



Denewood Learning Centre

Marking Policy

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Date ratified:	16th March 2015
Date issued:	16th March 2015
Review date:	Summer 2016 Annually
Target audience	Staff, parents and pupils



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Marking is a key part of teaching and learning as it:

- is an important direct form of communication with students about their work
- provides feedback for teachers on the effectiveness of their teaching
- provides feedback to pupils on their learning and achievements
- enables teachers to determine whether levels of performance and depths of understanding are appropriate
- enables teachers to chart progress
- provides advice to pupils about how to improve

The use of formative marking as part of teacher assessment is vital because:

- it is one of the most accessible and immediate ways for a teacher to assess pupils' understanding and progress
- it enables breakdown points in learning to be identified
- it focuses pupils towards outcomes
- it enables pupils to assess their strengths and weaknesses
- it helps pupils to know and understand what to do to improve

The Purposes of Marking

Teachers' Focus

Powerful marking helps teachers to:

- reinforce high expectations
- makes a personal link with each pupil
- Provides clarity around pupil understanding
- identify levels of attainment
- move pupils on and ensure progress
- provide constructive feedback to pupils

- identify where more help is needed
- inform the planning of future work

- recognise the completion of a task
- reinforce high expectations
- reinforce school policies.

Pupils' Focus

It also helps pupils:

- understand their own level of attainment
- feel successful and recognise their own achievements
- feel that their work is valued
- realise their individual gifts and talents
- understand weaknesses and be clear about how to make improvements

- to know why a piece of work is good so that they can replicate those qualities in the future



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Types of Marking

Selecting and using appropriate ways of marking are essential parts of effective teaching. Marking can take many forms and skilful teachers choose from their repertoire according to the learning needs of the pupil and the particular work being completed.

The range includes:

- written comments which provide
 - a focus for a follow up discussion
 - suggestions to consolidate or extend work
 - an opportunity to enhance self-esteem through praise for and endorsement of the pupils' work and what to do to improve further
- correcting which includes
 - marking with no comments
 - (appropriate in only a few particular circumstances)
- diagnostic marking which identifies
 - weaknesses, for example, particular gaps in knowledge, understanding or skills in a subject
- 'progress' marking which includes
 - recording and noting improvement since the last similar piece of work
- whole school focussed marking which provides
 - a shared view, for example, about the quality of presentation, aspects of grammar or aspects of mathematics across year groups
- a 'graded marking' which includes
 - an individual mark or grade for example, 8/10
- target setting which may
 - reinforce the ways in which a student can reach a higher standard
 - support 'autonomy' and 'ownership'
 - form the basis for future review/discussion

This range is enhanced by the use of:

- pupils' involvement which includes
 - marking alongside a pupil
 - pupils making assessments of each-others' work
 - pupils making assessments on their own
 - pupils making assessments alongside the teacher
 - assessing as a class/group to identify further targets for the pupils or for teachers
- oral feedback which includes
 - discussion with an individual pupil



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- discussion with a class/group and which enhances self-evaluation
- whole school/key stage/departmental review which
 - provides an overview of pupils' strengths and weaknesses
 - enables moderation + ensures assessment standards are consistent

Where marking is most effective

- constructive comments encourage improvement
- judgements are explained in accessible terms.
- pupils receive a quick response
- there is a clearly understood focus for marking
- the criteria for overall assessment and for marking are shared with pupils
- pupils are challenged to make improvements [and know what to do to make those improvements]
- pupils' individual contributions are valued
- errors and misunderstandings are dealt with positively but rigorously in such a way that they inform both pupils' and teachers' future action
- issues raised are followed up

Where marking is less effective

- only a mark or grade are given
- marking is unfocused
- pupils can be easily demoralised by the **overuse** of red pen.
- the time taken to respond is too long
- inadequacies are merely pointed out and reinforced
- there is too much/too little marking
- comments do not stimulate thinking or reflection
- it does not encourage a response or dialogue between teacher and pupil
- there is a negative 'why didn't you' emphasis
- results are not shared with colleagues as part of curricular review!



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Important Points to Remember

- Marking should be consistent and relate to whole school policies on, for example, the recording and sharing of national curriculum levels
- Work should be marked as soon as possible
- The type of marking chosen should relate closely to the purpose of the tasks
- 'subject specific' comments encourage depth
- marking should match the needs of individuals or the group
- marking should focus on the work and not the pupil or his/her behaviours
- marking should always have positive elements and focus on encouraging improvement in the future
- the balance of praise and challenge/criticism has a crucial impact on pupil motivation and self esteem
- criteria and symbols should be familiar to pupils



Example of how to mark students work.

Monday 6th July

LO : To predict the events in War of the world

All- Demonstrate their understanding of the story so far

Verbal

- Most- Write full sentences predicting the main events
- Some- Explain ideas in detail.

The aliens will arrive in a spaceship ☹

They will look weird ☹

The aliens will be bad as they're invading Earth.

The people on Earth will be scared as the aliens attack

The aliens will be defeated by the army ☹

They will fly back to Mars when they are defeated

- You have a clear idea of what could happen in the story.

- + You now need to add description and detail to the things you mention.

The aliens have green slimy skin and 20 heads
They are shaped like bananas and have deadly rays coming from their eyes ✓

The Army defeat the aliens by pouring petrol on them. The fire burns their skin and they scream in pain as their flesh burns. ✓



Well done Ben. You are developing your descriptive skills.