



St Augustine of Canterbury Catholic High School

Whole School Marking Policy

‘Excellence for All’

Reviewed:	JAN 2020
Next Review Date:	JUNE 2023
Governor Approval:	
Committee:	Quality of Education
Signed:	

***F**riendship and Forgiveness*

***A**mbition and Adaptability*

***I**ntegrity and Independence*

***T**rust and Tolerance*

***H**onesty and Humility*

The school approach to the marking of students' work including guidance on how to improve

The marking of students' work in all subjects should be regarded as a regular means of communication with students about their individual progress. It should enable the teacher to make judgements about student attainment and inform students how they can make further progress. This communication must be in a form that is clearly able to be understood by the student. The feedback should inform the next step in a student's learning and should reference subject specific knowledge, skills and understanding. It should be constructive, recognise achievement and provide targets for improvement/challenge. Students must make an appropriate response to marking, feedback and guidance given by the teacher and must be given time in lessons to allow them to do so.

Quality marking should:

- demonstrate the belief that every student has the potential to improve;
- enable students to understand their own achievements;
- recognise effort and progress as well as attainment;
- enable students to recognise their strengths (WWW - What Went Well) and how they can improve by providing clear targets for progress (EBI – Even Better If), or by providing a challenge task/question;
- provide positive praise and encouragement;
- promote high expectations of presentation in line with school guidelines.

Approach to marking

In order to provide consistency across subjects, the following principles must be followed:

- All student work should be collected in regularly and returned as quickly as is practicable.
- Where appropriate, students should have access to the marking criteria and understand the meaning of the marks/grades they receive.
- Students' work should be marked in green and student response to feedback completed in red.
- Select pieces of work will be marked in greater detail on blue assessment feedback sheets, and will be consistent across all classes in the year group for each department, for the purposes of moderation and the tracking of students' progress. The quantity of pieces to be marked in greater detail are as follows:

Lessons per fortnight	2	4/5	6/8/10
	For example:	For example:	For example:
Subjects	KS3 Spanish, DT, Drama, Music, Art, Computing	RE KS3 and KS4 PE KS3 Options KS4	Maths KS3 and KS4 English KS3 and KS4 Science KS3 and KS4
Blue Assessment Sheets	2 per full term	2/3 per full term	4 per full term

- Other student work should be acknowledged and where appropriate any misconceptions must be addressed and appropriate feedback given.
- Work should be corrected according to the subject focus but spelling, punctuation and grammar (SPaG) should also be corrected in order to improve literacy skills.
- Where specific spellings are given as corrections (Sp), students should be asked to write out the correct version 3 times.

Literacy Marking Policy

SYMBOL	WHAT IT MEANS	EXPLANATION
✓	Good point	Well done!
✗	Wrong	Re-do/correct
Sp	Spelling error	The word circled or underlined is incorrect and should be corrected 3 times
P	Punctuation mistake	Add a full stop, capital letter, comma, apostrophe...
h	Homophone error	Incorrect homophone. E.g. <i>there</i> rather than <i>their</i>
Rep	Repetition	Avoid repeating the same idea
//	Paragraph needed	Indent or begin a new line to start a new paragraph
?	Meaning not clear	Muddled sentence(s)
^	Word(s) omitted	The sentence is incomplete because a word is missing
T	Tense	Incorrect verb tense
!	Did you really mean this?	An inappropriate comment
Circle/line through word	This is wrong	Incorrect word selected

Responsibilities for marking

It is the responsibility of **all students**:

- To ensure work is well-presented in line with school guidelines;
- To ensure that class work and homework are completed on time;
- To use designated lesson reflection time to complete their response to marking, feedback and guidance.

It is the responsibility of **all classroom teachers**:

- To ensure that class work and homework is marked regularly according to the school's marking procedure;
- To designate lesson time for students to complete their response to feedback;
- To ensure that when marking takes place any unfinished student work is subsequently completed and marked;
- To keep a record of marks and assessments achieved in accordance with the school's marking procedure;
- To explain the marking and assessment grading system to the students.

It is the responsibility of **the Subject Leader**:

- To ensure that the school's marking and feedback procedure is fully implemented by all members of the department and across all courses delivered and that this is regularly reviewed through the quality assurance process;
- To ensure that marks and assessments are standardised/moderated so that meaningful grades are recorded and communicated to students.

It is the responsibility of **Senior Leadership**:

- To have an accurate understanding of typical classroom practice and procedures for marking and feedback and to review this regularly through the Quality Assurance process.

It is the responsibility of **Governors**:

To review the quality assurance of marking and its impact on learning and teaching and assessment during Governor meetings.