



# Clacton County High School

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Higher Expectations, Raising Aspirations

# Marking Policy

## 2020

<b>This Document was originally approved:</b>	<b>January 2013</b>
<b>This Document was Last Reviewed:</b>	<b>June 2020</b>
<b>This Document is due for review:</b>	<b>June 2021</b>

## **CONTENTS**

CCHS Marking Policy & Marking Codes (addendum)	2
Guidance (Responsibilities Table)	3
Guidance (Subject Areas)	4
Guidance (Summative and Formative)	5
Guidance (Verbal Feedback)	6

## CCHS Marking Policy:

- At CCHS, we have a culture where the evaluation of students' work and the feedback they receive, regardless of format, informs students how to improve their work and make progress.
- As one of the most effective ways of enabling learning, marking and feedback is something all staff have a responsibility, and ability, to practise to a high standard for the benefit of our students. Effective marking and feedback is the cornerstone of effective planning.
- OFSTED Criteria: "Teaching should be astutely matched to student needs with frequent and consistently high quality marking. Students know how well they have done and what they need to do further."
- Our marking follows a 4-6 week cycle whereby self, peer and teacher assessment, will occur with regularity. When teacher assessment has taken place, stickers in the book will indicate as such.
- Double ticking acts as our whole school requirement for marking. Teachers throughout the school create success criteria for each piece of double ticked work. Students are expected to annotate their work for what they have done well, based on that criteria, or comment on what they need to correct if something is underlined. This allows them to read over what they have done in detail and extend their understanding.

### Addendum:

Covid 19 restrictions: In line with the current government guidance, exercise books will remain within the student's personal 'bubble' and will be brought to lesson and taken home by the student daily. Any written work that is to be marked by the teacher after the end of the lesson will be written on lined paper and left in the classroom. After 24 hours has passed, the work will be collected by the teacher for marking. Marked work will be returned to the student in the following lesson and be stuck into the exercise book. Live marking will not take place whilst the current government guidance remains in place however, a greater emphasis will be placed on the provision of verbal feedback and dialogue to support student progress.

#### Marking Code:

WWW = What went well

EBI = Even better if

CF = Challenge factor

SPAG = Spelling, punctuation and grammar

✓✓ = Something you did well in your work...

 = Something you need to correct...

SA = Self Assessed

PA = Peer Assessed

Formative Assessment: No level or grade awarded but guidance on how to make progress offered.

Summative Assessment: Awarding a level or grade at the end of the work.

## CCHS Marking Policy: Guidance

<b>Marking should be...</b>	<b>Directors of Faculty have a responsibility to...</b>	<b>Subject Leaders (Key Stage Co-ordinators) have a responsibility to...</b>	<b>Classroom teachers have a responsibility to...</b>
<u>Specific</u> to the criteria for success in their subject.	Ensure all staff understand the external exam requirements for the courses they teach.	Ensure all staff understand the external exam requirements for the courses they teach and ensure display materials relevant to levels/progress are easy to read in relation to size, position in room and also language used.	<ul style="list-style-type: none"> <li>● Summatively assess work at least once a half term for grade/level.</li> <li>● Provide formative (verbal or written) feedback that established EBIs that link to levels/progress.</li> <li>● Ensure all students are aware of targets and current attainment.</li> </ul>
<u>Measurable</u> by consideration of assessment criteria and the ability to make progress through levels or grades.	Track and monitor those students who at termly assessment points are not making progress and respond appropriately when needed.	Track and monitor those students who at termly assessment points are not making progress and respond appropriately by communicating information and actions to Directors.	<ul style="list-style-type: none"> <li>● Know who is underachieving and why.</li> <li>● Plan and take actions in the classroom to provide intervention.</li> </ul>
<u>Achievable</u> for students in that they understand the feedback and have time to respond to it and achievable for the staff in relation to managing a realistic workload so that evaluation and feedback is meaningful.	Make sure the school marking policy is communicated to all staff in their area and monitored.	To ensure, by monitoring on a half termly basis, that students' work shows evidence of effective feedback and students' response to it via EBIs or response to questions in their books.	<ul style="list-style-type: none"> <li>● Ensure that feedback is clear and rooted in making progress.</li> <li>● Ensure that time is planned to allow the students the chance to respond to feedback.</li> <li>● Ensure they use a range of assessment opportunities including teacher/TA/Self and Peer Assessment.</li> </ul>
<u>Relevant</u> for the students' learning and development of skills for life and external assessment.	Monitor a sample of targets provided to students on a termly basis to ensure quality and relevance, this could include Student Voice.	Monitor the targets provided to students on a half termly basis to ensure quality and relevance.	<ul style="list-style-type: none"> <li>● Set clear and achievable targets.</li> <li>● Ensure that students are given time to respond to marking.</li> <li>● Ensure marking is regular by establishing a timetable for which books are being marked when in order of priority.</li> </ul>
<u>Timely</u> in that students are able to respond to the feedback and take it forward.	Communicate and monitor important deadlines for Assessments, Reports, Coursework and Exams with a view to Subject Leaders creating a timetable assessment tasks if appropriate.	Ensure that staff plan Summative Assessment opportunities in relation to termly Assessments etc. (use of Double Ticks/Summative Assessment tasks (i.e. mock papers) when appropriate).	<ul style="list-style-type: none"> <li>● Report Termly Assessment based on classwork and summative tasks.</li> </ul>

## CCHS Marking Policy: Guidance

EBI Example of Targets: targets have to be very specific and something students are able to respond to independently – they can be statements or questions – if questions, they can be differentiated by using the revised Blooms. Further Subject specific guidance is available for staff and students on writing and responding to WWW and EBI.

