

MARKING POLICY

St. James' Catholic High School

Introduction and Aims of the Policy:

This marking policy has been written after consultation with staff, to try and develop some consistency of marking practices throughout the school.

The policy should:

- i. *Enable staff to subscribe to the good practice, which is shared across the school, and provide consistency across departments;*
- ii. *Provide parents with a clearer view of the marking process, and progress made by their children;*
- iii. *Help pupils understand what their mark means, and what they can do about it.*

The Purpose of Marking Work:

- i. *Marking should:*
 - *Monitor and record progress;*
 - *Correct work;*
 - *Assist feedback and give individual targets;*
 - *Assess pupils' skills;*
 - *Celebrate achievement;*
 - *Show pupils and parents we care;*
 - *Reinforce learning;*
 - *Give parents a clearer indication of attainment and progress.*

Marking Work:

- i. *Pupils' work must be marked on a regular basis*
- ii. *Marking should:*
 - *Be positive and constructive;*

- *Be explained against criteria;*
- *Include targets and challenges for future work;*
- *Inform future action;*
- *Include positive and constructive advice;*
- *Be manageable and purposeful;*
- *Be standardized within a department;*
- *Focus on both attainment and effort.*

Marking can become burdensome and meaningless, so in order to make the time spent on marking beneficial, a combination of the following methods will be employed.

- i. *Review Marking* - *checking work is done with no grade or comment*
- ii. *Quality Marking* - *a detailed mark with positive feedback*
- iii. *Review/Quality Marking* - *a manageable percentage of each teaching group is quality marked each week, with the remainder review marked, therefore every pupil getting a quality mark approximately once a month.*
- iv. *Interactive Marking* - *marking pupils work as they work/on the spot assessment, with oral or written feedback*
- v. *Selective Marking* - *mark in detail one aspect of work with the rest skimmed.*

Once pupils fully understand the relevant mark scheme, the following strategies may also be employed:

- vi. *Pupil Marking* - *allow pupils to mark each others work;*
- vii. *Self Marking* - *allow pupils to mark their own work;*

Work will be marked in one of the following ways:

- i. *Grade and Number;*

A --- D = Attainment

1 --- 4 = Effort

<u>ATTAINMENT</u>		<u>EFFORT (including presentation)</u>	
A	Working well beyond expected level	Excellent	1
B	Working beyond	Very good	2
C	Working within	Good	3
D	Working towards	Unsatisfactory	4

- ii. *Mark to a number, particularly for tests eg. a mark out of 10;*
- iii. *Levels of Attainment for specific subjects;*
- iv. *GCSE / Exam board criteria.*

Managing Marking

To assist with managing a mark-load, some of the following strategies may be of help:

- i. *To save time finding work, pupils should hand in books open at appropriate page;*
- ii. *Pupils should not hand in work in a plastic wallet;*

Monitoring, Evaluating & Reviewing the Marking Policy

Marking should be monitored regularly within departments, as well as on a whole –school level, and the policy will be reviewed and evaluated accordingly.

Every effort should be made to ensure that pupils and parents understand the policy, and the mark schemes should be published in journals and displayed effectively.

The next stage is to look at more detailed marking strategies e.g., underlining spelling, symbols in margins, etc. (eg. NLS & NNS)

This policy should be implemented in line with the school's *Rewards Policy*.

This policy should be implemented in line with the school's *Behaviour Policy*, as work must be handed in on time, in the first place, in order for it to be marked!

Review Date: March 2007