

Marking & Assessment Policy

[Next update – September 2018]

Priory School

Marking and Assessment Policy

Aim

To ensure consistency of marking of pupils' written work. This is important so that pupils learn good practice through the feedback they receive from teachers. It is also crucial so that parents can rely on parity between different subjects' marking and have a clear understanding of what the marking means.

This policy aims to clarify the guidelines with which teachers should make themselves familiar and should apply in order to provide effective and constructive feedback to pupils.

Marking of Work

Marked work should:

- ✓ make clear what standards are expected
- ✓ include both positive comments and also indications re how to improve on presentation. The balance of marking should be positive in order to encourage pupils. Whilst some pupils will have much to correct, they should be focused on what is most crucial at any one time.
- ✓ reflect the objectives of the specific topic or task. These objectives should be shared with the pupil before the work is completed and should be referred to explicitly in the way work is marked.
- ✓ enable pupils to reflect on the comments and symbols used in the marking. To this end all pupils should have the marking symbols stuck into the cover of their exercise books.
- ✓ focus consistently on the need for good presentation of work and reinforce the need for accurate literacy and numeracy
- ✓ Use consistent marking symbols across departments.

Regularity and frequency of marking

Written work must be marked regularly. This applies to both classwork and homework. It is expected that even in subjects where pupils have only one lesson per week, books should be marked twice in a half term. Written notes should be acknowledged.

A record of marks awarded must be kept in mark books and as a legal document this should be available for scrutiny upon request.

Responsibilities

Individual teachers are responsible for ensuring that their pupils have a copy of the marking symbols and other explanatory material in the front or back of their exercise books or folders. The list of symbols to be used is given on a separate sheet and can be photocopied for pupils' use.

Individual teachers are also responsible for ensuring that the interim results are carried out within the deadlines set.

The Principal is responsible for:

- a) ensuring the regular monitoring of the assessment and marking policy throughout the school, including the interim record cards
- b) completing marking audits in both formal contexts and regular random sample checks
- c) providing help and support in carrying out the policy to teachers if needed
- d) at parents' meetings, explaining the marking and assessment grading system if required

Achievement is marked with grades 9 – 1, in line with the revised GCSE grading system first introduced in September 2015. Effort is marked on a scale A – E. Reference may be made to the School's separate Achievement and Effort Grades policy documents, which explain in detail what the grades mean.

It is vital that a pupil's effort is also clearly acknowledged. For pupils who do not find academic work easy, this can be an important tool for encouraging them.

House points can also be given to reward good work. 3 points would indicate excellent work, 2 points denotes very good quality work and 1 point signals work of merit. These should be written next to the work in the student's book and entered into the grid in the student's diary by the teacher initialling a square. This allows tutors to track an individual's accumulation of house points and to reward accordingly.

Every piece of work should be acknowledged with a written comment providing both summative and formative feedback in a form which can be understood easily by the pupil.

Authorised by the Principal, Mr E J Matyjaszek

October 2017

