



# Clifton High School

co-educational nursery pre-school to sixth form

<b>Policy applies from EYFS to Sixth Form</b>	<b>Marking</b>
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A shaded area denotes a regulation to which all Schools must comply	

*Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.*

## **Related Policies**

Assessment and Reporting  
Data Protection, Retention and Management  
Homework  
Presentation of Work

Clifton High School aims to regularly mark pupil work to provide high quality, constructive feedback in order to improve their learning, develop self-confidence and self-reliance and to raise standards of achievement.

## **Objectives of Marking Pupil Work**

Pupil work is marked in order to achieve the following

- Provide constructive age-appropriate feedback to pupils about the strengths and weaknesses of their work
- Give pupils guidance on how to improve their work
- Encourage pupils to learn from their mistakes
- Encourage pupils to take pride in their work
- Diagnose pupils' specific difficulties
- Identify pupils who require additional support or more challenge
- Monitor and record progress of individual pupils
- Use the information to help plan future lessons
- Where appropriate, give pupils an idea of their attainment grade and set achievement targets

## **Marking Pupil Work**

Pupil's work must be marked regularly and the outcome of this assessment should be recorded by the teacher. How regularly will depend on the age group, frequency of lessons and the nature of the work completed. Guidance on the frequency of marking can be found in departmental handbooks.

Not all pieces of work can be marked in great detail, however all work should be acknowledged and checked for general errors. Teachers need to decide which pieces of work will be given detailed attention e.g. key assessments. However, the focus of the marking done should always relate to the learning objectives of the task and should relate to clearly defined success criteria. This means that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time.

Pupils should know that it is acceptable to make mistakes – making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate, but not erased.

Teachers and staff should mark in green ink (Years 7 - 13), black ink (Years 3 - 6) and blue ink (Years N - 2).

Marking should be legible and clear in meaning. Ticks should be placed above/near elements which reflect the success criteria of the learning objectives. Ticks should be appropriately sized so as not to obscure pupil's work. Only a limited number of crosses should be used (a 'C' or a '●' is preferred to highlight the need for correction), underlining or circling mistakes can be used to highlight specific problems. Stickers, stamps and smiley faces may be used when appropriate.

Marking should be comment only unless it is a key assessment or examination. If a non-key assessment piece of work would equate to a mark or grade then this should be recorded by the teacher, but this does not necessarily have to be shared with the pupil. If the work is assessed then it should be graded.

It is important to ensure the following are adhered to when marking pupil work

- All marking should be done in line with departmental policy to ensure that there is consistency within and across departments/year groups
- Both positive comments and areas to improve are included (sometimes referred to as one/two stars and a wish or 'what went well (WWW)' and 'Even Better If' (EBI))
- Feedback should be age appropriate and relevant to the task
- Clear explanations are provided to ensure that the pupils understand what the feedback or grade means
- Pupil's should be made aware of the criteria used for marking
- Negative comments should be avoided whenever possible and if used, should only refer to effort and not ability
- Time should be made available in subsequent lessons to allow pupils time for reflection on the teacher comments and to respond/make corrections (if appropriate)
- Self and peer assessment are very valuable learning tools, so some work can be marked in this way, but it is expected that the majority of work will be marked by the teacher. Any peer/self-assessment should be reviewed by the teacher to ensure accuracy
- Staff should maintain high expectations of pupil's presentation of work in line with the school's Presentation of Work Policy
- Every time a piece of work is formally marked, the teacher should record the outcome of this in their teacher mark books (Years 7 - 13)

All marking should be returned as soon as possible, especially when it involves collecting in the exercise books. Where appropriate, time should be factored in for oral feedback so that reasons can be discussed more specifically and areas for development and progress can be explored on a one to one basis with the pupil.

### **School's Grading Scale for Key Assessments**

At least one piece of work per pupil, per half term, should be marked with a grade. This grade should be shared directly with pupils in Years 7 and above. However, in the years below this it is at the discretion of the Assistant to the Deputy Head (N-Y2 or Y3-6), to ensure that the information given to the pupils is age appropriate.

#### **Nursery to Reception**

Nursery and Reception children are assessed against the early learning goals so will be given no assessment grades.

#### **Years 1 - 2**

Mathematics and writing assessments are graded (A-E) and other assessments are scored using the standardised scoring system relevant to the specific assessment.

#### **Years 3 - 6**

Mathematics and writing assessments are graded (A-E) and other assessments are scored using the standardised scoring system relevant to the specific assessment.

#### **Years 7 - 9**

An A-E scale, plus variations of +/- should be used. A percentage can be given as well for an examination. Departments must have clear criteria which make it clear to pupils how they are to achieve each grade.

### **Years 10 - 11**

GCSE assessment grades should be used, but clear criteria must be given to pupils on what they need to do to improve to the next grade.

### **Years 12 - 13**

A level assessment grades should be used, but clear criteria must be given to pupils on what they need to do to improve to the next grade.

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

Spelling, punctuation and grammar (SPAG) does not need to be marked in every piece of writing. Pupils cannot effectively focus on too many things in any one piece of work. However, appropriate elements and those which have been taught should be highlighted; for example, if the pupils has been focusing on verbs in the past tense, and a mistake is made in independent writing, then this should be pointed out to the pupils. Misspelled high frequency words, key vocabulary and technical language should be highlighted for the pupil.

Pupils can be asked to correct a certain number of spellings if the teacher has indicated where mistakes have been made.

When making corrections to spelling and grammar, teachers should follow the guidelines below

Sp	Spelling error, you can write the correct spelling at the end of the piece of work
P	Punctuation error, correction can be illustrated in a different colour
//	New paragraph needed
^	Indicates an omitted word
FS	Indication to use full sentences
✓	Exceptional point/use of language

### **Marking of Homework**

Homework should be set in line with the school's Homework Policy. All homework should be marked, either by the teacher or through self/peer-assessment. Teachers should record the outcome of all homework in their mark books.

### **Teacher Record Keeping**

All teachers should keep a detailed record of marks and assessments either in their teacher planner or in an electronic mark book. Records of marks should be kept up to date and available to be seen by the Head of Department or the Leadership Team on request. Mark books will need to be submitted as part of a full work scrutiny.

The following should be recorded in teacher mark books

- Name
- Form Group
- Special Educational Needs (SEN), English as an Additional Language (EAL) and Gifted and Talented (G&T) Status
- Baseline Assessment Scores e.g. BASE, PIPS, MidYIS (Year 7 - 9), INSIGHT (Year 11), YELLIS (Year 10), ALIS (Year 12)
- GCSE INSIGHT (Year 11) or YELLIS (Year 10) Prediction
- AS/A2 Predictions from ALIS and GCSE (Years 12-13 only)
- Performance in the key areas at the end of the previous year (Years 2 - 6)
- Each set of marks should be labelled with the date and a very short explanation of the task
- If symbols are used in the mark book a key should be provided at work scrutiny

### **Monitoring**

Monitoring and evaluation of marking will be done through the school's Quality Assurance procedures.