



Church of England School
Headteacher: Mr A J Wilcock MA (Cantab)

16th January 2014

Dear Parent/Carer

Changes to our Marking Policy

As a school we regularly review our policies and, in discussion with the Parent Link Group, we have recently worked on the marking policy for the school. The new policy has been agreed by the Governing Body and is now on the school website as part of the Assessment Policy. Students will have an aide memoire in their files and exercise books by the week after half term in February, detailing what marking to expect in each subject. I have précised the new content of the policy as it relates to marking in the school below.

How do we mark students' work?

Students' work will be marked in a colour that can be clearly seen. The school makes use of three forms of marking/feedback:

- **Oral Feedback**

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 correct a student's understanding or to extend the student's learning;

- **Summative feedback/marking**

This usually consists of ticks and circles and is associated with closed tasks or exercises, where the answer is either right or wrong. This can also be marked by the students, as a class or in groups. In some faculties regular testing provides summative feedback. Students should receive summative feedback on their current level or grade at least once per half term, so that they can monitor their own progress. This may be through their marked work, or through alternative forms of assessment;

- **Formative feedback/marking**

Formative marking will start with a positive, specific comment regarding the strengths of the work produced and then focus on improvements which could be made to move learning forward. The work may be given a current level or grade, but other forms of notation using numbers or letters will be avoided, as these can be very confusing to students if they are applied in different ways in different subject areas. Teachers may decide that it is not appropriate to give a grade to a particular piece of work, in which case a comment will suffice, provided that it clearly directs the student towards the next steps required for improvement. This style of marking must be completed at least once per half term. We regard this as "Quality Marking".



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What is Quality Marking?

Teachers focus first and foremost on the learning intention of the task. The emphasis being on both successes against the learning intention and improvement needs. When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Highlight examples of where the student has met the learning intention;
3. Highlight areas of the work which could be improved;
4. Provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved.

How will students respond to the comments that have been put at the end of their work?

When work has been 'quality marked', time will be given during the following lesson for students to read and then make one focused improvement based on the improvement suggestion.

Literacy issues

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. Common spelling mistakes should be noted and students should write the correct spelling in the dictionary sections of their planners. Please see the Green Pen policy with regard to students reviewing their own work before teacher marking.

Marking frequency

The frequency of marking will depend on the lesson allocation to each subject. Each department will have an agreed expectation for its staff. Core subjects such as English, Maths and Science should assess written work in some form at least every 3 weeks.

Grading and written feedback

Students should be given information on their progress compared to their Target Minimum Grade (TMG) or ATG (Aspirational Target Grade) at least once per term. This should be expressed as a National Curriculum sub-level at KS3 e.g. L5b. At KS4 and post-16 students should receive this feedback according to the grading structure of the qualification for which they are studying.

Not all work needs to be graded. 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.

I hope that you will agree that this is a movement forward and that it will achieve our aim of helping students to make progress in all of their subjects. Should you have any questions regarding the new policy I would be pleased to answer them if you email me at dpoole.312@lgflmail.org.

Yours faithfully



Mr D Poole
Assistant Headteacher