



Marking Policy

Marking plays an important role in assessment, planning, teaching and learning in the classroom and is very much a duty for a teacher to undertake in a professional manner. Marking provides an essential means of communication between teacher and pupil and teacher and parent. Marking enables a teacher to assess what the children have learnt, identify any particular strengths and weaknesses, pass on constructive comments upon improvement, acknowledge achievement, promote higher standards and engender a positive approach to a subject on the part of the pupil. It should be relative to the ability and needs of the pupil, related to specific learning objectives and accompanied, where possible, by individual, verbal feedback.

M motivation – students are more likely to be motivated to make improvements if marking is regular, positive and formative.

A assessment for learning – students know where they stand and how to make further improvements.

R regular feedback informs pupils, teachers and parents.

K knowledge and understanding can be monitored and guided by the teacher.

I independent learning can be encouraged by the teacher's marking.

N needs of the children should be taken into account.

G gain – pupils can gain rewards/house points for their efforts.

What and how to mark – there are two basic types of marking. Firstly, the kind that acknowledges that a teacher has seen and checked the work; this might be appropriate for work done in class under supervision or work done by the class as a whole or drawn from a single, directed source. Secondly, a piece of work completed individually by the child as an

integral part of the lesson or topic and for which the standard of learning and progress needs to be assessed.

In the former case, a tick or brief comment might well be appropriate and sufficient. In the latter case, a more detailed comment should be made informing the pupil of the strengths and weaknesses of the work and offering clear guidance for improvement. Wherever possible, this should be discussed with the pupil; research suggests that this is the most beneficial part of the process and the one which the pupils themselves value most. Time should, at least, be given in the lesson for a pupil to read the comments made and an opportunity be made for the child to go over them with the teacher. Comments in the target language may be used as appropriate.

When to mark – as soon as is realistically possible is a good guide. It is not always possible to mark work immediately but if marking is to have any value, it needs to be as near to the completion of the work as possible. It is worth bearing in mind that the main and often only source of information as to what their child has done in school and how well it has been done is his or her exercise book. A well-marked book makes a good impression.

Child-marked work – this is a valid means of marking in a limited number of instances but should still be checked and dealt with by the teacher appropriately.

Heads of Department are responsible for the close monitoring of marking within their department, taking particular note of its frequency, quality and usefulness to the pupil. SMT members will also carry out marking audits from time to time, following a similar process as an ISI inspection.

Assessment/Marking

A numerical mark can provide an easily accessible indication of the level of success a piece of work has attained. It is obviously best suited to the straightforward right/wrong type of work. There is nothing wrong with a child receiving a low mark if there is clear advice on where the child went wrong and what to do about it.

A system of grades, although in reality a recognition of the fact that a teacher cannot always be precise, can be an easily accessible indication of the level of success of a piece of work set against fixed criteria. This can produce a higher degree of uniformity amongst colleagues where a common task has been set. A system of +/- can refine the system further but can also be seen to muddy the waters.

Both require a comment in support.

It goes without saying that a child may work and try hard but not achieve high marks or grades and that his or her effort should be recognised and treated accordingly, for example, via the Danes Hill plus/house point system. Praise is particularly important to a child and, wherever

possible, a written positive comment should be made. However, if a comment is to be valid, it also needs to be accurate and constructive criticism should not be unduly avoided.

Danes Hill's reporting system uses a range of methods and it has been proved to work well, eliciting praise from the ISI teams and considerable satisfaction among the parent body.

Effort Grade descriptors are

1 – Excellent

2 – Good

3 – Satisfactory

4- Inconsistent

5 – Unsatisfactory.

Each piece of assessed work should be awarded an effort grade (E) and the appropriate number, for example, E2 where it is clear the child has made a good effort, whatever the assessed outcome.

When assessing the academic quality of a piece of work, Danes Hill offers two methods of grading, depending upon the nature of the work.

1. A numerical total may be given, expressed either as a fraction or a percentage.
2. A grade based upon the A N I P system -
A – Target achieved
N- Target nearly achieved
I – Insufficient evidence
P – Problems with the topic.

Hence a good piece of work could be assessed appropriately as N E2, a poor piece as I E4.

Assessment grades should be recorded. Children should be made aware of the meaning of these grades.

Common Threads

As is obvious, each department focuses upon a different area of a child's education, often requiring different skills and different methods of assessment. The following are for inclusion in a general marking code to which specific departmental requirements and symbols may be added. A sheet should be added to each exercise book to explain the system to pupils and parents alike. While major errors of spelling or syntax should be noted, departments will focus primarily upon errors in subject specific terminology or target language points.

- Spelling error – underline
- Capital letter/grammatical error – circle

- Punctuation – add in/remove
- Poor/ incorrect word or symbol – wiggly line
- Paragraph/new line – double forward slash //
- Omission - ^
- Q – question. Misinterpretation of the question.
- Sense - ?
- Space - /
- Unnecessary information – cross through
- Misplaced word/digit – arrow to correct spot
- Marking colour has become both a contentious issue and a matter of fun. Children tend to like and respond to bright, unusual colours but red is the traditional colour for marking and generally should be used. Green is also acceptable.
- Pencil should not be used.

KAB

FULL date of policy: 02 February 2018

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