

Marking Policy

We expect high standards from the pupils and we must set equally high standards ourselves. Pupils' books should always look neat and tidy and any marks that we make in the books should not detract from the general effect.

Each of us will have our own method of giving marks, some awarding grades, some marks and some percentages. This individuality is not at variance with any policy so long as it is meaningful to the individual pupil.

Far more importantly we must be conscious of the relevance of marks and remarks that we make in the pupils' books. It is soul-destroying for a pupil to be handed back a book with a mass of red all through the last piece of work. It must be remembered that most of the time pupils are putting considerable effort into their work (if they are not, perhaps we should ask where things are going wrong?)

We must also be very wary of the bald statement such as "This is not finished" or "This is not good enough". If these comments or similar are made then we should be following them up and the book should indicate what we are doing about it.

Constructive comments are encouraging and helpful whilst negative comments are deflating and detrimental to pupils' further progress. It should be made clear what the next steps are for pupils in order for them to improve.

In most instances we will be marking pupils' expertise in our own particular subject area rather than their English. However all work should be marked in accordance with our marking policy.

Pupils' books in almost all subjects will be their major resource for exam revision, and it is our responsibility to ensure that the book is complete and therefore a useful resource. This may mean photocopying pieces of work from other pupils' books and pasting them in the appropriate place. This is particularly relevant where a pupil misses lessons.

As a staff we adhere to the following marking scheme. This scheme should be on display in each classroom.

Introduction

- 1. This policy reflects the marking techniques and working practice at our school. It reflects the consensus of opinion of the whole staff.*
- 2. This policy outlines the purpose, nature and management of marking at St. Hugh's.*

3. *The implementation of this policy is the responsibility of the Director of Studies and all teaching staff.*

Aims and Objectives

1. *To give praise and encouragement to all pupils.*
2. *Marking will contribute to the assessment of pupils' work and will help teachers gain information for future planning.*
3. *To provide a point of discussion with pupils.*
4. *To provide consistency of approach by all staff.*
5. *To encourage pupils to scrutinise their work.*

Entitlement

1. *All pupils are entitled to have a clear and consistent style evident in the marking of their work.*
2. *They are also entitled to have their work marked and returned within a reasonable amount of time.*
3. *All pupils are entitled to have their work marked according to specific learning objectives determined before the work is set.*

Implementation – see presentation policy.

Marking

- 1. All marking will be consistent with the pupils' proven ability.*
- 2. Written comments will be made where the teacher thinks appropriate. Comments will usually be positive and should encourage improvement in future work. Whenever possible, comments should form the basis of a discussion between the teacher and the pupil.*
- 3. When appropriate work will be marked in the presence of a pupil, allowing the teacher to make clear the targets for future work, or to clarify misunderstandings. If this is the case, detailed comments may not be present, but it is important to remember that we are marking for future learning and to inform us of the next steps in a pupil's learning. Marking of books should be done within a reasonable amount of time.*
- 4. All teachers, including supply teachers, are involved in the marking process. A copy of this policy and the marking key will be provided for all staff.*
- 5. Pupils' work should be marked in a colour that will be noticed by the pupil. All staff will use a common method of correcting errors in subject areas.*
- 6. When marking spelling and punctuation, St. Hugh's spelling policy should be adhered to.*
- 7. Not all errors will be corrected. The amount of correction will depend upon the age and ability of the pupil and the purpose of the work.*
- 8. Pupils should be encouraged to look for mistakes.*
- 9. There are occasions for pupils to mark their own work and this is at the teacher's discretion; oversight should be exercised.*
- 10. A marking key will be displayed on the wall of each classroom.*

11. Pupils should have the opportunity to read any written comments at the beginning of a lesson.

12. Targets set through the marking of a pupil's work will be written where appropriate in their exercise book. Targets set for individual pupils will be realistic and achievable.

13. Good work and effort is recognised by the award of golds and in exceptional circumstances by the awarding of a Headmaster's commendation.

Within Key Stages One and Two National Curriculum assessments are made in addition to day to day marking.

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| Staff Responsible | Director of Studies |
| Last reviewed | Autumn 2016 |
| Date of next review | Autumn 2017 |