



Mount Carmel Roman Catholic High School Whole School Marking Policy

“...Where the primary aim is to advance student progress and outcomes with marking that is meaningful, manageable and motivational”

AIM OF THE POLICY:

That marking should serve a single purpose:

To advance student outcomes through meaningful, manageable and motivational marking that allows teachers to assess how far students are learning the curriculum and making progress in the sense of knowing more and being able to do more.

OBJECTIVES OF THE POLICY:

1. To provide a positive model which recognises pupils' progress (WOW) and sets clear targets for further progress (NOW)

WOW – a motivational comment telling pupils what you are pleased with or why

NOW- a next step to improve/ correct or plug the gap in pupil knowledge or skill

Improvement Time - pupils act upon the NOW comment to take their learning to the next level/stage

2. To recognise the diversity of marking across subject areas, ages and abilities so there is not a one size fits all approach to marking
3. To ensure that the sole purpose of marking is to improve pupil progress and outcomes through allowing teachers to assess how far students are learning the curriculum and are able to know more and do more.

RATIONALE:

‘At its heart marking is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next with the primary aim of driving pupil progress.

This can often be achieved without extensive written dialogue or comments.’

(Report of the Independent Teacher Workload Review Group)

The primary aim of all feedback is to support **all** pupils to make progress towards achieving their targets and in doing so raise their self-esteem and develop them as independent learners.



Marking ought to show pupils how well they have progressed in relation to learning the curriculum - and therefore their ability to know and do more- (WOW) and what they must do in order to improve further (NOW) and that pupils act on the feedback; through improvement time (IT)

Teachers are required to ensure marking is of a sufficient frequency to maximise student progress.

Pupils should write in black or blue pen to complete their work, a red pen should be used for pupils to peer and self-assess and purple pen should be utilised for improvements to their own work (IT). Teachers should use a green pen to mark pupils' work.

All marking should focus on the learning objectives and outcomes for the lesson.

Pupils must be prompted to take responsibility for improving their own learning by working on their written targets during Improvement Time (IT) at appropriate intervals in lessons and/or as decided by the teacher.

Literacy and / or numeracy must be acknowledged and corrected within the marking. This could form an element of WOW and NOW as appropriate to the subject or the need of the pupils.

Literacy marking should refer to the use of key words and include abbreviations such as 'Which', for: 'Why have I circled here?'; 'Sp' for: spelling corrections; 'Gr' for grammar corrections; // for: new paragraphs; P for: punctuation, full stop, commas etc.

Self and peer assessment techniques should be used in order to support pupil progress and must be linked to the success criteria set by the teacher for the task.

Feedback to promote progress can also include: stamps or stickers, achievement points, certificates, praise postcards, Star of the Half Term, online praise and feedback on Firefly.

Departments may give specific examples in their handbook, of how this policy is interpreted relating to the different subject requirements however, all principles must be followed.

The implementation of a whole-school marking policy is the responsibility of *all* stakeholders including teachers, support staff, parents, governors and pupils who will be accountable for the impact of the feedback.

REVIEW:

There will be an evaluation of the policy and a full review every year.

C Farrelly June 2020.