Policy Name

School Division: Prep School
Policy Division: Curriculum
Policy Owner: Deputy Head Academic
Date: September 2020

1. Introduction

1.1   This policy informs practice in the Preparatory School only.

1.2   Marking needs to be meaningful and used constructively to promote pupils' learning. Day to day marking needs to be deliberately used by teachers to diagnose specific strengths and areas for development in pupils' work. Consequently, marking is an integral part of the assessment process which records significant progress and achievement. It allows staff to gauge understanding of learning and is an important evaluation tool to guide future planning. The marking may be in oral form, but is more usually a written comment on the pupil's work.

2. Aims

2.1   To establish a broadly consistent approach to the way work is marked within and across departments.

2.2   For pupils, marking should:
  ● Inform them of their progress and motivate them to improve their performance.
  ● Help them identify areas for improvement and give them strategies for tackling their weaknesses.
  ● Develop their ability to accept criticism and praise in order that they can reflect more effectively on what they have learned.

2.3   For teachers, marking should:
  ● Inform them of the progress pupils are making.
  ● Diagnose individual learning needs.
  ● Evaluate the impact of their teaching on pupils' knowledge, understanding and skills.
  ● Reinforce expectations and pupils' sense of purpose.

3. Principles of Effective Marking

3.1   Effective marking takes a variety of forms depending on the demands of particular pieces of work. The principles which follow are intended to provide a framework by which staff can plan and evaluate their practice when marking pupils' work.
  Marking should:
  ● Provide constructive feedback which helps pupils to understand what they have achieved and what they need to do next.
  ● Encourage pupil engagement through questions which are followed up.
  ● Provide opportunities for pupils to mark their own and others' work.
  ● Focus on explicit learning objectives as the criteria for success.
  ● Engage with subject-specific knowledge, understanding and skills and not just with effort and presentation.

- Support consistently high expectations of the quality and presentation of pupils' work.
- Be prompt and regular in all subjects.
- May include both written and oral feedback.
- Set specific targets for future development.
- Be legible and is expressed in clear language appropriate to the needs and abilities of the individual pupil.
- Feed into the planning of future lessons.
- Provide time to address marking in the lessons by an active response by the pupil.
- May include peer, group, partner marking and self evaluation.

4. Guidelines for Good Practice in Marking

4.1   All staff should adhere to the generic guidelines given. Thereafter, marking should be defined by each department.

4.2   Where attainment is part of the feedback, it needs to be expressed in appropriate terms in line with the Department's marking policy understood by the staff, pupil and parent.

4.3   Whenever possible, guidelines as to how the work will be assessed and what the learning objectives/success criteria are, should be provided before the task is carried out, so that the marks and comments given will be more meaningful.

4.4   Comments may be made to give additional feedback regarding effort and areas for improvement. Attainment and effort should be clearly distinguished in comments and when awarding marks. Presentation, spelling and written expression should be corrected and assessed where appropriate.

4.5   The frequency of formal marking will depend on a variety of factors but should be defined by each department.

4.6   Feedback and future action should be matched to the learning needs of the individual pupil.

4.7   Pupils must have the opportunity to act on these comments either in correcting the original or in future pieces of work.

4.8   Marking should also tie in with the School's reward systems: stars, commendations and academic sanctions.

4.9   It is important that there is consistency within Departments about marking procedures and criteria and that regular moderation practices are carried out.

4.10   The results of marking should be recorded in the most appropriate way, for example: mark books/lists, checklists, teacher record cards/sheets.

4.11   There is a range of strategies available which, when used appropriately, can speed up the marking process without reducing its effectiveness, provided they are matched to the intended learning outcomes of the work and feedback.These include:

- Individual or peer marking or editing for specific features of content or presentation, prior to the work being handed in to the teacher.
- Editing or correcting of particular features in part of the work before asking pupils to self-mark the remainder for the same errors.
- Focusing marking on a single feature, which has been made explicit to the pupils in advance.
- Sharing exemplar material with the whole class to model the expected outcomes.
- Marking written work without the pupil present will involve more detailed teacher comment. Written comments should be both formative and constructive, indicating strengths, weaknesses and ways to improve; it is important that time is given for in the following lessons for pupils to read and assimilate this feedback.
- Rapid marking to monitor that work has been completed to an acceptable standard can be acknowledged with a dated tick and initials, or by stickers or stamps, to be followed up by more detailed marking at an appropriate time.

4.12   If a pupil is persistently absent, record this in their book as to the learning objective they have missed and when. This will provide evidence if the child is falling behind and indicate to parents how much learning has been missed through absence.

5. Monitoring, Assessment and Evaluation

5.1   The Senior Leadership Team (SLT), heads of department and teachers will, in the course of their duties, examine pupils' work and the methods of marking and provide appropriate feedback.

6. Policy Owner

6.1. The policy owner is the Deputy Head Academic.

7. Issue Date

7.1. Issue date: August 2020.

8. Review Date

8.1. This policy will be reviewed annually. The next review is due in September 2022.