



Huntcliff School Common Marking Policy

Success criteria should be shared with students. This may be through the recording of the learning objective or through an assessment matrix. How this is done will vary between departments and between Key Stages and should be decided by individual departments to meet the needs of their curriculum.

Peer and self assessment should be evident. Green pens should be used for peer assessment and purple pens for self assessment. Teachers should mark in red. Coloured pens to support this marking are supplied centrally.

Extended pieces of writing should be marked using school literacy codes.

Feedback should be given on the level of achievement through levels or grades. Sub levels and plus and minus grades should be used to help students awareness of the level of their work and the school effort grading (E VG G S D U) is used to give feedback on effort. Pieces of work may be marked solely for effort, solely for attainment or for both. How this is determined should be decided at a departmental level.

Targets should be set in terms of levels and grades that students are working towards. These targets should be recorded in the front of the students' book and folders. Students should be given targets so that know how to improve their work. Targets should be shown through the use of EBI (Even Better If).

Students should be given the opportunity to respond to teachers' comments through redrafting or corrections and respond to their comments. The phrase *I need to* should be encouraged when students are identifying gaps in their learning and ways in which they can make progress. The exact form of this AFL process will vary from department to department.

Students should be encouraged to follow the school presentation rules across the curriculum.

Homework should be clearly labelled.

Assessment Procedures

Students are assessed in a variety of ways; through work completed in class, through homework, through In Class Assessments and through examinations.

In Class Assessment

Formative assessment should be used during a unit of work to support students' understanding of how to make progress. For further guidance about marking and formative assessment refer to the Common Marking Policy and additional subject specific guidance. Formative pieces of assessment may not be marked with a level/ grade but with EBI comments identifying to students how they can improve their work. Summative assessment should occur at the end of a unit of work or topic and should provide evidence of the level/ grade at which students are working.

Examinations

Students are given the opportunity to sit examinations throughout Key Stage 3 and 4 in preparation for the terminal assessment that they will experience at the end of Year 11. These arrangements reflect the increasing emphasis on examination performance that our students will experience as the move through our school.

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