MARKING POLICY

WHY DO WE HAVE THIS POLICY?

We have this policy to recognise the importance of marking and assessment, whether this be written or oral feedback, and, how, when well-managed, marking has the capacity to move our pupils' learning forward. Marking is essential in ensuring that each pupil achieves his or her potential. We also recognise that it is the consistent and meaningful marking of work that supports and promotes good working relationships between teacher and learner.

In order to enable and empower each pupil in their overall learning, marking and feedback should take into account the differentiated needs of the pupil, not just within the relevant subject area but also in the promotion of life-long learning skills such as literacy, deeper thinking skills and wider learning opportunities.

We also recognise the importance of marking and feedback in encouraging our pupils in their studies. It is the constant reinforcement, recognition and praise of their individual work that ensures their continued efforts.

MARKING: TYPES AND PURPOSES

In order to make the marking of written work meaningful to pupils and less onerous for staff, it is not a requirement that all written work be marked in the same way. Different categories of marking may be used, depending on the demands of a particular piece of work. It is, however, important that the pupil understands the criteria of how the work is to be marked prior to the task.

DEPARTMENTAL AND WHOLE SCHOOL MARKING POLICY

It is recognised that we have a Whole School Marking Policy, ensuring a consistent and unified approach. It is this policy that informs all of our stake-holders, including parents/carers and pupils.

In addition to this whole school policy, each curriculum area has its own marking policy. This ensures that the specific academic and/or vocational needs of the curriculum are met. Schemes of Learning should indicate the level of marking requirements and the types of extended reading or writing tasks within each unit of work where appropriate i.e. a unit may only require one or two pieces of work to be marked in a detailed way on the completion of a unit. Extended reading and writing tasks will be marked for literacy, and, in detail, but the number and types of task will vary in each department.

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Pupils should be made aware of their strengths and areas for improvement and set developmental, manageable targets to be achieved within future pieces of work. Targets can take the form of subject specific targets and/or targets referring to literacy or numeracy skills.

WHOLE SCHOOL POLICY

The marking policy reflects the need for different types and purposes of marking:

- ❖ assessment against external criteria
- ❖ detailed, developmental feedback with clear targets for improvement
- ❖ work that is clearly levelled or graded and shows pupil progress
- ❖ oral feedback from the teacher with a pupil response
- ❖ feedback on drafts
- ❖ skim marking, with no detailed feedback
- ❖ a tick – to show acknowledgement of work only

It is important that the type of marking is stated at the start of the work and coded as such i.e.

OFB = ORAL FEEDBACK will be given (with pupil comment)
DR = DRAFT
SM = SKIM MARKING (light marking perhaps with a comment such as "Well done!" or "Good work")
A tick = acknowledgement of work done e.g. notes, spidergrams, mind maps, bullet points or any work that doesn't require close marking.

PUPIL MARKING: SELF or PEER ASSESSMENT

Self and peer assessment is only successful when marked against set criteria. Unless pupils mark objectively, pupil assessment could have a detrimental effect and, therefore, is of no value. Pupils should indicate that they have self assessed or peer assessed a piece of work in the following ways:

Self assessment: The pupil places the letters 'SA' in a circle at the end of the piece of work, followed by their initials.

SA

Similarly, **with Peer Assessment,** the pupil places the letters 'PA' in a circle at the end of the piece of work, followed by their initials.

PA

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THE MARKING OF LITERACY AND NUMERACY

Every effort is made to help pupils progress with generic skills within English and Mathematics. It is our aim to aid the development of these skills in all of our pupils, empowering them and enabling them to work confidently, effectively and independently in life. It is essential to ensure that they are functionally literate and numerate if they are to be economically active in an evolving, changing and competitive environment.

It is the collective responsibility of all staff to aid the pupils in these skills and to ensure that there is an expectation to provide a consistency across all curriculum areas when marking pupil work. Spelling, punctuation and grammar should be corrected in all subject areas using the marking symbols and Literacy Target Sheet where appropriate. This will ensure that pupils understand where mistakes have been made and how they should correct them in the future.

THE MARKING OF LITERACY

The following 'Marking Symbols' are used to correct mistakes:

O	- A circle indicates a mistake for "spelling, punctuation or grammar" (add Sp, P or G to make mistake more specific)
/	- Start a new sentence: full stop and capital letter needed
//	- Start a new paragraph
^	- Indicates that a word is missing
??	- Doesn't make sense/needs changing

All departments will use the whole school LITERACY TARGET SHEET (see attached) to set specific literacy targets when marking extended reading or writing tasks. Teachers will also highlight spelling errors during skim marking. Students are expected to write out the correct spellings in their exercise books.

THE MARKING OF NUMERACY

The following 'Marking Symbols' are used to correct mistakes (where relevant):

£	-to be used when a pupil has NOT used the correct two decimal place notation when writing money in pounds or has used both £ and p. e.g. do not accept £2.9 or £2.90p

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Units?	-to be written when a pupil has omitted units from an answer or has included the incorrect units
Time?	-to be written when a pupil hasn't indicated the time accurately using 12 or 24 hour clock notation e.g. 8:15 is written instead of 08:15 or 8:15am
Scale?	-to be written on a graph when an incorrect scale or the scale has been omitted.
Measure?	-to indicate an error using the piece of measuring equipment

MONITORING AND ASSESSMENT

The policy has been devised with the direct input of all Curriculum Leaders and is reviewed on a regular basis.

Each member of the teaching staff has a specific Performance Management target for marking and assessment.

There are 3 departmental work scrutinies built in to the Directed Time cycle. Within this cycle there are opportunities for cross departmental and school moderation of work with a partner school (Savio Silesian College). There are also 3 whole school work scrutinies carried out by the Senior Leadership Team.

The key foci of these scrutinies are as follows:

❖ Is there evidence of the Whole School and Departmental Marking Policies being used (see marking key above)?

❖ Is there evidence of literacy targets being set using the Literacy Target Sheet?

❖ Is the presentation of work in line with school expectations?

❖ Are there examples in the exercise books/folders of extended reading and writing tasks that have been marked for literacy as well as content?

❖ Is there evidence of positive comments, feedback given (oral or written) and targets for improvement set regularly? Is there evidence of a "dialogue" between the pupil and the teacher (reflections, corrections, improving or re-drafting work)?

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- ❖ Is there evidence of pupil progress in the exercise books (levels, grades, comments that indicate improvement, similar tasks that show improvement, the development of key reading and writing skills as the year progresses)?

- ❖ Is levelling of pupil work consistent across the department and is the quality of work in line with the assessment data on each pupil?

- ❖ Is there evidence of a variety of challenging activities or tasks in the exercise books/folders?

- ❖ Is there evidence of comments that offer support and challenge to pupils of different abilities?

Monitoring practical or performance subjects

These subjects include Art, DT, Dance, Drama, Music and PE. The key foci of work scrutinies involving these subjects are as follows:

- ❖ Is there clear guidance (either in the form of "guiding principles", rationale or marking and assessment policy) provided by the HOD as to how progress is monitored in practical subjects?

- ❖ Is there a record of practical or performance activities that have been assessed? How often are these activities assessed and how is feedback given? Is there a teacher comment on performance? Are pupils encouraged to respond to feedback from the teacher?

- ❖ Is there a filmed performance (e.g. Dance, Drama, Music or PE) or photographic evidence (e.g. Art or DT) for some pupils which has been assessed and moderated by the department?

- ❖ Where there is written work, is it clear what types of tasks should be in books/folders and how these written tasks are marked or levelled/graded and how progress can be clearly monitored? Is it clear which pieces are marked for literacy?

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