

West Monmouth School

Ysgol Gorllewin Mynwy



Marking Policy

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Date Approved by Governors:

Date Reviewed by Governors:

1. INTRODUCTION

Marking is carried out for the following reasons:

- To provide pupils with constructive feedback and specific advice about how to develop their work.
- To monitor progress in relation to pupil targets.
- To encourage pupils to become independent learners and improve their own learning and performance.
- To help keep parents informed about their children's work and progress.
- To confirm to pupils and parents that written work has been marked by the teacher.
- To help the teacher keep track of pupils' progress and standards of attainment and to provide feedback on the effectiveness of teaching and learning.
- To highlight common pupil errors to inform subsequent teaching.

2. GUIDELINES

a. Marking will take account of pupils' specific learning needs.

b. In order to achieve the objectives listed above teachers must ensure that their method of marking is understood by parents and pupils. Clear criteria for the marking of work should be explained to pupils at the time the task is set.

c. Elements of a pupil's work will normally be marked at least once per month. In some department areas where pupils spend a large proportion of their curriculum time, and do a lot of written work, marking will often be more frequent. This acknowledges the importance of rapid feedback to pupils.

d. Teachers should include written comments that:

- praise specific good points
- prompt pupils – identifying one feature which the pupil needs to develop and say how.

e. Peer marking and self assessment by pupils should take on an important role in the marking process. This will be overseen by the teacher.

f. Where peer marking or self assessment is used as a learning tool, the teacher should:

- establish clear criteria for success before the activity
- ask pupils to use the criteria when marking the work
- encourage pupil feedback based on the criteria

3. GUIDELINES FOR THE PRESENTATION AND CORRECTION OF WRITTEN WORK

The following guidelines represent a basic minimum standard. The intention is to give the same message to pupils in other curriculum areas as they already receive in English lessons. Teachers of subjects other than English need to teach those aspects of language that are vital to success in the subject and reinforce pupils' general skills in reading, writing, speaking and listening. Sometimes a task will be set with only a single objective; in these cases marking may not comment beyond direct reference to that objective.

All work should be preceded by the date and a title and these should be underlined using a ruler.

A maximum of five spelling mistakes (common errors and technical vocabulary) will be corrected for each piece of work marked. They will be underlined and corrected in the margin by the teacher.

Attention should be drawn to proper usage of paragraphs. New paragraphs should be used when writing about a new theme idea or concept. When work is handwritten, the first line of each paragraph should be indented.

Corrections should be made where capital letters have not been properly used. Concentrate on their use for names of people and places.

Teachers should correct work using the common correction guide below:

0	Circle incorrect or missing punctuation points
Sp	Incorrect spelling
<u>we was wrong</u>	Underline a word or phrase showing grammatical mistake if something missed out
?	Meaning unclear – or no workings
//	New paragraph
Cp	Capital Letter
pn	Punctuation