



Marking Policy 2018

The purpose of marking of student's work is to determine whether progress has been made, estimate the current level of achievement, clarify what the student has been successful in and give clear guidance on what should be done to make further progress. It is also a way of tracking progress and development over time.

Students work should be marked frequently (no longer than three lessons between each piece of marking) and only take into account independent / original work completed by the student. When marking student's work the teacher must demonstrate the grade a student has achieved on a particular piece of work, and an indication of why this grade has been achieved, it is also good practice to acknowledge what the student has done well.

A comment should be given on what the student could have done, needs to do, in order to make further progress, achieve a higher grade or improve the quality of their work. This will be their target for improvement.

Students should be actively involved in the assessment process and planning for improvement. There needs to be evidence of self / peer assessment in their books and clear examples of opportunities that have been given for students to improve their work. Where appropriate students may respond to Teacher's targets and questions.

In practical lessons work may be marked in other formats, using technology to record observations on one note or online. Constant verbal assessment and target setting will be seen in practical lessons such as PE and Performing Arts . Clear assessment grades (Progress ladders and steps to success) are shared with students and although there may be limited written feedback given, these departments are clear on :-

How they assess their students

How they give Feedback

Homework tasks should be marked in the same way.



Applying the Marking Policy

- Establish what is to be marked. Where possible uniform tasks should be used across the department to standardise assessment.
- Determine the frequency of marking. Each piece of constructive marking should be no greater than three lessons apart.
- Students should be involved in the marking process where appropriate (self / peer assessment)
- Only mark work produced independently by students.
- A grade should be awarded for the work marked.
- Use a standardised format to record marking in student's books.
- Marking should annotate :
 - Any previous comments that have now been achieved or where there have been improvements made
 - What the student has done well.
 - Achievements / why grade was achieved.
 - What could be done to improve learning or progress to the next grade.
- Casual marking should be done to acknowledge to students that you have looked at and read their work.