

COMMON MARKING POLICY

REF: C12

Date of Issue	June 2011
Review Date	As County
Ratified by Committee	
Ratified by Full Governors	
Produced by School	Yes
County Reference	CSF0034
Notes: SLT responsible: Deputy Headteacher	
Signatures	
Chair of Governors:	
Headteacher:,.....	



FEARNHILL SCHOOL



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Mathematics and Computing College

COMMON MARKING POLICY

Reference:	CURR12
Date of issue:	June 2011
Review Date:	June 2012
Ratified by Committee	
Ratified by Full Governors	17.10.2011
Produced by School	Yes
County Model Policy Reference	
Notes:	
Signatures: Chair of Governors: Headteacher:	

Common Marking Policy

Students must be able to determine the standards that they are achieving in each subject and so it is essential that all faculties adopt a common approach.

Key Assumptions - Assessment for Learning Methods:

- Objectives are communicated to the students clearly at the beginning of each lesson and reviewed in plenary sessions at the end. These will include statements such as: “we are learning to ...”
- Differentiated tasks will be set in each lesson so that all students can progress at an appropriate pace and their learning needs are met.
- Students will be involved in developing and understanding the success criteria in all lessons
- Students will be given opportunities to assess their own and peer’s work according to the success criteria. This will be supervised/checked by the class teacher when books/folders are collected in.
- The teacher will use questioning techniques and respond supportively and with challenge to answers to inform and develop the next stage of learning.
- In practical subjects, such as PE, Drama, Music etc where marking of written work is less possible teachers will observe students to inform and develop the next stage of learning.
- Through assessment for learning techniques, such as mini plenaries, peer and self assessment and questioning to assess the progress every lesson.

Marking Feedback

Marking of classwork or self-study will be through the use of diagnostic comments and levels/grades as in the case of set assessment pieces. It will be informative and based on WWW (what went well?) and EBI (even better if) to measure the progress made directly related to the learning objectives made clear to students at the start of the piece of work. The learning objectives will form the criteria against which comments will be made. Examples of this need not be lengthy and will be found in the relevant departmental policies.

Comments will indicate what has been achieved and how the criteria have been met. They will also provide clear guidance on how improvements could be made to meet the learning criteria. Feedback of this detailed nature will take place at least each half term, in addition to the data capture assessed pieces. This is a minimum requirement particularly relevant to those subjects that have smaller amounts of allocated curriculum time to students; subjects with more curriculum time are expected to undertake this activity more often. Staff will initial and date books rather than ‘tick’ them to show that they have checked them.

In between this more regular feedback will be provided to students in a variety of forms, for example; oral feedback, self and peer assessment procedures, checking of books and acknowledging work completed and other similar methods as monitored by the DTL and detailed in the relevant departmental policy.