

**Tasker Milward VC School – Strive to Achieve Respect**  
**Ysgol RG Tasker Milward- Safwn Er mwyn Rhagoriaeth**



## **Marking Policy**

| <b>Issue No<br/>Rhif y<br/>Cyhoeddiad</b> | <b>Author /<br/>Owner<br/>Awdur/<br/>Perchennog</b> | <b>Date Written<br/>Dyddiad<br/>Ygrifennwyd</b> | <b>Approval by<br/>Governors on<br/>Cymeradwywyd<br/>gan y<br/>llywordraethwyr</b> | <b>Comments<br/>Sylwadau</b> |
|---|---|---|--|------------------------------|
| 2   | CW  | June 2005                                       | June 2005  |                              |
| 3   | ALT   | June 2008                                       |  |                              |
| 4   | ALT   | Oct 2012  | Nov 2012   |                              |
| 5   | KLM   | Jan 2016  | June 2016  |                              |

# MARKING POLICY

## General Principles

- Marking should be regarded as a regular means of communication with pupils about their individual progress.
- Marking should always be positive and ways to improve should be clearly understood by the pupil.
- With respect to the marking of written work, all staff must adhere to the Whole-School Marking and Feedback Framework.
- Pupils have the right to have their books marked regularly, that is, every 4-6 lessons as specified in the Whole School Marking and Feedback Framework. This applies to all year groups, up to and including years 12 & 13.
- Books must be returned to pupils as soon as is practical. Generally, this should be no more than one week for classwork / homework. Larger pieces, such as GCSE coursework, will take longer, but pupils should know when the marked work will be returned. Avoid returning books unmarked.
- **Homework:** Teachers must set a specific deadline for the completion of homework and ensure that this is recorded in pupil diaries. In addition, teachers must check that homework has been completed by the specified date and ensure that all homework is marked, typically within a week.
- Marks and grades must be accompanied by formative comments relating to success criteria as defined in course specification assessment schemes.
- Individual marks and grades awarded should not be made known to the class as a whole.

## Departmental Marking Policies

Each individual marking policy will reflect the needs of the subject and should not conflict with the school's overall policy.

Departmental policies should –

- Motivate pupils to further effort by praising current achievements.
- Assist pupils learning by the setting of clear targets to focus on aspects of work where further development is needed.
- Ensure that feedback is detailed enough to enable pupils to improve.
- Provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning.
- Enable the teacher to make judgements about pupil attainment, particularly with regard to teacher assessment levels for National Curriculum, GCSE, AVCE, Key Skills.
- Inform the pupil in advance of the marking scheme/success criteria in use for a particular piece of work.
- Vary marking methods e.g. teacher assessment, peer assessment, pupil assessment but always ensure that teacher assessment happens most frequently.

- Encourage the development of portfolios of work at different levels in different years in order for pupils to see marked work.
- **The Head of department** is responsible for the monitoring of marking within the department. To this end the departmental marking policy should identify a specific marking focus for specific pieces of work linked to the success criteria.
- **Senior management** will, in the course of regular departmental monitoring, whole school reviews and regular sampling of pupil exercise books, check that marking is consistent with whole-school and departmental marking policies.

# Whole School – Marking and Feedback Framework for Written Work

|   | MARKING   | MARKING  | MARKING   | MARKING   | MARKING:<br>USE THE FOLLOWING   |            | FEEDBACK  | TARGETS  | TARGETS   |  |          |
|---|---|--|---|---|---|------------|---|--|---|--|----------|
|   | <h2>YOU MUST</h2> <p>Minimum criteria required to reach <b>Adequate</b></p>                               | Model correct grammar and punctuation in all written feedback. | Mark classwork and homework every 4 – 6 lessons for ALL classes.  | Using your professional judgement correct between 3 and 5 mistakes per page.  | Check that written work is identified as <b>Classwork</b> and or <b>Homework</b> and has:<br><b>The Date</b><br><b>A Title</b><br>(in Welsh or English)<br>and that these are <u>underlined</u> with a ruler. | <b>Sp</b>  | Spelling  | Show evidence of quality written feedback outlining specifically:<br><b>WHAT IS GOOD (2 stars)</b><br><br><b>WHAT COULD BE IMPROVED (a wish)</b>   | Set a literacy and subject specific target for each student every ½ Term. | Ensure that targets are recorded in every student's exercise book/sketch book. |          |
|   |   |  |   | <b>//</b>   | New Paragraph   | <b>Cap</b> | Misuse of capital letter  |  |   |  | <b>P</b> |
| <h2>YOU SHOULD</h2> <p>In addition to all the above, this is the criteria required to reach <b>Good</b></p>       |   |  | <b>SUCCESS CRITERIA</b>   |   |   |            |   | <b>FEEDBACK</b>  |   |  |          |
|   |   |  | Provide students with, or encourage students to set their own 'success criteria' so that they are aware of what GOOD looks like. Marking should highlight whether or not the work meets the criteria.<br><br><i>"Pupil progress is accelerated when they are clear about the success criteria and are able to judge the quality of their work and know how to improve it. Significant impact occurs where a teacher explicitly explores what an effective outcome will look like, and then scaffolds the learning towards that outcome whilst enabling pupils to apply the success criteria to their own and other's work."</i> National Strategies |   |   |            |   | Provide a good balance of positive and motivational feedback, as well as constructive advice about how to make meaningful progress. At KS4 & Post-16 this must relate to the marking schemes of course specifications. |   |  |          |
| <h2>YOU COULD</h2> <p>In addition to all the above, this is the criteria required to reach <b>Outstanding</b></p> |   |  |   | <b>FEEDBACK</b>   |   |            | <b>MARKING</b>  |  |   |  |          |
|   |   |  |   | Pose a series of questions to encourage students to think more deeply about how to address teacher feedback with overt opportunities given for students to respond to questions posed |   |            | <ul style="list-style-type: none"> <li>Reward students with a personal comment of praise and commendation</li> <li>Reward students with a sticker/stamp or other personalised form of recognition.</li> </ul> |  |   |  |          |
| <b>EXAMPLE LITERACY TARGETS</b>   |   |  |   |   |   |            |   |  |   |  |          |
| Sp  | Use a dictionary to check your spellings and correct your writing.  |  |   |   |   |            |   |  |   |  |          |
| P   | Check your punctuation and consider use of the following – “ , ? ; : ’ !                                  |  |   |   |   |            |   |  |   |  |          |
| //  | A new topic = a new paragraph. In your next piece of writing apply this every time you begin a new topic. |  |   |   |   |            |   |  |   |  |          |
| Cap   | Use capital letters for proper nouns (names and places); Always use a capital letter after a full stop.   |  |   |   |   |            |   |  |   |  |          |
| R   | Read your work out loud for meaning. Read your work out loud to check content. <i>Does it make sense?</i> |  |   |   |   |            |   |  |   |  |          |
| Vocab   | Try to increase your vocabulary to create variety and to add interest to your writing.                    |  |   |   |   |            |   |  |   |  |          |

