



Eltham Hill
SCHOOL

MARKING POLICY

Governors Committee: Teaching & Innovation

Date Adopted/Reviewed: July 2015

Date of next review: September 2017

For more information please call 0208 859 2843 or email
info@elthamhill.greenwich.sch.uk

Marking Policy

Aim

For learners to know where they are in their learning, where they need to go and how best to get there.

For teachers to assess students' progress and use findings to plan next steps in lessons effectively.

Encourage students to be critical, reflective and independent lifelong learners, thereby adhering to Assessment for Learning principles.

- Sharing lesson objectives and success criteria
- Questioning
- Peer and self-assessment
- Formative verbal or written assessment of work

Whole School Strategy

All subject areas will have clear guidelines on marking and feedback (appendix a – a sample) this will be shared with students (copy to be put in the front of exercise books/folders).

- What work is marked?
- When is work marked?
- How is work marked?
- Students' responsibility to respond to marking

This is to ensure consistency with subject areas while taking into consideration the different demands of individual subjects.

Format for going feedback

All teachers to use: WWW.EBI.COM stickers to ensure students have a consistent experience across the school and are clear about their role/responsibility in the marking process.

This stands for:

WWW – What Went Well

Based on what the teacher is marking for, what skills is the student demonstrating/progress of skills from last piece of work marked.

As feedback is formative, no grades should be given. However, students want to know how they are progressing so staff can RAG the work.

EBI – Even Better If

What does the student need to do to improve the quality of her work so she/he can make progress.

.COM – Student Comment/the students' response to the teacher's marking

For feedback and marking to be purposeful, students need to respond to it in a meaningful way. This should include:

- Correcting errors identified
- Answering specific questions
- Re-doing a section/piece of work
- Considering how they will improve/what strategy will they use?
- Considering what they need to do/to do list

- In their next piece of work, acting on the feedback

If students have not responded straight after a teacher has marked their work, they can write: .com in the margin of where they have addressed their EBI. This will make the student response easier to identify for the teacher.

Target Sheets

Students need to know their targets and they are making concrete steps towards this. Therefore summative assessments should be made one or twice a term (depending on the subject).

All students should be given a target sheet (to be placed in their exercise books/folders).

Teachers should discuss progress with their students regularly, especially after data drops. Then students should update their target sheet.

All TA's will give weekly feedback to students they support, using the student feedback stickers.

Literacy

All teachers are responsible for marking for literacy. There is a half-termly focus that teachers should follow. Teachers should also use the whole school literacy guidance, when marking.

Homework

All homework will be marked in accordance to the marking policy.

Literacy across the school – “All teachers are teachers of literacy” An overview

Talk

Before students begin to write they need to rehearse, and talk provides this opportunity. Talk must be planned for and students need structure to help them talk constructively.

- Group talk roles
- Talking partners
- Sentence starters e.g. I agree because And key vocabulary
- Expectations of using Standard English:

Teachers and other students to model the use of Standard English,
Students to answer questions in full sentences.
Challenge errors

Writing

All subject use writing as a tool for thought. As a school we need to provide students' with the opportunity to develop their extended writing.

Some types of writing:

Instructions	Information	Explanation	Evaluation
Recount	Discursive	Persuasion	Analysis

To be effective writers, students need to understand and apply the writing process. This needs to be taught every time we challenge students to write.

1. Identify TAP (Text type, Audience and Purpose).
2. Knowledge and understanding (ideas behind the question)
3. Analysis of textual features of text type, by looking at models
4. Listing textual features
5. Planning writing – using a writing skeleton or frame if necessary

WEST will support 3, 4 and 5

Words typically found in the text type

Evidence

Sentence typically found in the text

Text as a whole – structure of the text

Modelling writing process, including sharing connectives

Group writing

Independent writing

Reading

Reading for meaning is integral to every subject and therefore central to a students' ability to access the curriculum.

- Give students opportunities to read out loud
- Annotating skills
- Identifying important information: topic sentences, summarising

- Mind mapping and visual representations of reading
- Get students to use PEE (Point, Evidence, Explain) or PEA (Point, Evidence, Analyse) or PEAL (Point, Evidence, Analysis, Link) when writing about reading
- Reading for pleasure

Marking for Literacy

With regards to marking for literacy we will have a whole school focus every half term. All staff should correct the following:

Spring 1

Capital letters

Full stops

Question marks

Spring 2

Commas and apostrophes

Summer 1

Subject-verb agreement

Summer 2

- a. Homophones - words that sound the same: there, their and they're
Practice and Practise

- b. Homonyms – words that spelled the same but has a different meaning

Spellings

Errors in subject – specific key vocabulary should be identified throughout and corrected by students.