

Marking Policy

We will provide a consistent marking code to be used across the curriculum by all subject teachers. A copy will also be displayed in all classrooms.

Each term there will be a number of classwork and homework exercises, extended assignments and formal and informal assessments. Each of these requires a different level of marking and grading and therefore a different use for reporting. In general, assessments will form part of our data and reporting and all other marking is used to inform target-setting and informal comments on written reports. Staff should take advantage of all student work which should be used to inform them when writing reports or estimating grades.

Each different style of work will require a different marking methodology, but there will be some common elements across work and subjects. Where these common areas are with regard to corrections and merits, then these are shown on the table below. With regard to the grading of work and which marks are carried forward for reporting purposes then these are as follows:

ASSESSMENTS

These are to be marked according to relevant guidelines for each subject at Key Stage 3 or GCSE grades/levels at Key Stage 4. Where a total mark is appropriate, a grade may be awarded at KS4. (Note that this could 9-1 or A* to G depending on if the subject has been reformed).

HOME LEARNING PROJECTS – KS3

These are to be marked specifically to the subject and content. Where a total mark is appropriate, a LEGOⁱ may be used for the students. This work also requires a formative comment (summative comments are to be avoided wherever possible). In addition to this, the feedback on corrections and amendments is expected.

TYPES OF MARKING

1. Acknowledgement Marking (flick and tick)..... this checks that work is completed (obvious mistakes need to be corrected).
2. Quality Marking (Triple Impact Marking) TAP. Acknowledges that awarding grades/levels alone does not raise standards.
3. Peer Marking and Self Assessment: informs the student of the learning progress (formative).
4. Verbal feedback: used more in some subjects than others e.g. D and T because of the nature of the subject

This needs to be evident in lesson observations/drop ins/student voice and work scrutiny.

TAP Marking:

1. Only **Key** pieces of work are marked N.B. These have been specified by each department.
2. These **key** pieces of work should have the following elements of our Triple Impact Marking Policy ('TAP') i.e.
 - T: Target
 - A: Action
 - P: Praise/Grade/Level
 - **Don't set unnecessary targets.**

Other work will obviously be marked/looked at by the teacher (acknowledgment marking) The principle (TAP) is the same for all subjects but inevitably some departments may have to tweak things to suit their subject. Each subject teacher will inform you of any alterations to the policy in relation to their subject but the main principle of TAP will be present.

- Target/s (T) will be set by the subject teacher and will inform the student of what they need to do in order to improve the assignment. These should be precise e.g.
- Students then have to action these targets (preferably using a green pen or even a pencil but not felt tips)
- The teacher should check that the action has been completed and indicate with a P (or written acknowledgement).
- If the student's response is inaccurate, if the student has not written enough or has answered incorrectly etc then a dialogue should take place to help the student meet the target BUT unnecessary target setting must be avoided.

Mark	Meaning
SP	Spelling error
//	A new paragraph needed
P	Punctuation needs changing
^	Words missing
?	Meaning unclear
C	Capital letter missing
x	This is not correct
e.g.	An example
T	Target
A	Action/students response
P in a ○	Praise

It matters where the mark is:

- Next to line – means you can find it in the line.
- Against a vertical pen line – means you can find it in this section.
- At the end – means this a problem throughout.

ETHOS

- Marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.

- This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil and legible.
- The feedback on progress that this represents should inform the next step in a pupil's learning.
- Standard English (grammar and spelling) should be addressed.

PURPOSES OF MARKING

Each individual departmental marking policy should follow the whole school marking policy as closely as possible and should wherever possible include the following aims:

- To motivate pupils further effort by praising current achievements.
- To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
- To provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning.
- To enable the teacher to make judgements about pupil attainments.

GUIDELINES FOR MARKING

In order to provide a degree of consistency across departments, the following guidelines must be adhered to:

- Work should be collected in regularly and returned as quickly as is practicable. Departmental policy should establish how frequently books should be marked in line with the whole school guidelines on assessment.
- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Pupils will need to be aware what aspects are being made a focus.

RESPONSIBILITIES

It is the responsibility of the HOCA/HOD:

- To monitor the consistent use of this policy across the school.
- To ensure the implementation of the Schools Marking policy and to ensure that marking is regular and formative.
- To establish a centralised system of recording and preserving marks and assessment levels awarded by the individual teachers with the department.
- To ensure regular standardisation of agreed assessment procedures so that meaningful grades or LEGOⁱ are recorded and communicated to pupils.

It is the responsibility of all classroom teachers:

- To ensure that all classwork and homework is marked regularly according to Brine Leas marking policy.

- To keep a record of marks/levels/LEGO achieved in accordance with the agreed procedures within the BLS.
- To explain the marking and assessment grading system to the pupils.
- To ensure that assessment information informs further curriculum planning.
- To set individual short term and long term targets.
- To justify and explain any marks to both students and parents.

Amended by: A Beecher	Updated: November 2015
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ⁱ L = lower than expected, E = Expected, G = Good, O = Outstanding