding or to extend the student's learning)
- A tick and an initial may be added to a student's work when there has been a large amount of teacher input in the lesson or where oral feedback was given

Summative feedback / marking

- Utilises a tick for correct answers and a circle for incorrect answers and is associated with closed tasks or exercises where the answer is either right or wrong
- This method can also be utilised by the students, as a class or in groups for self, paired marking
- Marked in a colour that can be clearly seen (Green)

Formative feedback / marking

- Teachers focus first and foremost on the learning intention of the task
- The emphasis being on both successes against the WALT/WILFs and areas that need development

When utilise formative feedback teachers should:

- Marked in a colour that can be clearly seen (Green)
- Read the entire piece of work
- Highlight examples of where the student has met the WILF(s)
- Highlight areas of the work which could be improved
- Provide at least **two** focused comments related to successes in relation to the WILF(s) that are shown by an asterisk (*)

- Provide **one** focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved, or provide next steps in learning shown by an arrow (→)
- The information given must be used and acted on by the students, when work has been marked, time should be given during the lesson/following lesson for students to read and then make one focused improvement based on the improvement suggestion.

Self marking - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point.

Shared Marking - teachers sometimes use one piece of work from an unnamed student in another class to mark as a class. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking - once a marking process has been modelled with the class students sometimes mark work in pairs. This allows them to develop their own critical, reflective capacity.

Literacy

- Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling in the first five lines of a piece of work or focus on de-codable words.

Marking frequency

Marking should be used for all work undertaken and should follow the guidance set out above.

Frequency of Levelling work

- Students should be given information on their P/national curriculum level within written feedback.
- For core subject this will be done at least twice per term
- For non-core subjects this will be done at least once per term
- At KS4 this feedback should include reference to the grading structure of the qualification for which they are studying.
- Not all work needs to be graded/levelled as Assessment for Learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student

Monitoring

- Subject leaders are expected to sample the quality and quantity of marking of work in their subject area termly as part of Subject Self Evaluation days
- Work samples form part of the evidence used for School and subject Self-evaluation and will be collected in termly by subject leaders
- The monitoring of marking and feedback will continue to be integral within lesson observations
- The use of oral feedback and marking may be used as a focus for learning walks
- The views of students about marking and assessment will also be sought via the student council

Standardised Abbreviations for marking:

A - achieved independently

VP - achieved with verbal/signed prompts

GP - achieved with gestural prompts, e.g. pointing

PP - achieved with physical prompts

H/H - achieved with hand over hand support

M - maintained skill/action after physical prompt removed

SE - sensory experience, e.g. through hearing, touch, sight, taste

ER1 - experience recorded; unable

ER2 - experience recorded; unwilling

ER3 - experience recorded; no interest/tolerance