

Marking Policy



St Edward's College
Courage Through Faith

Section 1: Rationale

The *Teachers' Standards* state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to feedback'.

Marking should be meaningful, manageable and motivational. Marking is a two-way process and there is an expectation that pupils will need to think and act in response to the feedback given.

At St Edward's College, marking and feedback should

- a) Promote pupil learning and confidence and positively impact upon pupil progress.
- b) Present a broadly consistent approach to the marking of pupils' work so that they have a good understanding of the way their work is marked and how to respond to it.
- c) Praise and encourage pupils so that they appreciate that we value their work and motivate them to produce quality work that will help their progress.
- d) Help pupils recognise their strengths and understand how they can improve.
- e) Inform teachers about pupil progress and future planning.
- f) Achieve consistency across the College.

Section 2: Specific practical guidelines

- a) Feedback ensures pupils know where they are in their learning and how they are going to improve. This needs to identify the achievements made (WWW - what went well) and provide concrete guidance on how to improve (EBI - even better if).
- b) Written feedback should be clear, purposeful, meaningful, model good practice and develop pupils' understanding whilst taking account of pupils' ability and literacy skills.
- c) Feedback should be sharply focused, subject specific and include points for improvement. These, quite often, can take the form of questions (e.g. 'what is the.....?' 'what if?' 'convince me....'). Feedback may present pupils with a probing question or a further challenge.
- d) There should be a rigorous focus upon promoting and supporting high standards of literacy through the correction of SPG errors (including the correction of subject specific and commonly misspelt words). It is also important to promote extended writing and more complex syntax and vocabulary where appropriate.
- e) There is an expectation that pupils should reflect and act upon feedback. Pupils should be given time and opportunities to do this during Directed Improvement and Reflection Time (DIRT).
- f) Staff should check that any advice or comments are followed up by pupils.
- g) Work that is incomplete or untidy should be challenged. This work should be 'turned' and checked once completed.
- h) Self and peer assessment can be useful tools in Assessment for Learning and can be valuable ways of developing understanding. They should only be used, however, where there is a clear educational benefit to pupils.
- i) It is recognised that Curriculum areas will adopt different approaches to marking work and providing feedback to meet the goals outlined above and this flexibility in approach is to be encouraged. Curriculum areas have their own guidelines which sit alongside the College Marking Policy using these points as a common base.

Section 3: Homework

Homework may comprise a variety of activities, for example:

- a) A written exercise or piece of work consolidating/extending knowledge acquired in lessons
- b) Reading or research in preparation for future lessons
- c) Learning or revision for a test
- d) An extended piece of work or project over a number of weeks
- e) Web-based homework (e.g. Doodle, Kerboodle, MyMaths, etc)

(this list is not exhaustive)

The amount and frequency of homework should reflect the amount of curriculum time pupils spend on each subject. So, for example, pupils should expect to receive more homework in core subjects (English, Mathematics and Science) at Key Stage 3 and 4 than their other subjects.

All homework set should be recorded on Firefly.

Section 4: Frequency of marking

- a) There is no expectation that every piece of work in a pupil's exercise book should be marked by the teacher.
- b) The expectation is that marking should happen regularly and feedback should enable each pupil to make progress.
- c) At least two pieces of work per half term in the case of higher contact subjects and at least one piece per half term in the case of lower contact subjects should be carefully marked with achievements identified and clear guidance given on how to improve.*
- d) Departments should carry out regular assessments throughout the year, assessed against national criteria, to measure progress (identifying underachievement and excellence).

Section 5: The presentation of work

While many departments may still wish to develop additional guidance these are the key elements of the College's policy for the pupils in presenting their work.

Use either blue/black pens for writing

Any crossing out should be neat - no correction fluid

Always write the date

All work should have a title in full

Label all work clearly as being either class work or homework

Underline all headings with a ruler

Use a pencil for diagrams, graphs and sketches

Label diagrams and table contents in pen

N.B. Due to the nature of subjects within the Design Faculty, the presentation of work may differ and reference should be made to the Design Faculty rules for presentation.

* At Key Stage 4 and 5, all subjects are high contact and at Key Stage 3 lower contact subjects are those in Humanities, Design, Computing, Music and MFL in Year 8 and 9

Section 6: Responsibilities

Class Teachers**

- a) Mark in line with College Marking Policy.
- b) Be specific, accurate and clear.
- c) Use marking for both formative and summative assessment purposes.
- d) Mark regularly and return work within a reasonable period of time.
- e) Provide concrete guidance on how to improve.
- f) Provide clear written feedback, appropriate to the ability of the pupil and correcting common misconceptions or spellings.
- g) Plan opportunities within your lessons to allow pupils to respond to advice given and show where this response has taken place. This is specific 'Directed Improvement and Reflection Time' (DIRT).
- h) Keep a record of marks.
- i) Foster a culture of pupil accountability to respond to marking (one recommended way is to date and sign/initial marked work so that pupils not responding adequately can be reminded of the precise advice previously given).

Curriculum and Subject Leaders

- a) Ensure that the Marking Policy is in place, enabling written/oral feedback that identifies strengths, provides an appropriate target for improvement and associated actions for pupils to complete and gives an opportunity for reflection.
- b) Carry out departmental work scrutiny according to the Quality Assurance Calendar in order to monitor the quality and impact of marking and the application of the Marking Policy to ensure it is consistently applied.
- c) Provide opportunities for teachers within the curriculum area to moderate and monitor marking, to discuss and share best practice.
- d) Ensure that less effective marking is identified and necessary support is provided to improve practice. This includes the impact in relation to workload.

College Leadership Team

- a) Ensure that the College Marking Policy is in place and adhered to.
- b) Ensure monitoring takes place via a planned programme of whole school work scrutiny and in line with the Quality Assurance Calendar.
- c) Monitor the quality and impact of marking within each curriculum area.

Pupils

- a) Attempt every piece of work to the best of their ability (including classwork, homework, assessments).
- b) Meet deadlines set for the submission of work.
- c) Where work is in files, all work should be held in a secure, clear order.
- d) Respond to feedback, making corrections/improvements to work as appropriate and as directed by their teacher.

This Code was adopted by the Governing Body in October 2019. The next review will be in October 2022.

**Supply Teachers: 'ST' should be used to indicate marking that has been carried out by the supply teacher