

# St. Patrick's Academy



## Marking Policy

## MARKING POLICY – WHOLE SCHOOL

### Rationale

#### Quality indicators 1.1 Improvement in performance

Effective marking improves pupil motivation and raises standards of pupil performance. It fosters a sense that marking should be fair and just. The focus of the marking scheme should be on the building of confidence and the skills of the child in order to highlight success.

- Formative – helping pupils to see how their mark can be improved and developed.
- Diagnostic – identifying weaknesses and uncertainties as a basis for remedial action.
- **N.B. – Marking must be for improvement.**

### GUIDELINES

- All work to be corrected in green ink.
- Assessment for Learning – Formative Feedback must take place at least twice per term. This feedback must be linked to the formal homework task which will have used Agreed Success Criteria to scaffold pupils' responses. Teachers should provide formative feedback using the "Two Stars and a Wish" method at the end of the task. Key Stage 3 only at this initial stage.
- Work should be marked for content value and **constructive** comments relating to this should be made.
- Mistakes should not be over-marked as pupils can become discouraged by the **quantity** of correction.
- Positive marking is important for the pupil. Errors should, of course, be pointed out in a careful and systematic way but teachers must look for the strengths in a piece of work e.g. in English the spelling could be quite poor but the attempted vocabulary and the imaginative content could be very good. This should be pointed out and the pupil encouraged. The positive comment also offers proof to the pupils that the work has been read **and they are valued members of the learning community.**
- **Staff should try to use comments which praise the achievements, individual qualities and the uniqueness of each child's piece of work.**

- Comments must highlight whether or not the skill outlined in the ILO has been met or not. Guidance should be offered on how work could be improved **as staff and pupils work towards a shared educational excellence for all.**
- Each department should have a grading system e.g. in English marks out of 10 **at Key stage 3, or out of 20 at key stage 4, for class work and homework as required.**
- Use marks and grades appropriate to examination level in Years 11 and 12 or levels if assessing particular pieces of work for recording. Pupils should be made aware of the grading system within each department.
- All homework/assignments should be returned to pupils **promptly.**
- Each department should follow agreed correction symbols and should ensure that pupils understand these, especially when abbreviations are used e.g. N.P. = New Paragraph, P = punctuation error, word circled = spelling mistake, word(s) underlined = grammatical error. **The key should be displayed within classrooms and explained to pupils.**
- **Learners should be encouraged to become actively involved in their own learning and development through proof reading and peer assessment.**
- System of rewards for good efforts/most improved work is to be encouraged.

## **DOCUMENTATION**

- Teachers should retain homework records until the end of the Key Stage. They should be used at Parents' Consultation Evenings.
- Spelling mistakes and grammatical errors should be corrected in all subjects.