The marking of pupils' work is a regular means of communication with pupils about their individual attainment and the next steps to take in their learning. This needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil.

**Why Mark?**

* To motivate pupils to further effort by praising current achievements.
* To assist pupils by the setting of clear development points to focus on / aspects of work where further development is needed.
* To provide the teacher with feedback on how well pupils have understood the current work and enable them to plan the next stage of teaching and learning.
* To enable the teacher to make judgements about pupil attainment, particularly with regard to teacher assessment at KS3 and for KS4 courses. This can then be used in identifying and tackling pupil underachievement.

**Faculty Head / Head of Department responsibilities:**

* To **monitor** the consistent use of this policy across their faculty / department and to report back to Faculty Head / SLT on a regular basis.
* To undertake **regular book checks** to monitor the implementation of the Marking Policy, to monitor pupil attainmentprogress and to maintain high standards.
* To ensure that their faculty / department **follows** the whole school Marking Policy and that it is fully **understood.**
* To ensure that **marking is regular and formative with subject specific learning points identified**.
* To establish a **centralised system of recording** marks / assessment grades awarded by the individual teachers within the department.
* To ensure regular **standardisation** of agreed assessment procedures so that meaningful grades or marks are recorded and communicated to both pupils and to parents when appropriate.
* To ensure that **each pupil has at least 1 piece of assessed work at termly at KS3 and ½ termly for KS4 and has the opportunity to respond to feedback through a gap marking exercise.**

**Classroom Teacher responsibilities:**

* To ensure that all class work and homework is marked **regularly** according to the Marking Policy **approximately every 2 weeks** making regular use of the school **Marking Stamp and/or formative feedback comments.**
* To **keep a record** of marks and grades achieved in accordance with the agreed mark book procedures within the department.
* To **explain the marking and assessment** system to all pupils, sharing success criteria where possible.
* To ensure that **assessment information informs further curriculum planning**.
* To ensure that regular feedback to pupils contains **subject specific comments to improve** and deploys **gap marking** as appropriate.
* To feedback utilising the agreed **department assessment feedback sheets** for the agreed KS3 assessments.
* To endeavour for any unfinished pupil work to be subsequently completed.
* To **mark spelling and grammatical errors** in written work as indicated below.

**Literacy/Spellings**

Teachers to write **up to 3** errors for correction at the bottom of the piece of work. Pupils to copy these out 3 times at the bottom of their piece of work.

|  |  |
| --- | --- |
| **sp** | **Spelling error – Circle the word or part of the word where the error occurs.** |
| **gr** | **Grammatical error in Standard English or punctuation error - underline the error** |
| **II** | **New paragraph required** |

**Expected standards are detailed under “responsibilities” if expected standards are not met the following steps are followed:**

1. Informal conversation. SLT / Head of Faculty / Dept sets out specific areas of concern with a 2-week timeframe of measures the Faculty / Dept / individual will take to produce improvement. These areas to be reviewed via further work scrutiny.
2. The work scrutiny highlights ongoing concerns that have not been tackled by Step 1. This outcome requires a greater level of support & monitoring. Deputy Head (T&L) to draw up support plan in agreement with Faculty / Dept / individual. This plan to last for a 1/2 term & to include all necessary CPD.
3. Support Plan agreed outcomes not met. At this stage the Head Teacher makes a judgement as to whether the support plan continues and / or this needs to be individualised into the informal support stage of the capability procedure.