



## **MARKING POLICY**

**This Policy includes the Junior School and Senior School**

### **Links to other policies:**

Assessment, Marking & Record Keeping Policy; Homework Policy

**All teachers must mark work on a weekly basis.**

Please remember that student's exercise books go home regularly to parents, and a poor impression of the teacher and school is given if books are not marked regularly. All teachers need to understand that exercise books convey as much about the professionalism of the teacher as they do about the student.

### **Object of marking books**

#### *Marking and target setting:*

Books should be marked on a weekly basis, using one of the marking techniques mentioned on page 2 of this policy. Students should not be encouraged to mark their own books or swap with classmates to mark. Teachers must be able to regularly view pupil's books to ensure that work is being completed to the correct standard and care. All classwork should be dated, and homework should be identified so that it is not confused with classwork.

The question or sum being answered must be written down, as one word answers and calculations are meaningless, especially for students to revise from. Additionally, parents are unable to ascertain what pupils are doing in lesson, as they too would be unable to follow the lesson and the relevancy of the answers. In particular Mathematics should have the question, sum clearly written out, and the answer should clearly show all of the workings out. The layout in all books should be clear and neatly presented. Whole pages should not be left blank, and book covers should not be drawn upon. These books go home to parents and pupils and teachers should be proud of them.

Students should be given clear targets as to how to improve, as good and poor lack meaning. For example:

- 1) Please ensure that you present all of your figures clearly.
- 2) Please show all of your working out.
- 3) Make sure that you take down all of the information from the board.
- 4) Please ask for help when you are unsure.
- 5) You need to concentrate on learning your nine times table.

The use of Blooms Taxonomy is highly recommended and should be referred to when marking to encourage meaningful and varied feedback.

These are clear targets and the pupil and parents now fully understand as to how they can improve.

In the Senior School there are several marking techniques that can be used. The following are acceptable marking practices:

- Use of formal marking stickers provided by the school. These include comments based on a good point, a target, a literacy comment plus an area for student review. Stickers should be used at the end of each topic and at least twice in each term.
- Light touch marking associated with ticking correct answers. This is not applicable in subjects where a true or false answer cannot be interpreted, such as Art.
- Verbal feedback with some recognition of the feedback written in the student's book.

Although the above are acceptable marking practices, the use of formal marking stickers is required every two weeks to encourage consistency and provide detailed feedback with a level or grade.

All teaching staff should of course allow for any SEN difficulties within their marking of children's books, and all comments should be fair, balanced and constructive. SEN, EFL and AG&T children often require more feedback and this should be tailored to the individual child's needs, as per the SEN/AG&T/EFL register. The frequency of marking for these students should be greater than for those who are not on the SEN/AG&T or EFL lists.

### **Prep**

This allows the teacher to see how much of the lesson content has been understood and retained by the students, through 'Prep', homework. This may well suggest that topics may need to be repeated in greater depth at some point. Please refer to the School's Homework Policy.

*Reviewed by Deborah Frost, July 2020*

**Next Review Date: July 2021**