

## **GES Secondary Marking Policy.**

### **Aim**

To establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. To ensure all students have their work marked regularly to help them reach or exceed their full academic potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

The focus of written feedback is to help students gain a clear understanding of how well they have gained knowledge, concepts and skills.

### **Marking**

Marking is most effective when the student knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Written Feedback should:-

- Be predominately encouraging and constructive
- Be personal and address pupil by their chosen name
- Relate to lesson objectives and learning outcomes
- Give positive feedback
- Challenge the students to think for themselves

Marking:-

- Must be regular, kept up-to-date, and promptly returned to students
- Student's need to understand marking systems, both the criteria for marking as well the comments and grades or marks awarded.
- Each subject should have a common approach to marking English, particularly spelling in all subjects (marking for literacy)
- Important and significant errors should be corrected.
- Late or copied work should be identified.

Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time.

- Marks should be recorded in a mark book

- **Only put marks and grades on assessments and tests.** Just grading students work can have a negative impact on student learning and motivation.

Formative comments will be given that show what has been done well and what still needs improvement and shows students how to improve their performance and move them on in their learning.

- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding.
- Students' work for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers.

### **Frequency of Book Marking**

In depth marking should take place every three weeks. Target Level folders should have the grading criteria and the students target level or grade clearly written on the front inside cover. On target booklets should be used to record student's grades and levels.

### **How the books should be marked**

At the end of each section of work, teachers need to give:-

- Two strengths of the piece of work. Marking should be as encouraging and positive as possible.
- One improvement that could be used to raise attainment.
- The following codes are to be used:-
  - V=Verbal Feedback
  - SA= Self assessed by student
  - TA=Teacher assessed
- All marked work should be signed and dated either by the teacher or the student

### **Spelling, Punctuation and Grammar**

Standard codes are to be used across all subject areas. (Literacy across the curriculum)

Sp = in the margin and the word underlined - Spelling error, students should be encouraged to learn their corrected spellings.

Gr = grammar error

P = Punctuation needed

// = new paragraph needed

WW in the margin and the word underlined = wrong word used

^ = word or letter missed out

**No alphabetical or numerical grades should be seen in student's books. Only on test or exam papers.**

**All books should have learning outcomes and marking should refer back to these outcomes and how the student can improve their learning.**

### **Roles and Responsibilities**

<b>Role</b>	<b>Responsibility</b>
<b>Teacher</b>	Ensure work is marked at every three weeks. Advise students on how to improve the level or grade for the section of work in their books. Ensure that students have the target level or grade clearly on display on the front inside cover of their exercise book or folder. Regularly update 'On Target Booklets'. Ensure that students are provided time to consider marking comments. To share good practice with book marking in meetings
<b>Heads of Department</b>	Heads of Department To produce a department marking policy that reflects the whole school marking policy. Heads of Department to check marking of books on a regular basis. Ensure department has a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail. Department marking is planned over an extended period of time so that a clear evaluation of student's strengths and weaknesses can be given. Planned opportunities are created each term to moderate key assessment activities to ensure consistency. Level and grade descriptors are provided to be stuck in the front of exercise books
<b>Leadership Team</b>	Carry out work scrutiny as part of Departmental Reviews.
<b>Students</b>	Under guidance from teachers, mark their own or another students book. Read comments by teachers. Respond positively to comments written by teachers. When advised, self-assess work using criteria. Put the best effort into book work. Catch up on work after absence Keep high standards of presentation in book work.

**Parents**

To read through the comments written by teachers regularly. To support the school in checking that students are organising their book work

**Presentation**

All Departments need to follow the guidelines on written work and presentation as outlined in the in the Staff Handbook.