



## MARKING POLICY

Lead Person : Deputy Head

Governing Body Committee: Full Governors

### Policy

The main purpose of marking students' work is to respond to the strengths and weaknesses of the completed tasks and give them clear guidance on ways to progress. It is a diagnostic process and should establish a dialogue between student and teacher. Students must be made aware of their current National Curriculum level, GCSE or A-Level grade at regular intervals and because progression takes time it is essential to reward achievement and set targets for improvement on individual pieces of work.

Marking also :

- enables staff to evaluate the effectiveness of teaching
- informs planning
- plays a vital role in recording and assessing student performance

### Practice

Students must be clear from the outset what the Success Criteria are for a task and these are made explicit when setting class / homework. This makes marking a more focused process for the teacher and enables students to meet expectations. Throughout the piece of work teachers use the editing code and intervene where appropriate. A formative comment is written at the end of the marked work and a subject specific target is set. At Key Stage 3 teachers also use the Effort / Achievement marking code (see below). Sub-levels a), b) or c) are used to indicate to the student the point within a level that they are working at. These are also used to identify targets for future pieces of work. Key Stage 3 teachers should also begin using GCSE grades in year 9 when assessing certain pieces of work.

At Key Stage 4 teachers award GCSE grades.

Before students hand in work for marking, they should be encouraged to evaluate their work against the Success Criteria and, if possible, evaluate the work of their peers. By doing this they :

- understand the role played by Success Criteria in the marking process
- reflect on the effectiveness of self-evaluation in terms of their own learning

After the work has been marked and returned, students are given time in lesson to study and respond to the teacher's comments and the target set. The work is then ruled off.

## Marking Codes

### Key Stage 3

Attainment	Effort *
National Curriculum Level	Ex
7 A	Gd
7 B	Ad
7 C	Un
6 A	
6 B	
6 C	

### Key Stage 4 / 5 (& Year 9)

Attainment	Effort *
GCSE Grades	Ex
A*	Go
A	Ad
A/B	Un
B/A	
B	

\* Ex – Excellent, Go – Good, Ad – Adequate, Un - Unsatisfactory

NB : If an excellent effort grade is awarded this should 'trigger' an automatic 'merit mark' to the student in line with the PLP policy.

## Editing Codes

Annotation	Means
✓	correct
X	incorrect
✓✓	very good
Sp + incorrect letters circled in the word	incorrect spelling
NP + // in the student's work	start a new paragraph
^	omission
?	unclear meaning
SVA	subject verb agreement faulty, e.g. we was
P	faulty punctuation

### **Attainment grades**

- When we are marking a major piece of work it must receive an attainment grade as indicated above.
- When marking smaller or less significant pieces of work an effort grade plus formative comments may be appropriate.
- There are also times when acknowledgement marking is sufficient, e.g. a tick and date.
- If pupils have access to success criteria, National Curriculum level descriptors or exam board marking schemes, then the attainment grades given will have far more relevance to pupils and show them exactly where they are in their learning.

### **Feedback in marking**

To support the use of effort grades, it is proposed that the three elements below form part of the marking policy:

- Praise : tells pupils what they are doing well
- Comments : tell pupils the teacher's reaction to their work, where they are in their learning and where they could improve
- Targets : give pupils clear advice and guidance about the practical steps they can take to improve.

### **Targets**

Targets can be used in different ways, according to the teacher, subject and unit of work being covered. Smaller targets relating to a unit of work could be issued when books are marked by pupils or the teacher. Teachers may prefer to set a half-termly target for pupils to work towards and then refer back to that target when marking work during that period of time.

Targets and feedback are proven to be most effective when they focus on the learning objectives of a lesson or a unit of work (Black and William)

Targets can be structured in different ways, depending on the needs of the pupil concerned:

- Some pupils will need a simple reminder of what they could do to improve
- Some pupils will need a scaffold, i.e. a more structured target, explaining what the pupil needs to do, why and how to do it
- Some pupils will need some additional examples to use as a model in their next piece of work in order to understand clearly how to improve.

### **Frequency**

- 'Acknowledgement marking' should take place within 48 hours of the deadline date, or by the next lesson.
- In depth marking should take place at least once per term and be returned within one week of the deadline date.
- All marking should be signed and dated by the teacher.

Reviewed by NCD/ SLT - September 2011

Approved by Governors – October 2011

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