



## Kingsdown School

### Marking & Feedback Policy

#### Rationale

This policy forms an integral part of Kingsdown School's Teaching & Learning Policy and the Assessment, Recording & Reporting Policy. Its purpose is to ensure consistency and understanding in assessment for learning and assessment of learning. Marking provides strategic opportunities for learners to improve their work and supports the progress of learning.

- We aim to have a positive and informative approach to marking that is encouraging and motivating to students and provides an important tool to be used in supporting students' progress.
- The aim of this policy is to ensure an agreed common, consistent approach towards marking students' work.
- The marking of students' work should be regarded as a regular means of communication with students about their progress. The communication needs to be in a form which is comprehensible and understood by the individual student. This is generally in writing, although a verbal response will be appropriate at times, particularly in subjects which are mainly practical.
- This policy recognises that a range of marking strategies will need to be employed if marking is to be effective. However, all marking should satisfy the principles within the agreed framework and should not conflict with the school's overall policy.

#### The Purpose of Marking

Effective and consistent marking of students' work will:

- Improve the quality of teaching and accelerate students' learning.
- Inform planning and future lessons.
- Positively affect student progress.
- Assess the extent of students' knowledge and make judgements about student attainment, particularly in relation to teacher assessment.
- Show students that someone takes an interest in their work.
- Acknowledge the effort they have made.
- Help students to identify strengths (WWW) and areas of development (HTI).
- To help students reflect on and improve their work.
- Extend learning and set targets for future improvement (CQ).
- Enable students to understand how far they have progressed.
- Enable students to monitor their own progress.
- Help teachers to check for misconceptions.
- Help teachers to evaluate the success of their teaching and learning strategies and inform the planning of next steps in learning.
- Provide information for records and reports.
- Address requirements for literacy and numeracy across the curriculum.
- Foster interaction between student, teacher and parent/carer.



### Guidelines for Marking

Marking should be consistent across subjects; teachers mark in purple and students respond using a green pen:

- Subjects with a high contact ratio (generally this will be the core subjects) are expected to mark students' work in detail monthly but must collect work in fortnightly to check for misconceptions and inform planning.
- Subjects with a lower contact ratio should, based on the frequency of teaching, mark students' work in detail regularly and monitor more frequently to check for misconceptions and inform planning.
- Feedback on key pieces of work, whether verbal or written should
  - summarise achievement **WWW**
  - focus on how to improve **HTI**
  - and to set a further target or challenge question **CQ**
- Make use of peer marking, peer and self-assessment.
- Students must respond to all detailed marking either:
  - by improving the work that has been marked.
  - addressing the HTI comments in the next piece of work.
  - Attempting the challenge question.

### When indicating errors in standard English or the setting out of work, all staff should adopt the following standard symbols

Additional symbols may be used where appropriate; mistakes should be circled and the following symbols used:

- sp** spelling error
- cp** Capital letter required
- p** punctuation error
- g** grammatical error or error in expression of Standard English
- //** new paragraph needed
- ?** Doesn't make sense

### It is the responsibility of the Subject Leaders and Directors of Learning to monitor the effective use of the Marking Policy

- To ensure the implementation of the marking policy.
- To implement and monitor all aspects of the MER cycle.
- To ensure that there is regular standardisation of marking and assessment.
- To use information from the key assessments to inform future planning and target setting within the faculty's Audit Review and Area Improvement Plan.

**It is the responsibility of all Line Managers** to monitor the consistent use of this policy as part of the Performance Management Review process.

Signed

W Conaghan  
Headteacher

Signed

M Blackwell  
Chair of Governors

Date: 10<sup>th</sup> July 2017

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