



ST MARY'S CATHOLIC SCHOOL

D2 - School Marking Policy

Marking is one of the principal means of feeding back to pupils about their progress. It is therefore a central aspect of the learning process.

These principles are two-fold:

- A. Feedback from marking must be meaningful to pupils in terms of explaining next steps.
- B. Marking should motivate pupils by rewarding achievement and encouraging them to want to improve.

Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To indicate how pupils can improve and extend skills.
- To enable staff to plan future work appropriately.
- To share expectations.
- To encourage pupils to reflect on their performance.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

Expectations:

Within **each term**, students should receive the following four pieces* of assessed work per subject:

Two pieces of work that have been **assessed and graded by the teacher** which includes written feedback in exercise books that contains:

- A comment that is diagnostic - highlighting strengths and development areas from the marked work
- A subject-specific target - offering guidance on how to improve.

An extended student response – showing work towards achieving the subject specific target.

Two pieces of assessed work giving students further opportunities to develop their practise.

Feedback to these assessed pieces of work can be given in a number of ways including, but not limited to:

- Individually through writing in books
- Whole-class feedback
- Peer or self-assessment against a published criteria

These two pieces of work **must generate feedback** that students are expected to respond to in full, the aim of which is to improve skills/knowledge in an identified area.

Evidence of the feedback and extended student responses should be in student exercise books, and should demonstrate robust responses to the feedback. Students should know that they have progressed.

There will be evidence of the 'teacher footprint' throughout students' work. The format of the 'teacher footprint' is at the subject teachers' discretion, but could include ticks, stamps, stickers, housepoints etc.



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Curriculum Planning and Assessments

Each department will utilise a detailed curriculum map and Go4Schools.

Curriculum Map	An overview of topics to be taught.	Published on the school's website.
Curriculum Map with Assessments	An overview of topics to be taught, with details of the topics to be assessed in line with the school policy.	This document is internal only
Go 4 Schools	Each assessed piece of work should be planned for the year on G4S with details of the topics and timings.	Parents, students and staff have access to the results of all assessed work.

The termly assessment schedule will allow for split classes and rotation subjects to also publish these assessment schedules. These schedules will be used as part of the monitoring process to ensure all staff members are following the school and departmental guidelines.

Monitoring:

Throughout an academic year the quality of marking, feedback and robust student response will be gauged.

The main methods SLT and SLs will use to quality assurance will be:

- Learning walks
- Formal observations
- Work scrutinies
- Moderation

In each case a judgement will be made as to whether students' work has been marked in line with the school marking policy.

The grading for assessment is met/unmet as determined by the observer. If marking is deemed as unmet, that member of staff will have the opportunity for a revisit. The judgement made during the revisit will supersede the previous judgement and be included in the overall judgment of learning walks

If marking is not judged as meeting the school marking policy on the revisit, the Subject Leader will provide support for that colleague.

Where a member of staff consistently fails to meet the school's expectations of marking, appropriate support will be put in place to ensure this member of staff can address the concerns raised. This will be done with the Subject Leader and a bespoke package of support will be offered.



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Marking codes

Specific target for pupil

+ Accompanied by a supporting positive comment

To be underlined with a ruler

Sp Spelling mistake

P Punctuation mistake

C Capital letter missing

NP New paragraph

G Grammatical mistake, misuse of words

? Illegible: unable to read or understand

W Working out missing

The code may be used alone or with the specific error underlined.

Departments may use other, more detailed codes, but they must be consistent with these and made known to the pupils.

Standard format for presentation of all work

All exercise books should be branded or covered,

All work should always be well presented, named and dated, with writing in ink, diagrams in pencil, lines with a ruler,

All headings must be underlined except word-processed work which should have headings in bold,

Full sentences should always be used,

*All KS4 and KS5 allocations must be in line with the above. KS3 assessment allocations see the table below:

Subjects	Pieces per term	Teacher Grading per Term
English, Science, Maths, RE	4	2 Graded with Diagnostic Feedback
MFL, Geography, History, DT	3	2 Graded with Diagnostic Feedback
Music, Drama, Computing, Art	2	2 Graded with Diagnostic Feedback

Review

Governor Committee: School Education Committee

Date of review: December 2024

Next Review Date: December 2027