



**HILBRE HIGH SCHOOL  
HUMANITIES COLLEGE**

**MARKING AND PRESENTATION POLICY  
(INCLUDING MARKING FOR LITERACY)**

## Background:

In September 2014, Hilbre introduced Learner Journals to document all marked work and to facilitate consistency in marking across different subjects areas. Although there has been a vast improvement in the quality of marking, some of this may have been at the detriment of exercise books. This policy is being introduced at a time when we seek to combine the Learner Journal and exercise book back into one (the 'Learner Journal'). We aspire to retain the quality of marking, feedback and teacher student dialogue, but also regain a sense of student pride in each and every piece of work they complete.

## Rationale:

The overall purpose of marking is to promote learning and raise standards, not merely to measure them. The quality of marking can have a significant impact on attitudes to learning, self-esteem, confidence and progress by stimulating and challenging students to work hard. Marking also encourages teachers to focus on how to improve the learning of individual students and feeds into lesson planning and curriculum development.

## Aims of the policy:

- To provide clear guidelines on a whole school approach to marking and written feedback.
- To achieve consistency across subjects and the school.
- To provide a system, which is clear to students, staff, parents and carers.

## Aims of marking:

- To inform teachers about student progress and inform future planning.
- To highlight student achievement and motivate students to make further progress.
- To give students the opportunity to act on feedback given.
- To encourage a learning dialogue between student and teacher.
- To foster a culture where mistakes are recognised as an important part of the learning process.

## Application:

- This policy does not apply to BTEC assignments.
- Learner Journals will be provided to departments at the start of each academic year. It is the departments responsibility to purchase replacement books (of the same brand, type and colour), when required.
- Where appropriate, more so in subjects with less curriculum time at Key Stage 3, it is expected that these books are kept throughout the duration of a Key Stage so students can visibly see the progress they are making.

## Whole School Principles and Procedures:

- Not all work produced by students needs to be marked by the teacher. Written feedback (Targets and Actions) should be specific to each subject's needs (agreed key pieces) and approved by the Progress Leader. The emphasis should be on quality of marking rather than quantity of marking.
- The Learner Journals (or alternative format for assessed work) should be checked and students' work marked (with T and A) regularly and routinely, in the context of the frequency of lessons experienced (see schedule below).
- Written feedback must include at least one target (an area for improvement/development) and at least one action (something the student can do to improve their work). These must be separate statements and the symbols below must be used.



- Homework set on “Show my Homework” should form part of the Learner Journal (or agreed alternative for assessed work). There must be evidence of marked homework in the Learner Journal at least once per half term for all subjects. At Key Stage 3, for subjects where class contact is less than 3 times per fortnight this homework could be self or peer assessed.
- There should be some evidence of self or peer assessment once per half term.
- When a student receives written feedback from the teacher (T and A) they must be given the opportunity to **act** on the feedback during **D.I.R.T.** Written student responses, (peer or self-assessment), should **always** be completed in green pen.
- All teachers should use the Literacy Policy marking codes (see appendix 1) and check for good English. Incorrect spellings should be written out three times. A common sense approach should be adopted in the application of this i.e. for some students with specific learning difficulties; teachers may only choose to correct three subject specific key words.
- All teachers should ensure that work produced by students is of an acceptable standard, and if not, students should repeat the work.
- **Marking (with teacher targets and actions)** and the opportunity for **D.I.R.T.** (students actions) must occur according to the following schedule:

KS3	
English/Maths/Science	A minimum of 3 occasions per half term
Other subjects	<b>Where class contact consists of 3 or more lessons a fortnight:</b> A minimum of 2 occasions per half term <b>Where class contact is less:</b> A minimum of 1 occasion per half term
KS4	
English/Maths (where contact is more than 5 times a fortnight)	A minimum of 3 occasions per half term
Other subjects (inc. Chemistry, Physics & Biology)	A minimum of 2 occasions per half term
KS5	
All subjects	Fortnightly for shorter exam style responses/half termly for extended responses (e.g. completed art work ; BTEC assignments)