### MATHS

- Show your calculation for this sum.
- Write the definition of a prime number.
- Explain the difference between cubed and squared.
- Write the formulas for area and volume and explain the difference between them.
- Find an alternative way of getting the same answer.

### ENGLISH

- Use a wider range of causal connectives.
- Write a variety of sentence types including those with a semi colon within them.
- Rewrite two of these sentences using commas.
- Find a quotation that supports this idea.
- Explain why you think the writer did this.

### SCIENCE

- Produce a small flow chart to outline the process of...
- Comment on how accurate this result may have been.
- Add further detail to what could happen if...
- Evaluate the success of this stage of the practical.
- Draw the...
- Answer the question what would happen if...

### LANGUAGES

- Write the different verb forms of the word...
- Correct the spellings of...
- Use the circled words in a sentence of your own.
- Translate the following.
- Rewrite the sentence paying attention to word order.

### HUMANITIES

- Why do you think this happened?
- Was there an alternative?
- Can you think of a case study to show this?
- What do you think had the biggest impact?
- What would have happened if...?
- Taking all of the evidence, what do you think most important event was?
- Draw a diagram to represent...
- Use connectives to rewrite your summary of...
- Consider how you can use a subordinate clause to add extra detail to this sentence.

## PRACTICAL SUBJECTS

- Use when writing has occurred, i.e. students may be asked to write an evaluation/method of a task. Consider using for Literacy/Numeracy targets where appropriate.
- Use for coursework drafts.
- Based on a practical session (performance) students may receive Verbal Feedback - they can write this in and the following lesson they can refer to this when starting the task and in the plenary write an explanation of how they responded.

## CCHS Marking Policy: Guidance

Summative Marking		
MUST	SHOULD	COULD
Grade/Level		Literacy target i.e. What connectives could you use to add detail?
WWW at end of work and linked to grade/level	Underline when corrections need to be made/double tick particularly successful aspects throughout work and students annotate what they have done well.	Also include some other questions/queries throughout the piece to be responded to by the student in follow up lesson.
EBI	SPAG target	

Grade A

WWW: you analysed the reliability of the sources very successfully, Sam.

EBI: How could you link this to the concept of propaganda?

CF: is there a theorist you could link to these ideas?

Formative Marking		
MUST	SHOULD	COULD
WWW at end of work and linked to grade/level	Underline/Highlight or double tick particularly successful aspects throughout work	Use TA or Verbal feedback.
EBI	Also include some other questions/queries throughout the piece to be responded to by the student in follow up lesson.	Add a comment with regard to presentation.
	Use Self /Peer Assessment as a valid form of evaluation and feedback. Same codes as for teachers.	Literacy target i.e. Use a dictionary to correct underlined spellings
	Challenge factor	

WWW: analysis of source reliability is very good, Katie.

EBI: How does this link to propaganda?

## CCHS Teacher to Student Feedback: Guidance

MUST	SHOULD	COULD
Be planned	Be given time within the planning of schemes for learning Should be varied in style; written, verbal, group, individual	Be given at various points in learning, not just at end of unit assessment Be discursive and support an environment where students are happy to discuss improvements and challenges
Be constructive	Be focused on steps for development	Include an example or demonstration of skill
Be supportive	Provide an opportunity for praise	Support student resilience and promote pride in effort and achievement
Be clearly linked to next steps in learning	Students should be able to see how feedback can be implemented in current work Be criteria linked	Involve students in deciding how the next activity/unit can be adapted to allow for practice of feedback element
Be appropriate to the task undertaken	Focus on the specific rather than be a generalised comment	Be personalised to the student – verbal feedback is highly valued if it is personal to the work that student has done.
Be timely	Regular and linked to the work being undertaken	Regular short verbal feedback that builds across an activity or scheme to allow supported progress
Use language and vocabulary appropriate to learning needs of student	Command words used in feedback shared with students regularly	Be practiced in peer feedback situations
Be considerate of the student	Take into account student self-esteem	Be personalised – one feedback style will not suit all Be audience aware

## Verbal Feedback: Guidance

I can see that you have focused on ..... in this piece. Have you thought about now .....

As a group, we were successful at ..... but less successful at ....

Looking again at the criteria for this task, which element do you think you have been most successful at?

Which aspect of this would you approach differently next time? How/why would you do it differently?

What did you find most challenging about this activity?

If I asked you to give feedback to 'X' on their work, what would you suggest they could do to improve it further?

Can you change or add 5 words to improve the vocabulary of this piece?