



Marking Policy – Secondary Department

Author: Senior Leadership Team **Date written: January 2008**

**Amended / Reviewed by: SLT
and Curriculum Committee** **Review date: December 2016**

Next Review date: December 2017

1. Rationale

Effective learning is more likely to take place when there is feedback to the student that is:

- 1.1 As close to the learning experience as possible
- 1.2 Positive and constructive in line with the ethos of the school
- 1.3 Diagnostic, allowing students to understand their strengths and to see how to improve and develop their future work
- 1.4 Regular and consistent
- 1.5 Easily understood by students and parents

2. Purpose

- 2.1 To help teachers monitor students' progress
- 2.2 To diagnose what has and has not been understood so as to assist in future planning
- 2.3 Are closely linked to improving the quality of teaching.
- 2.4. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- 2.5. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
- 2.6 To provide helpful feedback to students and parents so that:
 - 2.6.1 Achievements can be recognised so giving encouragement and building confidence
 - 2.6.2 Needs can be identified and targets set for the next step in learning (involving support as and when necessary)
 - 2.6.3. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum.
 - 2.6.4. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.

2.6.5. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

2.6.6. Are reliable and free from bias.

2.4 To inform the overall assessment process

2.5 To motivate students

3. Practice - Usage

Marking of work will take place at least every ten school days with three types of marking being used by staff:

A. Maintenance Marking

This simply checks that routine work has been completed to a satisfactory level. The work should be initialled and dated but beware of using ticks since they can imply that the work has been checked for accuracy. At the end of a section of work marked in this way, there should be a short comment or a symbol praising what is good about the work and outlining areas for improvement.

Examples: Descriptions of Science practical, notes taken in a lesson from a handout.

Purpose: This marking will be recorded in teachers' "mark books" to ensure that students know their work is valued and for teachers to know that work has been completed.

B. Diagnostic Marking

This work has been marked more thoroughly and ticks may be used. It should have a comment written from the teacher to the student. The comment should be lengthier than in maintenance marking and consist of two parts;

- a) A statement that recognises and praises the student's achievements
- b) A statement that provides specific targets that will identify what the pupil needs to do to improve
- c) Students are encouraged to respond to teachers' comments

Again the work should be initialled and dated.

Examples: Piece of written work in English, a class test in any subject

Purpose: This marking will be recorded in teachers' "mark books" so students know what to do next to further improve their work, supporting progress. This marking is formative.

C. Assessment Marking

This will be marked against examination board criteria, assessment schemes (e.g. First Steps) or criteria agreed by the subject area meeting KS3/KS4 requirements. It will include feedback as above if this is within the examination or scheme guidelines. It will offer practice and preparation for coursework and written examinations and will provide information on current performance on exam courses and at Key Stage 3.

*Examples: Trial Examinations, First Step Scheme
End of year exams*

This marking will be recorded in teachers' "mark books" using KS3 levels or external exam grades. Small steps of progress/ learning moments will be recorded in mark books through the triangle notation (see appendix) and captured in other ways where relevant, e.g. photographs or film.

Purpose: This enables accurate tracking of students' progress and is summative. Assessment is used to evaluate the effectiveness of the curriculum in meeting students' needs.

i. Foundation/Entry Level courses

From September 2015 all teaching staff will use the T (on target), T+ (working above target) and T- (working below target) notation for assessment and reporting to parents.

4. Monitoring

The implementation of the policy will be monitored on a half-termly basis through the monitoring of assessment and scrutiny of work undertaken by Senior Staff.

5. Evaluation / Review

To be completed annually by Leadership Team, then by all staff at staff meeting.

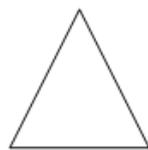
6. Other Guidelines

- 6.1 When a piece of work is set the marking criteria should be linked to the learning objectives and made explicit to the pupils.
- 6.2 Learning objectives should be differentiated in order to support student attainment and progress.
- 6.3 Think of a marking as a dialogue between you and the student with the aim of improving the student's work. Make your comments legible and easily understood. Give students an opportunity to respond.
- 6.4 Let the student mark their own or each other's work. This helps them understand the mark scheme or criteria more fully and helps them become more independent learners. However, it is important that students know that their marking will be checked.
- 6.5 Explore different ways of showing errors, e.g. margin notes, marking in green or pencil or modelling the correct answer for the pupil. Use a contrasting colour.
- 6.6 Spelling and grammar mistakes and how to correct them can create difficulties. As a general rule teachers should underline the incorrect spelling and write the correct version clearly in the margin. In work where there are many incorrect spellings careful professional judgement is needed in determining how many to correct so as not to demotivate the student.
- 6.7 Teachers use own judgement based on their knowledge of the individual child and their progression.
- 6.8 Perfect work, time after time is also an issue. Consider that you are not challenging the student sufficiently and that better differentiation is the answer.
- 6.9 Some work will be verbally "marked" especially in subjects like Art, Music and PE. The same basic principles hold and thought needs to be given about how to capture this "mark". Teachers should still ensure that their comments are constructive and aimed at helping the student improve, emphasizing the good work already being achieved.
- 6.10 Both class work and homework should be marked consistently and regularly, at least every 10 days.
- 6.11 In order to monitor progress made both classwork and homework should be assessed to judge whether an individual student has met their targets.

- 6.12 Use face-to-face feedback whenever possible. Often this is far more effective a learning experience for the student than a written comment.
- 6.13 Subject areas will need to interpret this policy to fit the specific needs of their subject, producing their own marking practice document. Their guidelines should be included in their subject handbook after discussion with the leadership team.
- 6.14 It is the role of the subject leader to check the marking of their subject's teachers on a half termly basis.
- 6.15 Subject areas must arrange moderation exercises in order to standardise the levelling and marking of work – cross referencing
- 6.16 Marked work should be displayed as a teaching and learning aid in classrooms and corridors.
- 6.17 The information gained from marking/assessment should be used together with other information to adjust future teaching plans.

Marking Key

(to be glued in front of books)



= Achieved independently



= Achieved with support



= Not yet achieved