



THE FULHAM BOYS SCHOOL

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Revisions Table

Version	Date	Description of Change
Summer 2020	Summer 2020	Amendments to section 2

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



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MARKING POLICY

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1. INTRODUCTION

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).

2. MARKING

- 2.1 The most familiar method of assessment is marking a boy's completed piece of work. This may come in many forms – audio/visual recordings, project work, computer printouts, models, work displays, data response questions, essays, tests etc.
- 2.2 Other methods of assessment include observation, listening, questioning and discussion.
- 2.3 Through questioning and discussion, teachers reach a greater awareness of boys' progress. In addition boys will develop a greater understanding of their work. Discussing work with individual boys, during a unit of work or when reviewing assignments can be a useful way of confirming judgements, reviewing progress and setting future learning targets.
- 2.4 When marking boys' written assessment teachers will identify strengths and areas for development through PARC marking.
- 2.5 Teachers will be issued with merit stamps which will be used to highlight where boys have done well. Three merit stamps equals one house point.
- 2.6 The following agreed strategies will be adopted by all teachers :
- 2.6.1 Insist on baseline presentation
- Underlining of dates and headings
 - Writing legibly
 - No graffiti on pupils' books and files
- 2.6.2 Insist on baseline punctuation
- Capital letters
 - Full Stops
 - Commas
 - Question marks
 - Apostrophes
 - Paragraphs
 - Speech Marks
- 2.6.3 Literacy Marking Codes should be employed by all members of staff when completing PARC marking (a copy of these codes should appear in every boy's exercise book):

?	Not sure about the meaning of this part
sp	Spelling error – underline the word to be corrected
P	Point where punctuation needs to be added or changed
g	Grammatical error – underline error
u	Underline – i.e. heading/ date etc.
//	New paragraph needed
^	A missing word or phrase needs to be inserted
_	Where an upper or lower case letter has been used in error, underline the letter
cap	Capital letter needed
ap	apostrophe needed

2.7 Self-assessment and peer-assessment will also take place and needs to be planned into programmes of study. Boys will use green pen for self-assessment and when responding to comments from their teacher and purple pen when completing peer assessment activities. Teachers will plan for boys to use PARC marking when peer assessing.

3. ASSESSMENT FOR LEARNING

3.1 Assessment for Learning is important at The Fulham Boys School. We want the boys and staff to be reflective and recognise their strengths and their areas for development.

3.2 Boys should be informed beforehand of what is required to achieve each level. To this end it will be necessary to ensure that boys are aware of what is being assessed, how it is being assessed and the outcome of the assessments.

3.3 Effective feedback to boys is essential to the learning process and should:

- 3.3.1 enable boys to improve
- 3.3.2 include both achievements and areas for development
- 3.3.3 be focused, unambiguous and clear
- 3.3.4 be prompt

3.4 We will adopt a variety of means to communicate feedback, including:

- 3.4.1 written feedback, including comments on how to improve using PARC marking
- 3.4.2 oral feedback, either to individuals or the whole class
- 3.4.3 exemplar feedback, for example model answers together with a commentary highlighting particular points
- 3.4.4 Electronic comments will be made on work that is submitted and stored online through Google Classroom.

- 3.5 Boys are given the opportunity where appropriate to be involved in peer and self-assessment tasks using green pen and purple pen respectively. Green and purple pens are part of boys' required equipment.
- 3.6 AfL (Assessment for Learning) strategies will be incorporated and identified in Programmes of Study and best practice shared across school through T&L briefing, INSET, staff meetings, the staff work room, CPD programme and the T&L Newsletter (see Teaching and Learning Policy and Self Evaluation and School Improvement policy).
- 3.7 Boys will complete a reflection activity after each assessment.
- 3.8 We believe that improving boys' literacy levels is one of the keys to raising their attainment. Therefore boys will:
- 3.8.1 with a green pen, for at least one piece of writing work each term, highlight literacy errors that have been identified by their teachers
 - 3.8.2 write the heading 'literacy corrections' in their books at least once every term and write out their corrections
- 3.9 Teachers will make use of literacy boards which are present in all classrooms in order to reinforce literacy in their lessons.

4. ENTERPRISE FILE

- 4.1 The development of enterprise skills (personal, business and social) is at the heart of The Fulham Boys School. We believe the development of enterprise skills is integral to raising boys' achievement and attainment (see Enterprise Policy).
- 4.2 The Enterprise File and accompanying evidence will be the process used at The Fulham Boys School to track the development of these skills. The Enterprise File and accompanying evidence is integral to the school's AfL. The Enterprise File will support and record:
- 4.2.1 Achievement
 - 4.2.2 Personal development
 - 4.2.3 Enterprise skills and activities– both business and social
 - 4.2.4 Career planning.
- 4.3 Boys are helped to set-up and maintain their Enterprise Files regularly with student interviews, form time and parent consultations used to track and support its completion.
- 4.4 The programme for each year is outlined in detail and are completed during some PSHCE lessons and Form Tutor sessions as well as in enterprise co-curricular sessions.
- 4.5 The activities in the programme are designed to stimulate reflection and self-awareness and encourage boys to develop their enterprise skills. The exercises

promote the development of enterprise skills through awareness raising and practical examples. They provide step-by-step approaches to target setting and action planning that help boys to improve their performance within and beyond the classroom.

- 4.6 The purpose of the Enterprise File processes is to help learners to:
 - 4.6.1 identify and present their learning and achievements
 - 4.6.2 set targets for learning and plan how these can be met
 - 4.6.3 develop knowledge, understanding of basic skills and enterprise skills to prepare them for adult and working life
 - 4.6.4 maximise their achievements, both in relation to the academic and co-curricular aspect of school life and beyond
 - 4.6.5 develop self-esteem and personal qualities (in line with our Christian principles and values) to help them become responsible citizens
 - 4.6.6 Aid students in completing personal statements, cover letters and interviews.
- 4.7 Boys are encouraged to review their progress, report their experiences/achievements to their form tutors via PSHCE sessions, tutor time and the extended day timetable.
- 4.8 Boys' achievements are recognised through the Rewards System [see Rewards Policy] and are acknowledged in Year, House, Whole School and Celebration Assemblies as well as the annual Awards Ceremony.
- 4.9 Boys are encouraged to scan or photograph evidence of their learning, skills, interests, abilities and achievements (certificates etc). All boys will be given the opportunity in form after every celebration assembly to do this.
- 4.10 Boys are encouraged to sort, sift and select the contents within their Enterprise file to ensure information is kept relevant to their current needs. These files are owned by the individual can be adapted to suit the student's needs.
- 4.11 When a boy is ready to be assessed for his enterprise diploma he will consult the Assistant Head Teacher in charge of Enterprise who will arrange a viva.
- 4.12 Students who achieve the award are eligible to apply for a grant as described in the Enterprise policy.