

MARKING POLICY

Updated: September 2016

Review date: September 2018

The Purposes of Marking

- To acknowledge positive effort and achievement;
- To motivate the student towards further improvement;
- To evaluate progress and suggest areas for improvement;
- To inform relevant parties – student, parent/carer, teacher.

Three Different Contexts of Marking

- Assessment dictated by external factors (e.g. GCSE & A-level Exams). This will be marked according to guidelines and recorded as required. Some internal moderation will be necessary.
- Internal/Formal Assessment (e.g. End of Unit Tests, End of Year Tests) will have the following characteristics:
 - Clear criteria
 - Occasion for assessment known well in advance
 - Students aware of the framework for assessment and of the criteria to be used
 - A mark scheme
 - Some form of moderation
 - The recording of grades/marks given
 - Internal/informal marking and written feedback:
 - Feedback to any student should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other students
 - Feedback has shown to improve learning where it gives each student specific guidance on strengths and weaknesses
- Day to day marking of class and homework will:
 - Be selective and periodic, i.e. Milestone Marking
 - Relate to the lesson objectives
 - Relate to differentiated learning outcomes linked to progression
 - Give specific advice for moving forward
 - Give positive feedback
 - Challenge the student to think for his/herself
 - Provide a framework to discuss work with the teacher
 - Expect a response/action by the student.
 - Milestone marking will comment on students' strengths, improvements and will provide an opportunity for students to respond (S.I.R. Marking).

All feedback to students must be made in writing within five school days.

It is also accepted that on occasion some departments may be able to provide instant feedback with a numerical score, e.g. 12/20 as well as the above.

Marking Routines

The Minimum Expectations are:

Literacy

What

- Spelling
 - Subject Specific / Technical Vocabulary and that these are corrected
- Sentencing
 - Appropriate use of capital letters & full stops

When

- Day to Day
- Tick & Flick and brief comment to acknowledge work completed (well done, clear understanding shown, on track ...)

Progress

What

- Strengths
 - What is good about the work based on the objective/task
- Improve
 - Next steps or a challenging task
- Response
 - From the student and followed up by the teacher

When

All subjects Twice per half Term – Midway through a half term and towards the end (comment must be formative/next steps not summative)

Level/ Grade

What

- Grade/level appropriate to the course and year

When

- Formally Assessed Pieces and 1 SIR Comment per half term to include phrases such as “this is showing level 6/D grade quality To secure/improve/move to next level... This comment should then be followed up at the next marking point.

Appendix 1

Guidelines on the Presentation of Written Work

Rules for Use of Exercise Books

- No graffiti.
- CW or HW on left.
- Title, underlined, in centre.
- Date, underlined, on right.
- Write neatly in black.
- Cross-out mistakes with a single, horizontal, ruled line. Do not use Tippex.
- Rule off at end of every piece of written work.
- Do not waste space.
- Be proud of the appearance of your work.

Appendix 2

Errors of Written English (SPaG)

Corrections must be, of necessity, selective. Each student should have a sticker on the inside of the front cover of their book/folder that explains the errors teachers will correct including:

- common misspellings, e.g.:
 - disappear, marriage
- common grammatical errors e.g.:
 - they're, there, their
 - where, we're, wear, were
 - should have
 - to, too, two
- technical vocabulary
- punctuation
- upper/lower case confusion
- paragraphing