



To Inspire and Achieve



MARKING POLICY

July 2013

Prince Andrew School


Marking Policy

Introduction to the Policy:

- Teachers must provide constructive feedback to students, both written and orally, focusing upon success and identifying improvement needs against learning targets.
- Constructive feedback enables students to become reflective learners and helps them to close the gap between what they can, currently, achieve and what we would like them to achieve.

The agreed Prince Andrew Marking Symbols should be applied to all written marking.

Marking Symbols

P	Punctuation is missing or incorrect.
Sp.	Spelling error! Underline or circle (Corrections may be written in margin).
/\	A word has been left out!
NP	New paragraph is required.
L or Gr	Level or Grade achieved.
	Target for improvement.

Outcomes of the policy: Increasingly effective marking of students' oral and written work is measured, in all subjects, by:

- Improved student understanding of **how** and **why** pieces of work are being marked and **what the marks mean**.
- **Consistency** across departments in the regularity of marking and the use of marking symbols.
- Using marking, including the **setting of meaningful SMART targets**, to develop students' skills in thinking and independent learning.

Ethos of the policy: (All subjects)

- The marking of students' work should be seen as a regular means of communication with individual students about their progress.
- The marking and the communication must be in a form that the student can clearly understand.
- The feedback on progress must help students to take the next steps in their learning.
- Standard English and literacy features must be addressed by teachers in all subject areas.

Marking and Feedback is about Improving Learning and Teaching

Marking and Feedback will lead to progress in Learning by:

- Motivating students to further effort by praising current achievements.
- Assisting students by the setting of clear, meaningful and achievable targets that focus upon aspects of work where further development is needed.
- Providing the teacher with feedback on how well students have understood the current work and enable her/him to plan the next stage of learning and teaching.
- Enabling the teacher to make judgements about student' attainment, particularly with regard to assessment at National Curriculum, FSK, GCSE, VRQ, AS and A2 levels.

Subject Areas: Subject areas may also operate specific marking features...

- A clear explanation of the levels, grades and marks for attainment that will be used to mark students' work will be available in "student-speak".
- Guidance on the application of the assessment criteria will be made clear to students before beginning a piece of work.

Paired Marking:

- When given a fully explained criterion for assessment, students will provide valuable feedback to their peers. At the same time, students will deepen their own understanding of how to make progress in their own learning.

Guidelines for Marking: To ensure consistency across the subject areas, the following guidelines should be applied:

- Oral contributions should be positively recognised. Teacher' responses should be focused and encourage the scaffolding of answers across the learning group. Where possible, teachers should try to match oral responses to National Curriculum /VRQ Levels or GCSE Grades.
- Written work should be collected in regularly and returned as quickly as possible.
- Written comments must be given to each piece of marked work. Responses should be constructive and reflect upon what has been achieved as well as highlighting areas for improvement. Attainment grades may be in the form of a NC level, GCSE grade, a percentage, a mark out of ten.
- A specific comment on learning and progress must be made when marking each piece of work.
- Students should have at least one piece of formally assessed work in each subject area every half term.