

Marking Policy

Ethos

- Marking of pupils' work should be regarded as a regular means of communication with pupils about their individual progress.
- This communication needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil.
- The feedback on progress that this represents should inform the next step in a pupil's learning.
- Standard English (grammar & spelling) should be addressed.

The Common Requirements of most Orders state that:

"Pupils should be taught to use grammatically correct sentences and to spell and punctuate in order to communicate effectively in written English."

Purpose of Marking

Each Department should establish a Marking Policy which reflects the needs of the individual subject, but which does not conflict with the school's overall policy.

Each individual marking policy should, wherever possible, include the following aims:

- To motivate pupils to further effort by praising current achievements.
- To assist pupils by the setting of clear targets to focus on aspects of work where further development is needed.
- To 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.
- To enable the teacher to make judgments about pupil attainments, particularly with regards to teacher assessment levels within the National Curriculum, GCSE and Key Skills.

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Guidelines for Marking

In order to provide a degree of consistency across departments, the following guidelines must be adhered to:

- Work should be collected in regularly (at least once a week) and returned as quickly as is practicable.
- Responses should wherever possible be constructive, acknowledging what has been achieved as well as highlighting areas for improvement.
- Correcting every mistake can be disheartening, so it might often be better to focus on particular aspects of the work at different times. Pupils will need to be aware of what aspects are being made a focus.
- A specific comment on learning needs to be made at the end of a piece of work. The aim should be to summarize achievement and to set a further target.
- If a grade, mark or level is included as part of the marking, pupils must clearly understand what that implies.

Marking Techniques

Children's work needs to be marked in red.

Oral Feedback

It is important for younger children (and older children with learning difficulties) to have oral feedback from the adult working with them. The adult should initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback from time to time.

Summative Feedback / Marking

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

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Formative Feedback / Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention and a minimum of one in every third piece of work in a subject should be "quality marked."

Quality Marked

Teachers should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both successes against the learning intention and improvement needs.

When 'quality marking' teachers should:

1. Read the entire piece of work.
2. Highlight some examples of where the child has met the learning intention.
3. Put an asterix (*) next to an aspect of the work which could be improved.
4. Provide a focused comment linked to this asterix (*) which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- A reminder prompt (e.g. 'What else could you say about the prince's clothes?').
- A scaffold prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...').
- An example prompt (e.g. 'Choose one of these for your own: He growled so loudly that the birds fell off the trees / The monster ran away from the children.').

All children should have a comment. Brighter children should be given a comment which will extend their thinking.

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N.B. When work has been 'quality marked', time should be given during the following lesson for children to read and then make one focused improvement based on the improvement suggestion (marked by the asterix). In order for the marking to be formative, the information must be used and acted on by the children.

Marking Code

Sp For spelling mistakes. Sp on the word or in the margin with the word encircled or underlined.



Syn Use an alternative word. Syn on the word or in the margin with the word encircled or underlined.

Para A paragraph is needed here (in the margin).

Pt A punctuation mistake. Encircle with relevant punctuation - e.g.



?? Underline the illegible word.

PSent Poorly constructed sentence (in the margin).

CL Encircle or underline the word & write CL in the margin.

As well as using these standard symbols, each department may need to develop additional symbols appropriate to it alone.

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Marking Scheme for Class Work & Homework

The scheme gives teachers the option to either award marks as a percentage or as an equivalent grade. Appropriate comments may also be utilised as a form of further elaboration.

COMMENT	ATTAINMENT	PERCENTAGE
Excellent	A-, A & A+	70 – 100
Very good	B-, B & B+	60 – 69
Satisfactory	C-, C & C+	50 – 59
Disappointing	D-, D & D+	40 – 49
Poor	E-, E & E+	30 – 39
Failure	F	0 – 29

All assessed work should be marked and recorded using either the aforementioned marking scheme or the level attainment targets for the subjects. It is of paramount importance that teachers are familiar with attainment levels in their subjects.

Assessment, Recording & Reporting Policy

Policy – The inter-linked activities of assessment, recording and reporting are of most importance.

Assessment – Which we shall define as being any activity which could provide parents, pupils or their teachers with an objective evaluation of their performance or provide the school with information about its own performance both in the classroom and at an institutional level is essential if strategies adopted in the near and longer term future are to be more closely linked to current levels of performance.

Recording – Whether this be at the level of individual teachers' marking records or whole school statistics is necessary to provide a background of evidence against which to set any advice to individuals or groups with regard to future change. All graded Homework, Class Work and Assessed Work should be recorded.

All members of staff should keep records of:

- Marks awarded for class work.
- Marks awarded for homework.
- Marks awarded for tests/projects/coursework etc.

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Reporting – In all of its forms; is our primary means of communicating with parents and pupils about judgments of current performance and suggestions for ways forward for the future. The staff are required to complete reports twice a year; an interim report and an end of year report.

Leicester Community Academy shall assess students through end of unit tests, mid-year and end of year examinations, KS3 SATs tests which will take place at the end of year 9 and GCSE examinations at the end of year 11.

Internal school exams will be conducted in December and June.

Coursework Guidelines

Most examining boards will have clear guidelines on setting, supporting, assessing and overall marking coursework. Teachers need to ensure that they abide by the guidelines, and are consistent in setting the targets and deadlines.

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