

# Marking Policy

## Purpose

- To present a broadly consistent approach to marking students' work so that they have a good understanding of the way their work is marked and how to respond to it.
- To allow students to make progress by responding to specific feed forward targets given by teachers.
- To praise and encourage students so that they appreciate that we value their work and motivate them to produce quality work that will help their progress.
- To help students recognise their strengths and understand how they can improve aspects of their work with which they have difficulty.
- To inform teachers about student progress and inform them about future planning.

## Guidelines

- Marking must be of both class work and homework. Students should be directed to head each new piece of work as 'Class work' or 'Homework'.
- Make sure students understand what is going to be assessed, if homework how long it is expected to take and when the work will be marked.
- Ensure that the work is marked as soon as possible after the work is handed in. Exercise books must show evidence of day-to-day marking and staff must ensure that books/folders have evidence of recent teacher inspection. Under no circumstances should an exercise book have significant sections of work left unmarked, for example, 2/3+ weeks of unmarked work is not acceptable.
- Try to avoid 'over-marking'; correcting every mistake can demoralise a student who finds the work difficult. Make sure that you praise some aspect of the work verbally or in writing.
- Constructive comments and points for improving learning and feeding forward are essential for students. These, quite often, can take the form of questions (e.g. 'what is the...?' 'what if...?').
- Students must respond to teacher targets (e.g. in **purple pen**) and student response must then be followed up by the teacher and there must be evidence of this.
- Make sure that all teacher comments are legible and model good practice.
- Allow students time to reflect on the comments you write (DIRT). Plan opportunities for students to follow up and act upon comments by allowing some lesson time or the next homework to re draft their work.
- Make sure you challenge students whose work is incomplete or untidy.
- Selective self and peer marking by students is acceptable providing its accuracy is checked.
- Peer assessment is a useful tool in Assessment for Learning.
- Marking should be to allow students to make further progress, acknowledge work completed or be formally graded to indicate assessment.

## 1. Less is more

- Do not give too many targets.
- If you annotate throughout the work do not feel the need to write at the end or do not annotate throughout the work and just comment and give a few targets at the end.

## 2. Quality Targets

- Ensure 'Targets' are focused and they must move the student forward and require a specific student response.
- Tweak your targets to be more specific – direct instructions.

## 3. Student Response

- Students must address targets and act on your feedback (**purple pen**).
- Give students reflection time in your lesson to respond or plan a response to your targets.
- Feedback needs to be acted upon in the piece, rather than for 'next time'.

## 4. Organisation

- Student files need to be organised – have file checking systems in place and spend time helping students organise themselves initially and throughout the year.

## 5. Tracking Sheets

- Progress tracking sheets if used must be filled in and they should create a student response in themselves.

## 6. Marking for mistakes and marking for errors

- A mistake is something a student can do, and does normally do correctly, but has not on this occasion.
- *Mistakes should be marked by simply circling or underlining them to ensure that pupils themselves observe why they were incorrect and make the relevant changes.*
- An error is an incorrect response which occurs when answering a question about something that a student has not mastered or has misunderstood. A recurring incorrect response.
- *Errors should be marked by providing a hint, question or reminder that will lead the pupils towards their own correction.*

## Departmental Policies

Many departments may wish to devise grading and marking symbols that are more appropriate to the subject than a complete set of compulsory rules. However, consistency across subjects is vital if students and parents/carers are to understand how to interpret teacher marking and ensure progress is achieved. Consequently, as well as conforming to the purpose and guidelines, all policies must include the following core statements:-

### 1) For students:-

- Use blue/black pens for writing
- Use purple pen to respond to targets
- Crossing out should be neat – no correction fluid
- Write the date and title in full
- Underline all headings with a ruler

- Use sharp pencils/crayons for diagrams, graphs etc.
- Use a ruler for straight lines, tables etc.

2) For staff:-

- Classes must be given appropriate assessment and feed forward target for learning activities.
- Use the following common symbols:-
  - Sp** incorrect spelling (technical vocabulary for subjects)
  - ^** something missed out
  - ?** meaning unclear
  - underline mistake or grammatical error
  - to highlight incorrect work or missing punctuation points.
  - T** Target for improvement.