THE WHITBY HIGH SCHOOL

Marking and Assessment Policy

2016

AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success

Moving Forward Together

The school has six non-negotiable principles which underpin marking and assessment:

1. The key purpose of feedback and marking is to promote learning. For this to happen effectively, <u>teachers</u> must regularly mark <u>individual</u> student's work and provide individual written feedback wherever possible.

2. Feedback and marking must provide information on students' progress for the whole school (progress data), for learners (feedback) and, periodically, for parents (reporting process).

3. Summative assessment, formative assessment, and peer- and self-assessment will be used as appropriate for the subject/level of qualification.
   - *Departments will make decisions about the sustainable frequency and types of marking and feedback and their policies will indicate where and how this will occur.*
   - *Teachers will ensure that numbers are not used arbitrarily and where possible only grades/levels linked to external criteria should be used.*

4. Greater student progress occurs when the criteria for assessment are shared and understood by all (teachers, support assistants, learners) before assessment takes place.
   - *Teachers will share assessment criteria with students and where necessary, the modelling of criteria will occur.*

5. Differentiation of targets for improvement will occur and will lead to some kind of action by the students if it is to lead to progress in learning.
   - *Teachers will ensure that students' work contains evidence of all types of feedback given to them.*
   - *Teachers will ensure that students refer to the targets given before the next appropriate piece of work.*

6. Marking and feedback will lead to an improvement in student literacy and general presentation of work.
   - *Departments must incorporate the whole-school marking and literacy codes in their policies and implement them across all years through their marking where possible and appropriate. Department policies will also contain appropriate presentation criteria.*

Each subject area will have its own marking and assessment policy containing these principles.

Moving Forward Together

Literacy, Marking and Presentation codes

Symbol		Meaning
✔		You have made a good/relevant point.
CL		You are missing, or do not need a capital letter. The error will be circled.
∧		You are missing something/more detail is required here.
R		Reward given – House Point Y7-13.
sp	Error circled in text eg: ⬭Definately	You have spelt something wrongly.
?	Error indicated in text 〰️	This does not make sense/wrong word or term used.
P	Error underlined in text _____	You have made a punctuation error.
//		You need to use a new paragraph.
To improve:		Your target is…

Each subject area will use these and additional codes to mark and assess written work across Years 7–13. It is the responsibility of the student to make corrections to written work once errors have been identified by the teacher.