

Our Lady's Catholic High School

Marking Policy

*'Our Lady's is first and foremost a Catholic school. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognise the unique value of each individual. Everyone at Our Lady's has the right to be treated with respect at all times'.
(from OLCHS Mission Statement)*

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Our Lady's Catholic High School

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1. Aim

To ensure that the quality of written feedback is such that pupils understand clearly how to improve their work and are consistently supported in doing so.

2. Objectives

2.1 To ensure that written feedback recognises where pupils are in their learning and helps them to understand clearly what they need to do in order to improve their work

2.2 To ensure that written feedback has a positive impact on learning by promoting the development of an interactive process that prompts students to respond to the written feedback provided

2.3 To ensure that written feedback recognises achievement and progress

3. Rationale

3.1 The purpose of written feedback is to help pupils gain a clear understanding of how well they are developing in their knowledge, skills and understanding and then to explain what needs to be done in order to improve.

3.2 When written feedback is provided pupils must be prompted to improve their learning.

3.3 Marking is most effective when pupils understand:

3.31 the purpose of the task (the learning objective);

3.32 what the teacher is looking for (the learning outcome) and in particular what a high quality version of this looks like;

3.33 how far they have made progress towards the completion of a high quality piece of work;

3.34 how to move closer towards the completion of a high quality piece of work

3.4 Marking and the implementation of this policy is the responsibility of all teachers.

4. Expectations

4.1 Teachers are expected to ensure that:

4.11 pupils receive written feedback at least once every six lessons (light touch marking might be used at other times)

4.12 the purpose of each task (the learning objective) is the reference point for all written feedback;

4.13 formative comments show what has been done well and what still needs improvement and show the pupil *how* to improve their performance;

4.14 comments are phrased as questions/prompts to stimulate each individual student to take the next steps in their learning;

4.15 when marked work is returned to a class, time is set aside to allow each pupil to respond to the teacher's comments and complete any actions.

4.16 rewards are given when pupils have improved their work and made progress in their learning [for example using green writing, stamps, praise postcards and text messages].

4.17 the OL2 checklist is adhered to (Appendix 1).

4.2 Principal Teachers are expected to ensure that:

4.21 their curriculum area marking policy enables the Whole School Marking Policy to be effectively implemented;

4.22 the impact of the curriculum area marking policy is monitored by conducting regular book reviews (using the agreed evaluation criteria included as an appendix to this policy).

4.3 The Leadership Team are expected to ensure that:

4.31 they monitor the implementation of the Whole School Marking Policy;

4.32 book reviews are completed at least three times each year to assess the quality and extent of formative written feedback;

4.33 they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.

5. The review of the whole school marking policy

The school's assessment policy was agreed in the Staffing and Curriculum meeting on Thursday 5 June 2014. An evaluation of the policy will be carried out in July 2015 and a full review will be undertaken in July 2016.