

Marking Policy

The following framework provides consistency, but is flexible enough to allow a degree of individuality, so that every subject can develop bespoke, subject-specific marking policies.

Purpose of Marking

Marking is a response to pupils' work and is more than correcting mistakes, or giving a mark, grade or level. It should:

- enable pupils to evaluate their own work and identify ways to improve (formative)
- provide an indication of pupils' achievements and progress at a certain stage (summative)
- identify pupil strengths and weaknesses to inform planning and adjust teaching strategies
- inform others, particularly colleagues and parents, as to what a pupil can achieve

Method and Recording of Marking

There is a wide range of extremely effective and time-efficient methods for marking on-line, and therefore, as far as possible, marking should be carried out through Google Classroom (GC), according to our current policy, except auto-marking using online resources such as Kerboodle and MathsWatch, and assessment tests/internal exams which can be produced and marked in hard copy. Please note that GC marking does not negate the promotion of hand-writing, as PDFs can be posted on GC, and pupils can upload their hard copy answers on GC.

However, as a caveat to the above, when it is considered more effective and/or time-efficient to mark hard copy work by hand, then this is absolutely fine, as long as the marks/grades are posted on Google Classroom for pupil tracking purposes, and as long as a hybrid approach is taken, i.e. a mixture of on-line and hard copy marking.

It is not essential, but highly recommended, where possible, that pupils are allowed the option to add their hard copy marked work to their Google Classrooms, so all their assessed work is in one place.

With the present on-line marking framework, the GC markbook ("Grades") should be used for all pupil grades/marks so pupils are able to track their progress. However, the use of parallel, complementary markbooks (e.g. spreadsheets) are fine, as they can hold more detailed information, and allow a greater degree of flexibility.

Pupils should very regularly write by hand, and photocopying can occur for reusable resources, assessment tests, internal exams, to support LD pupils where appropriate, and where pupils need to develop subject-specific skills not possible on-line.

In addition, as exams are still completed in hard copy, it is also important that pupils practise hard copy papers, especially during revision periods, and this should be promoted. However, please note that in many cases, it is also possible to hand-write answers to PDF papers on-line, as well as type answers on to PDF papers, and therefore it is hoped that in most departments, a hybrid approach will be implemented.

Pupil work should be marked by the teacher on average at least once every two weeks. Every other week, pupil work can be assessed by other methods, e.g. on-line, self or peer marking. However, teachers should have a weekly record of assessment for every class for tracking purposes.

Teacher marking every two weeks should include diagnostic feedback and the work set, which includes half-term tests, exams and mocks, should allow for GCSE or A level differentiation. Teachers are encouraged to use the range of assessment offerings in GC, e.g. Kami, which can increase marking speed, and enhance feedback detail. Comments should be encouraging with clear targets for improvement. Work should be marked promptly and returned at the earliest available opportunity. GCSE work should be returned by the next lesson or in a few days. Sixth Form work should be returned within a week.

The requirement of marks, percentages, grades or levels is subject-dependent and not a necessity, in line with our growth mind-set ethos, but grades or levels must be used for major half-term tests, exams and mocks.

Senior Education Policies

There should also be some use of grades or levels within each half-term assessment cycle, so that pupils clearly understand the reasons behind their assessment and report grades, except for the Fourth Form during the first half of the autumn term, as they begin their courses.

When appropriate, CLC levels should be used, and benefecits and commendations should be given out and recorded by the teacher on iSAMS.

Pupils should not word-process all their work, but be very regularly set an appropriate amount of written work, as this is the form of summative assessment for most subjects. Exercise books, as well as files, should not be seen as complete records of learning or assessed work, instead as on-going learning workbooks/files.

Teachers should be encouraged to assess a wide variety of learning activities, e.g. flipped learning, practical work, presentations, discussions, debates. Therefore assessment does not always have to include Prep, although Prep should always be checked to make sure that it has been done. From after the autumn half term, pupils should be regularly assessed under test conditions or from memory at least once every half term.

Work that is sub-standard in relation to a pupil's ability should be returned and re-marked; and when work is not handed in to deadline, our catch-up and detention policy should be consistently followed. All feedback, including missing or late work, returned work, catch-ups, detentions, rewards etc., should be recorded meticulously.

Marking during coursework or Controlled Assessment (CA) periods

In terms of on-going coursework or CA, where detailed written feedback is limited because of exam board regulations, teachers should still give out and record some form of assessment every week. Assessment can be carried out whilst supervising, supporting and assessing pupils' guided independent work in class.

Learning and Marking Reviews

Departments regularly monitor exercise books, files and on-line work to review organisation, progress, attainment, assessment and other components of learning and teaching. Learning and marking reviews specific to teachers also occur regularly as part of the HoD department review every year, again with feedback to the Deputy Head.

Spelling Policy

Culford School aims to produce literate, numerate, accomplished and well-rounded young people. Spelling is often seen as a benchmark of basic literacy and is one indicator of educational success. Correct spelling is seen by many as an indication of high standards in a school. Improving spelling is the responsibility of the whole school, not just the English department.

Common Room should have high expectations because what we accept becomes acceptable. Pupils and Common Room should always write legibly. When pupils do any written task they should be told that spelling matters, even when it is not part of the assessment in that subject, and that they are responsible for their own spelling.

Pupils should be encouraged to compile a personal subject-specific spelling list of the key high frequency words that they have difficulty spelling correctly. They should refer to this regularly and the expectation should be that they spell these words correctly. Subject-specific word lists can be issued for each topic. These can be displayed in an enlarged format on the classroom wall or in Google classroom so that pupils can refer to them as a quick and easy reference point. These lists should ideally be in alphabetical order. It can help the pupils develop a broader vocabulary if opportunities are taken to discuss the morphology of words being taught as this will help them to decode other words. When key words have been given, misspelling is unacceptable and should be corrected by the pupil.

Proof-reading is an essential skill and all pupils should be encouraged to proof read their own writing. Research has shown that pupils can self-correct up to 60% of their own errors if given the opportunity.

Pupils with a Specific Learning Difficulty may find it very difficult indeed to achieve automaticity in spelling accuracy. They should be encouraged to use a laptop/word processor whenever possible. Their spelling should be marked for content and marked sympathetically for spelling. Let the pupil's LD teachers know which

Senior Education Policies

spellings they are finding difficult. Common Room should have high but realistic expectations when it comes to these pupils

Marking Spelling

Teachers should be selective and choose to focus on three/four high frequency errors or subject specific words.

For handwritten work

In marking errors teachers should:

- write SP ringed in the margin and underline the word
- write in the correct spelling or indicate that the pupil must write in the correct spelling.

For word processed work

It is very important that pupils learn to type accurately as the majority do not have access to spellcheck in exams. Pupils should type with spellcheck off. Once the work is complete, spellcheck can be used to check and correct the spelling as part of the proof reading process. Pupils should be encouraged to keep a personal electronic list of words which they misspell and these should be practised on the word processor regularly. The feel of the word under the fingers on the keyboard is important. For this reason, it is also important to encourage a consistent finger key correspondence.

Departments must adhere to the above key points even if spelling is not part of the assessment criteria for their subject. A copy of the School Spelling Policy should be in departmental hand-books. Heads of Department are responsible for ensuring that the marking of spelling is: carried out in accordance with the School policy; consistent within their departments; reviewed regularly by auditing pupil work within departmental meetings.