

## MARKING POLICY

### Introduction

- Assessment of day-to-day progress depends heavily upon the marking and correction of written work and other tangible forms of pupil response.
- The main purpose is formative
  - a) helping pupils to see how their work can be improved and developed;
  - b) identifying weaknesses and uncertainties as a basis for remedial action;
  - c) and as a major and effective practical means of establishing suitably high expectations of each pupil.
- Most pupils want to please and believe the marking of their work to be worthy of teachers' time.
- Thorough, effective marking can improve pupil motivation.
- In order to keep the marking load down to an effective minimum, staff can use selective detailed marking, in line with the common grading system, of key pieces of work supported by a lighter scrutiny of other work in line with Departmental Policy.
- Both classwork and homework should be marked and assessment recorded.

### **All staff members need to ensure that:**

- marking is regular and thorough enough to spot errors and inaccuracies; the mistakes in the English will be corrected
- marking is done in ink in a contrasting colour to the child's writing;
- marking should be fully integrated with the system of reward e.g. House points.
- marking needs to be positive and pupil friendly. This can be helped by the use of praise and House points;
- written comments and oral feedback communicate clearly to individual pupils and their parents the pupil's strengths/weaknesses, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents to take an active role in their child's education. **Work returned without a comment or comments in the margin is rarely acceptable.**

- they do not readily accept inaccurate or inadequate responses to written or practical tasks;
- steps are taken to act on missing, incomplete or poorly presented.
- examples of good work are shared with the class for children to understand the difference in grades marks and grades allocated;
- work is returned promptly to pupils. Work needs to be turned around before the next lesson except in the case of coursework;
- corrections are carried out by the pupil and re-marked by the teacher;
- the marking/recording process allows for an easy transfer of marks from the pupils' work to their Assessment Records and Reports;
- they implement the common grading systems throughout the school. Pupils in Years 7, 8, and 9 have been informed of the common grading system and have attached a copy of the grade descriptors in the front of their homework diaries. Similar systems based on departmental and GCSE criteria are practised throughout Years 10 - 13. Staff need to ensure that pupils clearly understand the criteria that are used to award the grades and are aware why one piece of work might attract a higher grade than another;
- Heads of Department are responsible for monitoring the standard and consistency of marking across the department and to ensure that it is in accord with the whole school policy.
- they use, as far as is possible, the following symbols and comments in addition to merits, to promote:
  - i. consistency between departments and within one department;
  - ii. clarity in our marking for the pupils;
  - iii. clarity in our marking for parents.

<b>The Target</b>	<b>Symbol (written in the margin or by the target)</b>	<b>Action</b>
Indicate a good point or correctness.	✓	Possible improvements could still be suggested.
Indicate an incorrect point.	✗	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake.	Place a circle around, or underline, the incorrectly spelt word and 'Sp' in the margin.	Write the correct word, first three letters or just 'Sp' in the margin. The action taken should comply with the whole school spelling policy.

<b>The Target</b>	<b>Symbol (written in the margin or by the target)</b>	<b>Action</b>
A word or phrase is missing.	^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate a missing punctuation	P	If possible put a few in so that the pupil can see where he/she has gone wrong.
Indicate a missing capital letter.	C	Help the pupil and put a few in so that he/she can see where he/she has gone wrong.
Indicate that a new paragraph is required.	//	If necessary discuss the reasons why we use paragraphs with the pupil.
Indicate a wrong word (Homophone)	WW	Help pupil to see where he/she has gone wrong