

LEARNING AND TEACHING - GUIDELINES FOR MARKING

At Burscough Priory we aim to achieve excellence in education.

THE PURPOSE OF MARKING IS TO PROVIDE SPECIFIC FEEDBACK ABOUT WORK AND TO IMPROVE PERFORMANCE

Marking should recognise, encourage and reward progress and be motivational for future achievement. Effective marking should be positive and build self esteem through praise and valuing achievement. Comments should be sensitive and constructive because any assessment has an emotional impact. It should provide clear feedback about strengths (what has been done well), and weaknesses (what needs to be done to improve). Marking should be used to keep a record of progress for teachers, students and their parents.

The aim of these guidelines is to ensure continuity across departments, and to facilitate **student progress**.

WHEN YOU SET WORK

- Make sure that all students have time to write down the set task in their homework diary
- Verbally check that students understand the set task
- Ensure that sufficient time is spent sharing and working with the success criteria and marking guidelines
- To aid and inform **progress** and to encourage **independent learning**, provide opportunities for students to devise the criteria for assessment
- Use a range of strategies including modelling and questioning
- Encourage students to draft and redraft work in preparation for formal marking
- Insist that work is handed in promptly and that it is of the highest standard – keep a record of students who hand in their homework late
- Return work promptly, where appropriate within a week of it being handed in

ALL MARKING SHOULD

- **Use the following as a model for marking:**
WWW – What went well and why? (clear feedback about strengths, constructive and motivational)

EBI – Even better if (clear feedback about areas for improvement)

- Drive an aspirational message of aiming for the highest achievement at all times
- Be done regularly – mark books at least every two weeks
- Reflect your department’s policy – students need to know how you mark and what you are looking for
- Level (KS3) or grade (G.C.S.E.) at least one piece of work every half term. Clearly identify with students formally assessed pieces of work with appropriate sub-levelling.
- The Levels achieved should be recorded once a term in student’s homework diaries
- Promote high standards of presentation – use an asterix (*), appended to the mark, to reward and recognise high quality presentation
- Include comments which are specific, clear and legible
- Reflect a varied approach to assessment (use individually and in conjunction with each other):

self assessment

peer assessment

teacher assessment

- Be verbally reviewed frequently with students to check that they understand how to progress
- Support students as they correct and re-draft their work
- Use rewards as a motivational ‘tool’
- Be a stimulus for verbal discussion

HEAD OF DEPARTMENTS SHOULD

- Check books/activities each term to ensure that they are being marked regularly
- Internally moderate marking to ensure consistency

AVOID DOING THE FOLLOWING

- Using comparisons with other students – research has proved that this has a negative impact
- Using red pen – students tell us that this “feels” negative