

# THE WENSLEYDALE SCHOOL AND SIXTH FORM MARKING POLICY

## **Rationale:**

At The Wensleydale School and Sixth Form we understand the impact that high quality marking has on students' learning. We recognise that faculties and subjects within faculties use exercise books, booklets and other written work in different ways which are suited to their particular context. However, as a school we have established a number of basic expectations for the marking of exercise books and other written work. These expectations are:

### **1. Exercise books and other written work should be marked regularly**

The frequency with which books are marked will vary between different subject areas depending on the allocation of curriculum time. However, we know that marking which is either too infrequent or late will have little impact in terms of developing students' learning. Therefore, as a minimum we expect that students' exercise books or other written work (including homework) will be marked at least once every six lessons.

### **2. Teachers' comments should give clear feedback about the work that has been done and also give constructive and specific advice about how students can progress**

We expect that teachers' comments will be detailed and focussed on the learning objective of a particular task. Commenting on the presentation of students' work has a place but the main purpose of teachers' comments is to make students think more deeply / carefully about their subject.

We also expect that comments will provide clear and constructive advice and / or questions which will help students to understand what they need to do to improve their work and develop their thinking. Therefore, comments which are vague or not easily understood by students e.g. 'more detail please' should be avoided.

### **3. Teachers should plan time into their lessons to ensure that students act upon feedback or re-draft their work**

If teachers' comments are not acted upon by students then the whole marking process is a waste of time. Therefore teachers need to think carefully about how they encourage students to act upon their feedback. This will often involve planning time into lessons to allow students to re-draft their work or to make improvements. Since most of the marking of students' work is diagnostic there should be clear evidence in students' exercise books or other written work that they have acted upon the teacher's feedback.

### **4. Teachers should mark for the accuracy of students' literacy**

Teachers of all subject areas should have high expectations of students' literacy. Therefore, we expect teachers to identify up to three basic errors with spelling, punctuation and grammar. Teachers should pay particular attention to the accurate and confident use of subject-specific terminology. Teachers should also make a comment on how well students have followed the conventions of particular types of writing where relevant.

### **5. Teachers should encourage students to engage in self and peer assessment**

Involving students in assessing themselves or the work of their peers is often a powerful way of developing their understanding. However, teachers should ensure that students have the right materials to do this well (e.g. clear marking criteria). Teachers should also ensure that students are adequately trained to self and peer-assess – peer-assessment done badly is, at best a waste of time and at worst, can be extremely damaging to students' self-esteem.

**Date of Policy:** September 2020

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