



KINGS' SCHOOL

MARKING POLICY

Policy Reviewed by:	JCK	Mar 2018
Approved by:	Curriculum Committee	Apr 2018
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To be Reviewed	3 Yearly	May 2021

MARKING AND FEEDBACK POLICY

PROCESS

POLICY STATEMENT

Central to the Kings' School ethos are pupil progress and attainment. It is our aim to ensure that pupils, teachers and governors work together to enable all pupils to achieve maximum progress, take responsibility for their own learning, and achieve their full potential. Frequent, high quality marking and constructive feedback from teachers and pupils form an essential part of this process; pupils will make successful progress and be fully engaged in their learning if they understand what they need to do to improve. It will also ensure that pupils become resilient learners, moving forward from their mistakes and developing strategies to overcome challenges they face. All teachers are therefore required to reflect this Policy in their practice.

PROCEDURE

These procedures outline key aspects of good practice at Kings' School. Marking and assessment within individual subject areas should generally adhere to the content below.

MARKING

Members of the Senior Leadership team will ensure that:

- All teachers receive guidance on effective marking practices, including the setting of Specific, Measurable, Achievable, Realistic, Timely targets, (SMART).
- Information about pupil attainment is collated to track individual performance and the performance of groups of individuals as required.
- The results of their quality assurance are used to inform target setting, reporting to parents and for decision making in setting pupils and examination entry.

Heads of Subject are expected to ensure that:

- Systems are devised to: monitor marking; achieve consistency; and share effective practice.
- The results of their quality assurance are used to inform target setting, reporting to parents and decision making in setting pupils and examination entry.
- Intervention strategies are implemented if pupils are not making expected progress.

- All teachers are expected to ensure that:
- A substantial piece of work is marked at least every four weeks on average. This may take the form of a mixture of class work, homework or assessment tasks. It is not essential that every piece of written work is marked; however, any piece of work that has involved substantial independent thinking by the pupil should be marked.
- At least one formal assessment (marked using Kings' School A – T Assessment Grades at Key Stage 3 or exam board criteria at Key Stage 4) is marked per term.
- A minimum of one SMART target is set every four weeks on average.
- SMART targets are subject specific and relevant to the topic of study.
- When marking an assessed piece of work at Key Stage 3, the SMART targets should relate to the subject's own performance descriptors.
- When marking an examination-style question at Key Stage 4, SMART targets should link to the exam board criteria.
- Marking also corrects literacy and numeracy errors across the curriculum in line with published guidelines.
- Pupils are aware of the assessment criteria appropriate to their subject area.
- Pupils are made aware of their attainment targets at both KS3 and KS4 and how they can achieve their potential.
- Subject Work Scores which reflect the standard of pupils' attainment within their teaching sets, based on a 4 point scale, are given to pupils in both Key Stages 3 and 4 to ensure motivation.
- These reflect the descriptions in the Pupil Planner and pupils are familiar with these scores.
- No +/- grades are used when assessing on either the 1 – 4 or A – T scales.
- Opportunities are given for peer and self-marking of work, which must be overseen by the classroom teacher.
- Adequate time is given for pupils to read, absorb and implement their targets as well as for self-evaluation. It is good practice to revisit pupils' responses to marking to check on progress.

- Clear records of the grades achieved by pupils are kept.
- Data is entered onto SIMS Assessment Manager by agreed deadlines.
- Appropriate intervention strategies are used for underperforming pupils.
- Feedback in the form of class discussion is also used to direct pupils to how they can improve.
- All marking and feedback is personal to the learner and avoids direct comparisons with other pupils.

All pupils are required to take responsibility for their own learning by:

- Assessing their own work (self-assessment) and the work of others (peer assessment) and setting targets for improvement as appropriate.
- Asking for guidance from members of staff and other pupils to aid progression.
- Following the targets they have been set for improvement.
- Developing their own strategies to overcome challenges and to become resilient, confident and independent learners.

Monitoring and Evaluation:

Marking and assessment practice will be overseen by the Senior Leadership Team and Heads of Subject through lesson observations and work sampling. The policy will be evaluated and amended as appropriate.

This policy is monitored by governors via the receipt of reports to the Curriculum Governors' Committee; the receipt of reports to the Full Governing Body within the Headteacher's Report; and Governor visits to school.