

CHINTHURST SCHOOL



MARKING POLICY

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GENERAL PRINCIPLES

Marking is an integral tool in assessing and guiding a pupil's progress. Essentially, there are three key aspects to marking.

- **Summative Marking:** This generally focuses on what a pupil has achieved in a piece of work.
- **Formative Marking:** This offers suggestions on how the pupil might develop his / her work in the future. It should encourage the pupil to take a degree of responsibility for his / her own progress, by giving advice or by asking questions.
- **Diagnostic Marking:** This focuses on specific errors or weaknesses in work, and offers specific guidance for improvement.

'MARKING' AND 'CORRECTING'

'Marking' should be distinguished from 'Correcting':

- **Marking:** an assessment indicating the quality of a piece of work by a letter grade, number, or comment, chiefly of value to the teacher and parent.
- **Correcting:** a direction with a specific teaching aim for the information and action of the pupil

Hence not every piece of work requires a numerical or alphabetical assessment or written comment, and every error noted in pen that contrast that used by the pupil (Normally red, green or black).

Every piece of work produced by a child should be 'marked' in the sense that it should be read, responded to, displayed, and commented on. The correcting may be of one specific point of spelling, vocabulary usage, use of tenses etc with other errors disregarded. Clearly, it is important to direct the attention of pupils to their errors, but to swamp the work of weaker pupils with a flow of correction, serves only to destroy what little confidence they may have.

POSITIVE MARKING

Assessment must be seen as a positive and continuous process, seeking to encourage rather than discourage. The teacher's role is not simply to correct the mistakes the child has made, but to help him/her not to make the same mistakes the next time.

It is good practice to begin a comment with a positive statement. Comments may refer to the effort made and improvements as well as focusing on the content.

As already mentioned, corrections should be selective, focusing on a particular error or type of error, as 'over-marking' errors is demotivating. Nonetheless, effective marking should also reflect a degree of differentiation. Clearly it may be appropriate for a more able pupil to have more errors highlighted in his/her work than a less able pupil.

Assessment is not simply a matter for the teacher. Pupils should be encouraged to comment on their own work.

'Involving children in self-assessment helps them to a better understanding of their own strengths and needs (NCC. Guidance)

WHOLE SCHOOL POLICY

For the non-academic subjects (Music, Art, Games, ICT & DT) effort grades are awarded on the interim reports (1 to 4).

Years 3 to 8

In Years 3 to 8, the pupils begin the process of moving away from a system where they are largely taught by their Form Teachers, and are taught by an increasing variety of specialist teachers. We recognized that in order to provide better continuity across all subjects in Years 3 to 8, there was a need to adopt a 'standardized' system of awarding marks and grades. ***[Flexibility is afforded to Years 3, 4 & 5 in the process of grading; allowing all teachers the option of assessing the most appropriate methods of reporting within the setting they operate. This will be discussed with the SMT and sanctioned if deemed a suitably reflective medium for communicating the progress of individual pupils.]***

This has a number of benefits:

- Makes it more meaningful for the pupils
- Provides a system of continuity
- Makes it clearer for parents to see levels of effort and achievement in all subjects
- Makes it easier for the school to monitor levels of effort and achievement in individual subjects as well as across subjects

We have adopted a standardized system of letter grades for achievement (**A* - D**) and number grades for effort (**1* - 4**).

Therefore a piece of work which may be marked out of 10 / 20 / 45 / 58 etc will need to convert this mark into a % so that a letter grade can be awarded accurately. A piece of work or a test may have a numerical % mark but will also have a standard letter grade in line with all departments, referring to the mark boundaries. In addition, a numerical grade for effort may also be awarded.

Eg. **A*1, A2, B3 or C2** etc.

Achievement Grade Descriptors

Each department will apply its own agreed mark boundaries broadly in line with these guidelines:

A* = 90% +	This an outstanding piece of work.
A+ = 85 – 89%	This is an excellent piece of work.
A = 80 – 84%	This is a very good piece of work.
B+ = 75 – 79%	This is a good piece of work.
B = 65 – 74%	This is a sound piece of work.
C+ = 60 – 64%	This is a satisfactory piece of work that needs some improvement
C = 50 – 59%	This is a satisfactory piece of work that needs improvement.
D = 0 – 49%	This work is below the expected standard

- 'C' grades should be regarded as 'satisfactory'
- 'D' grades are below 'satisfactory'

It is important that all staff in all departments use this grading system consistently. Teachers need to keep a record of marks as well as the letter grades as described; allowing for each pupil to be given an accurate % for the term.

Each pupil is given a copy of the grades system with a clear explanation of each grade. This is stuck into the front of each exercise book.

Effort Grade Descriptors

Effort Grades (1*-4):

1*	You have made a really outstanding effort. Well done!
1	You have made a very good effort, and have taken care of this.
2	You have made a good effort.
3	You have made a satisfactory effort, but you could try harder.
4	You have not made much effort or taken enough care over this.

Whole-School Procedures

All subject departments may have specific guidelines in their Departmental Handbooks, explaining marking procedures peculiar to their department, regarding corrections and indicating errors etc.

(Refer to Departmental Handbooks for specific departmental guidelines if deemed necessary).

So as to provide a uniform approach across all, departments a number of procedures are applied throughout the school:

- All marking should be positive and try to encourage improvement
- Where possible try to make any comments 'personal' and use the pupil's name
- All work is marked in pen that contrast that used by the pupil (Normally red, green or black).
- Spelling errors – where it is felt to be appropriate, the correct spelling will be written in the margin or underneath the piece of work for the child to copy and learn. It may be more appropriate for some children to write '**Sp**' in the margin on the line where there is a spelling error. This will indicate to them that there is a spelling error and that they need to find out the correct spelling independently and write out the correction.
- Referring to the 'Whole School Grading System', a letter grade for attainment (A*-D) and a numerical mark for effort (1*-4) can be awarded to a piece of work. Not all pieces of work will necessarily be given a written grade. For some pieces of work, it may be more appropriate to write a positive comment.