#### Responsibilities:

##### All teachers

*As stated in the Teachers’ Standards (Ref: DFE - 00066-2011)*

##### A teacher **MUST**

- *Guide pupils to reflect on the progress they have made and their emerging needs.*
- *Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.*
- *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

##### Class Teachers

- Mark in line with whole school Marking Policy.
- Share the Marking Policy with students.
- Allow opportunities for students to act on feedback during **D.I.R.T.**
- Plan opportunities for peer and self-assessment.
- Encourage students to have a sense of pride in their work and to challenge incomplete or untidy work.
- Regularly set homework via ‘Show my Homework’ and ensure that there is evidence of marked homework in the Learner Journal at least once per half term.

## **Progress Leaders**

- Ensure marking is in place which reflects the needs of the subject area but which does not conflict with the whole school policy.
- Monitor the application of the Marking Policy to ensure it is consistently applied by carrying out a planned programme of work scrutiny on a half termly basis.
- Provide feedback to staff on the monitoring process.
- Ensure that less effective marking is identified and necessary support is provided to ensure improvement.

## **SLT**

- Ensure department marking schedules are in place and adhere to the school's Marking Policy.
- Ensure monitoring takes place via a planned programme of whole school work scrutiny.
- Monitor the quality of marking within each department through effective line management meetings.

## **Presentation Policy**

### **Rationale:**

At Hilbre High School we recognise the visual appearance of work is important. Well-presented work evokes a positive response in the reader and promotes a sense of pride in the student's own work. A culture of well-presented work will foster an understanding of the importance in the world of work of accuracy and high quality presentation. In addition, Learner Journals are a primary source of revision for students; they must be clearly laid out in order to be useful.

### **Aims:**

To ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow

### **Application:**

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

### **Presentation expectations:**

1. Name/subject/teacher stickers and target stickers will be provided and should be stuck on the front of all books. The name sticker should go in the top centre of the book and the target sticker should be placed at the bottom right.
2. Blue or black ink must be used for all handwritten work. Exams must be completed in black ink.
3. All diagrams, tables and drawings will be done using pencil and ruler.
4. All work will have a clear title, underlined using a ruler.
5. Work should be dated (left hand margin using dd/mm/yy). Students studying languages may be required to write the date in full in the target language instead.
6. The margin will only be used for dates/question numbers/letters.
7. All writing will be legible, of an appropriate size and joined up style is preferred.
8. All errors will be crossed out neatly with one line and using a ruler.
9. Students must not tear pages from their Learner Journal.
10. Each piece of work will be ruled off prior to the next piece starting.
11. Student actions/DIRT should be completed in green pen.

12. Peer or self-assessment should be completed in green pen.
13. Teacher marking should be completed in red, pink, or purple pen (not blue, black or pencil).
14. Work from different years should be clearly separated or labelled.
15. There should be no graffiti in the Learner Journal.
16. Rough work should be completed in the back.

### Marking for Literacy

At the heart of our practice lies the acknowledgement that, whilst the basic skills of reading and writing might be explicitly delivered in the English curriculum, all teachers share responsibility for the consolidation of these skills and for their subject specific application. Good practice is to encourage regular proof reading of work (often effective as settling or starter activities). Students should use Standard English and grammatical forms. Slang and text speak, unless for effect, is not to be used.

### Principles:

- Literacy errors should be corrected regularly and students encouraged in re-drafting marked work to see their own improvement and progress.
- Teachers need to be selective in correcting literacy errors in order to positively support all students.
- Spelling should be corrected by the student three times.
- The following table contains symbols which all staff should use consistently for marking for literacy.

Codes	When should I use this?
○	A circle around a spelling error
~	A squiggle underlines a section that is badly expressed
//	Begin a new paragraph.
✓	Good point/writing
✓✓	Excellent point /writing
^	Missing word
C	Needs a capital letter
D	Needs more detail