

## NORTHAMPTON SCHOOL FOR GIRLS MARKING POLICY

### ***Links with Other Policies:***

***- Assessment, Recording and Reporting.***

**“Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.”** *(Ofsted Framework August 2016)*

At NSG we seek to develop independent learners. In order to raise their own achievement students need to be aware of their own strengths and areas for development, and be guided to use these to consolidate the skills and knowledge they need to at least reach their target grade. Marking and feedback should be the formal vehicle through which this dialogue takes place.

For the purposes of this policy the term ‘marking’ refers to comments and advice for improvement provided by the class teacher. These comments should be predominantly based on subject content, subject skill or literacy. This policy recognises that ‘marking’ may take different forms depending up on the subject being studied. However, the defining aspect is that it is recorded by the teacher (hand-written, electronic, audio-visual recording or any other appropriate form) and that students can refer to it in the future to help them make progress. This work should in turn lead to “feedback tasks”, improvements to be complete by the student, to consolidate or extend learning. Students must be given time to complete these improvements in class.

In addition the school encourages; informal and formal oral comments, recorded in an appropriate form by teacher and student. Self and peer marking, with evidence that this is monitored/verified by the teacher (this could be in the form of a tick, a signature or a comment)

There is an expectation at NSG that dialogic marking and feedback will take place twice within each half term as a minimum expectation, across each subject and Key Stage.

### **RATIONALE**

Dialogic Marking and feedback are crucial in ensuring that students make progress. It is important that students are given clear messages to help them to improve. It is expected that all teachers will ensure marking plays a central role in their assessment of students’ progress and in their future planning. The insight gained via thorough marking is the key way in which learning can be differentiated and personalised. Marking is, therefore, a keystone in an inclusive school.

### **The guiding principles of marking at NSG:**

#### **CONTEXT**

Marking and feedback tasks must take into account the ‘whole child’. They should be personalised in light of a student’s prior attainment, target grade, progress made so far, personal strengths and weaknesses, capacity to improve, effort demonstrated and social and emotional well-being.

#### **VALUE**

Marking and feedback tasks must be used to demonstrate to a student that their efforts are valued and worthwhile. This gives a clear message to students that their teacher cares about their progress and values the work they produce. This investment builds a student’s self-esteem and gives them a positive perception of their ability in that subject. The more confident a student is, the more likely they are to succeed. This can be achieved in many ways, but particularly in summative marking that includes praise.

#### **PROGRESS**

Marking and feedback tasks must enable a student to progress. Therefore, it must give clear targets and suggestions for improvement. It must help a student to understand their strengths and weaknesses and make clear the next steps. Marking can be formative or summative, but it should always enable further progress to be made.

## **TIMING**

Marking must be timely. Whilst it must be regular, it must also coincide with the completion of work by students. Marking that is completed soon after work has been handed in has a powerful effect on students and adds to the feeling of being valued. Departments will decide upon the regularity of marking to suit their subject within the minimum expectations set out in this policy.

## **VARIETY**

Marking and feedback tasks must be conducted within the context of varied methods of assessment. A combination of methods is recommended to ensure that students are given a range of opportunities to succeed. Formative and summative marking is expected.

## **TRANSPARENCY**

Students must know what to expect in terms of marking. Teachers and departments must be transparent in their policy for marking work and ensure that students are fully aware of how their work will be marked, how often it will be marked, how soon it will be marked and what is expected of them once marked work has been returned. Each department must devise a procedure for marking that is shared with students in an appropriate way at the start of each year.

## **DEPARTMENT PROCEDURE**

It is expected that each departments will follow an agreed dialogic marking and feedback tasks procedure which describes the way marking will be approached in the context of the subject and within the minimum expectation of twice each half term. The procedure should cover:

- How work is marked
- How marking is shared with students
- How often work is marked
- How quickly work is returned to students
- How marking is standardised
- How marking is moderated

## **Guidance on symbols, giving grades and correcting work**

Teachers and departments are free to use marking symbols as appropriate. However, the following guidance should be followed:

- Over-marking can have a negative impact. A piece of work covered in corrections, or a page of crosses can seriously impact a student's self-esteem. Resist correcting or demarcating every error. Research suggests that three to five errors can be processed by students without denting their confidence, but only if balanced with praise.
- Symbols can be used effectively when marking, but only if students understand what the symbols mean. Inform your students what symbols you will be using.
- Question marks against written work can be confusing for students. Write a full question instead and encourage students to answer the question via dialogic marking.
- Symbols, stickers and stamps to indicate praise are valued by students, regardless of age group.
- Research suggests that giving grades and formative comments at the same time is of little value because students process the grade but ignore the comment

## **Additional points:**

All teachers at NSG work hard to meet the minimum expectations; however there may be times when a teacher falls behind. In these instances, teachers should discuss this with their Head of Department and aim to complete the marking by a mutually agreed time. All teachers are encouraged to speak to their Head of Department if they need support or guidance on marking or on managing workload.