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## CURRICULUM

### MARKING POLICY

Reviewed and updated October 2001

Next Review due: as required

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#### **Introduction and Aims**

Careful and prompt marking of students; work is an essential part of the educational process. Effective marking can contribute to the learning process in many ways and the aims outlined below summarise many of them.

Teachers should explain how work is graded to their class at the start of the academic year. Students should be periodically reminded of the meanings of the grades they receive.

#### **Aims**

The aims of the marking policy are to:

- ◆ To encourage students to develop skills in communication and pride in their presentation.
- ◆ To allow parents/guardians, students, and teachers to monitor their child's progress in the College.
- ◆ To enable work to be praised or corrected and helps to establish guidelines for future learning and improvement.
- ◆ To enable it to be used to develop skills which can be used in examinations.
- ◆ To continue to develop the good practice already established in the College.
- ◆ To establish common guidelines for marking throughout the College which are understood by all involved in the learning process.

#### **Guidelines**

##### **Presentation of Written Work**

- a. All diagrams should be drawn in pencil and straight lines drawn with a ruler.
- b. All written work must have appropriate headings, a date and underlining.
- c. All written work should be completed in blue or black ink.
- d. Any students with graffiti on the cover of their exercise book will be required to cover it. Graffiti on a piece of work will require it to be re-written.
- e. Any errors made should be corrected as simply and neatly as possible in final drafts of work. The use of correcting fluid is not encouraged in the College.

##### **Spelling, Punctuation and Grammar**

- a. The following abbreviations should be used in the page's margins to indicate significant errors:

**Sp** for spelling  
**P** for punctuation

**Exp** for grammatical errors except where each error is corrected by the teacher

- b. A significant error is one which the teacher judges to be within the scope of a particular student to learn from by its correction.

## **Handwriting**

The College does not advocate one approach to handwriting. Students are expected to use their best handwriting at all times and students producing carelessly written work will be required to rewrite it.

## **Marking Schemes**

- a. Where tests are used within Department, the mark schemes used by teachers must be the same.
- b. The marks resulting should be processed according to the Department's assessment policy, and targets set for each student when their paper is returned.

## **Comments on Work**

- a. Comments must be meaningful, generally positive and relate to the task set and the outcome expected. Comments can include targets for improvement and this can be seen as good practice.
- b. Negative comments are sometimes necessary and these must be accompanied by some guidance on how to correct any shortcomings in the student's work.
- c. Books must be marked regularly. The nature of work done in some subjects might cause some variation from the norm, where it is recommended exercise books are marked at least once every fortnight. Variations from this norm should be outlined in the Departmental marking policy, which must be approved by the Executive Committee.
- d. Pupil marking of work is acceptable providing staff scan and tick to denote work is of a satisfactory quality.

## **Grades**

- a. There are times when numerical grades will be appropriate, e.g. for tests, and/or National Curriculum grades will be needed. On these occasions the significance of the grades should be explained to the students. On other occasions where work is graded according to GCSE or GNVQ criteria and a GCSE or GNVQ grade is given then this should be made clear to students by a written comment. When work marked is not graded as above then the following grading system should be used:

### **Attainment**

A	-	Excellent
B	-	Good
C	-	Satisfactory
D	-	Poor
E	-	Unsatisfactory

Profile sheets can incorporate these grades within the teacher's comments. It is recommended feedback to pupils re progress in exam grade terms should be given every half term.

- b. The award of these grades must be standardised with the Departments by the Heads of Department. Standardisation across Departments will take place.
- c. The grades awarded should be appropriate for the student and class.

- d. Effort grades, previously awarded within the College are to be replaced by a simpler system based on arrows.
  - i   ↑ I am very happy with the quality of this piece of work and the effort I think it shows.
  - ii   → The effort shown in this piece of work appears to be satisfactory.
  - iii   ↓ This is disappointing. I feel you can do much better.

Staff can ask pupils to grade their own effort if they wish and follow this up with their own judgement in response to this.