



ESL Marking Policy

1. Every piece of independently written work must be marked (not always graded) and the results must be fed back in some form to the students within a maximum of 5 working days.
2. Essays or similar assignments must always be corrected and re-written to second draft.
3. Essays or similar assignments should have a brief sheet or task instructions written/stuck in the student's book. It is also appropriate at this stage to include prompts or modelling which direct students towards the learning objectives.
4. Essays or similar assignments must display planning by the student. The plan must be reviewed by the teacher and the findings fed back to the student.
5. A good variety of **feedback*** strategies should be used including
 - Close Marking (directly correcting relevant mistakes using ESL notation marks)
 - Open Marking (circling errors, giving clues or setting questions regarding errors)
 - Peer Marking/Peer Review
 - Class Reviews (for example, reading aloud and reviewing listening / reading comprehension or worksheet answers as a class)
 - Personal Student Reflection (should also feature teachers comments which support correct observations or dispel incorrect ones)
 - Modelling or instructions to correct mistakes
 - Verbal feedback (marked with a circled V)

Feedback can also be used where appropriate to enhance the work on the second draft; for example, students could be encouraged to use more of a particular tense to balance an essay.*

6. The marking strategy should vary in accordance with student's individual needs. For example, a beginner may have a very close marked piece of work whilst a more experienced student's work should feature more open marking.
7. A minimum of four pieces of written work should be graded every month.



ESL Marking Policy

8. Don't always feel the need to correct every error in essays or similar assignments. This is particularly relevant when the main skills being assessed are not fully secure; in this scenario it is better for your marking to focus on the lesson objectives and possibly one or two of the more familiar writing conventions. As the skills develop the marking can become more comprehensive. Always ensure that the date and the title are always written at the top of the page and underlined before starting written assignments.
9. Always use the agreed ESL notation marks.
10. Feedback should always be precise; avoid comments like "be careful of punctuation". It would be better to put "please remember that the names of countries always start with a capital letter".
11. All essays in KS4 should be written in pen on the second draft.
12. Work should now feature more personal reflection; this can range between the answering of a few simple questions to a comprehensive break down of the work.
13. Students will be encouraged to re-cap upon and document areas that they need to focus on in the plans/prior to starting their work; for example, "In this essay I am going to focus on....."
14. Additional grades and feedback will also now be stuck into students writing books, such as: book report grades and targets, reading comprehension, speaking, and listening grades and any targets.
15. Teachers may also use prescriptive marking rubrics (shown to and discussed with students prior to tasks) which place additional weighting upon areas in need of development.
16. All first drafts must be double spaced, second drafts may be either double or single spaced at the discretion of the teacher; For example, there may be a need to correct the second draft and write a third, whilst in other situations there may be no need to notate the second draft so single spacing will be suitable and will save students resources.