

# Finchley Catholic High School

## Marking Policy

Feedback including marking is one of the most effective strategies for ensuring pupils progress. Marking in line with school policy is a core professional responsibility.

### Aims:

1. To ensure pupils are aware of their progress and the means by which they might improve.
2. To monitor pupils' performance closely and accurately, using KS3 levels and GCSE grades where appropriate.
3. To recognise both effort and achievement.
4. To use pupils' work to inform our own planning as part of Assessment for Learning.
5. To engage pupils in the process of improving their work.

### Expectations

Subject teachers are expected to:

- Share the success criteria against which work will be marked with pupils prior to their completion of a task;
- Mark, in detail, a substantial piece of work **at least every 3 weeks** for **KS3** and **4** pupils;
- Mark, in detail, a substantial piece of work every **2 weeks** for **KS5** pupils;
- Mark other work as appropriate e.g. for literacy, quality and effort;
- Capture verbal feedback e.g. by asking pupils to record it;
- Ensure the work marked in detail is that identified by each Curriculum Area as a common marked task;
- Mark key pieces diagnostically, identifying strengths and setting targets relating to relevant marking criteria, which can be applied to future work and which promote pupil progress;
- Award merits for exceptional effort;
- Mark in a way which expects pupils to engage with feedback e.g. by asking questions, requesting some of the work be redrafted or setting an alternative task;
- Mark for literacy using the school literacy code and expect pupils to make literacy corrections;
- Give time in class or for homework during which pupils are expected to complete response to feedback using green pens;
- Give levels or grades to end of unit assessments.
- Record relevant grades systematically for future reference;
- Regularly employ peer and self assessment as strategies to improve pupils' understanding of how they are assessed;
- Routinely use findings from marking to inform lesson planning including interventions to meet the needs of individuals and groups;
- Ensure marked work is available for scrutiny during monitoring and observations.
- Attend relevant training where development is needed.

Pupils are expected to:

- Consult with the teacher if they are unsure what feedback means;
- Engage fully with feedback e.g. by answering questions and redrafting work as requested by the teacher;

- Complete all literacy corrections in green pen, writing spellings out three times and recording them in the appropriate section of the planner.

Parents are expected to:

- Take note of feedback given and support their children in meeting targets;
- Ensure that response to feedback is completed;
- Report any concerns to the relevant Curriculum Leader in the first instance.

Curriculum Leaders are expected to:

- Lead their teams in discussing and developing common marked tasks and success criteria, and integrating these into schemes of work;
- Regularly monitor the quality and frequency of marking in the department in accordance with the school monitoring schedule;
- Monitor marking by going into classes to scrutinise exercise books and other marked work and to talk to pupils about their understanding of feedback;
- Provide accurate and constructive feedback to teachers and record it on BlueSky;
- See Appendix 1 for areas of focus which will be judged as demonstrating 'Clear strength,' 'Good practice,' 'Further development needed,' or 'Significant development needed';
- Where development is needed, agree with teachers what action needs to be taken and provide guidance on training as deemed necessary;
- Follow up to ensure agreed action has been taken and the matter to line managers where necessary;
- Use findings from monitoring to inform performance management judgments.

Appendix 1

#### Criteria for Monitoring of Marking

- The number of tasks marked with a comment and target(s) is in keeping with the school policy (minimum every 3 weeks for KS3-4; minimum every 2 weeks for KS5).
- The common marked tasks of the department are evident.
- Peer assessment is in evidence.
- Written feedback from the teacher helps pupils to progress by identifying areas of strength and areas for improvement.
- Pupils are engaging with their written feedback e.g. rewritten work, dialogue with teacher, corrections made.
- Work is marked for literacy according to the school literacy marking code.
- There is evidence that written targets are being met.
- Pupils understand their written feedback and know what to do to improve.