



THE HESSLE ACADEMY COMMUNITY TRUST

HESSLE HIGH SCHOOL AND SIXTH FORM COLLEGE

MARKING AND LITERACY POLICY

**Effective Date:** October 2014

**Date of minuted approval by the Board of Governors:** 3 November 2016

**Review Committee:** Secondary Local Board

**Review Date:** October 2018

**Owner :** Director of Studies

**Marking, Feedback, Targets, Response and Checking**

**REQUIRED STANDARDS**

1. All work must have a title and be dated. Writing should be in blue/black pen and diagrams drawn with a pencil and ruler.
2. An Assessment 'Good' Book, Assessment Sheets or Folder will be used in each subject to keep key assessment work. This must be presented with pride and care.
3. Light touch marking will acknowledge the completion of tasks to an acceptable standard. Students will at times mark their own work and the work of other students but **all work** needs to be acknowledged by the teacher.
4. Quality marking will provide more detailed comments highlighting positives and identifying where improvements could be made by asking further questions or suggesting additions to the work. This could be for a piece of classwork or Independent Learning. A level or grade is not always required on marked work.
5. Quality diagnostic feedback will be clearly identifiable through the use of the school's standard 'marking and feedback stickers' with headings: **POSITIVE** and **QUESTION/ADDITION**. Teachers must also date and initial these.
6. Students **MUST** be given time to reflect upon the teacher comments, doing further questions or additions in order to improve. They will provide a response that must be checked by the teacher during starter activities and may at times, when appropriate, establish differentiated starting points.
7. Key milestone levels and grades will be recorded in the Assessment Book, Sheets or Folder. They will be levelled/graded to agreed national standards.
8. Both mid and end of term LPS levels/grades will be recorded against targets by students on **flight paths** that are clearly visible on the front cover of the students Assessment Book, Sheets or Folder. Teachers will record these grades in either written or electronic markbooks to inform progress judgements.
9. Subject leaders will develop and update assessment portfolios. These will keep samples of work, marking and feedback across the ability range as an aid to moderating assessments, marking and LPS grades. Both Subject Leaders and members of the Senior Team will do regular work scrutiny, indicating with a sticker on the cover when a book has been seen.

10. Regular opportunities will be provided for **peer and self-assessment**, against assessment criteria provided by teachers.
11. A whole school approach will be adopted in marking to improve literacy (SPAG), as shown in the **Marking for Literacy Policy**.
12. Teachers are actively encouraged to mark pupil premium learners books first in a set of books/assessments
13. Average frequency of quality marking/feedback:

<b>Lessons per week</b>	<b>Quality mark every</b>
6	1 week
3/4	2 weeks
2	3 weeks
1	6 weeks

**Hessle High School and Sixth Form College**

### **Whole School Marking for Literacy Policy**

The development of literacy (and numeracy) skills is the responsibility of **all** staff.

Our aim is to develop students' knowledge, understanding and skills relating to the use of language.

To do this most effectively there needs to be a consistent approach, clear goals and common expectations across the school.

#### **MARKING SCHEME**

When a student's work is marked/assessed the following symbols should be used:

- **O** capital letter missing or incorrectly used
- **^** a word left out or to show where to add more writing
- **sp** written in margin: a spelling mistake in this line, underline word
- **//** new paragraph
- **p** punctuation mistake (the teacher corrects this)
- **?** this part (underlined) is confusing

All student work should be marked in a coloured pen (except coursework when a pencil can be used). Self and peer marking should be in pencil or a different coloured pen.

Subject teachers may not wish to indicate all errors in each piece of work, as this could be demoralising for the student. A number of errors, however, should be brought to the student's attention so that they are made aware that the teacher is considering spelling and punctuation skills.

It is recommended that only two or three spelling errors or spelling rules should be identified in a single piece of work. The student should be encouraged to learn these spellings. This could be set as a question on the marking and feedback sticker.