



Marking Policy

Rationale

Irrespective of the differences in terms of subject demands, student abilities and other context, the underlying global principles with regard to marking and giving feedback should be the same:

- It must focus on helping students to know where they are and what they need to do to improve
- It must inform the teacher about what they need to do in terms of their planning and preparation to ensure that they meet the needs of all students and student groups in their classes
- It must allow the teacher to engage in dialogue – verbal or written – which places the student at the centre, and demonstrates and models the teacher valuing the student, and valuing their learning.

Evidence suggests – locally and nationally - that whilst much time is often spent on marking pupil work, the impact on learning has often been minimal. Hence our aim is to use only whole school and departmental strategies which will allow for efficient and effective marking and feedback. It should also be noted that within this context it is not expected that every piece of work need be marked.

Whole School requirements: Quality teacher marking

The detail in terms of which pieces of student work require quality marking will be outlined in departmental policies, as will the frequency with which such work need be marked. It is a **requirement** however that **quality marking** at Driffield School and Sixth form includes:

- The use of the **common marking procedure** for correcting/improving written work (see appendix)
- The use of **WWW** (what went well) and **EBI** (even better if), with a relevant teacher comment written on the student's work
- The use of a '**Verbal Feedback Given**' stamp as appropriate. Once verbal feedback is given, the student should write down one **WWW** comment and one **EBI** comment on their own work, as verbally described by their teacher.

Whole School requirement: Students acting on feedback and consolidating learning

As above, frequency and priority will be outlined in departmental policies, but it is a **requirement** that **quality marking** at Driffield School and Sixth form includes:

- Opportunities for students to act on and implement feedback given – **improvement time** - in which students complete, re-draft, and re-think work using teacher feedback as a guide, with students writing in purple ink to clearly signal the changes and the progress made.

Departmental requirements

It is a **requirement** that departments have a clear departmental marking policy which is applied consistently by all members of staff. There will be variation between departments given the differing demands of the subject at different levels. However, all departmental policies should

include the **common marking procedure** for correcting work (see appendix), and they must also outline

- the departmental rationale with regard to marking
- the range and type of marking used in the department e.g. formal and informal assessments, peer marking and self-review etc.
- the frequency of marking expected as standard – this may be broken down by subject area, qualification type, key stage or year group as appropriate
- How and when the consolidation of learning based on feedback given, is used. It may be that the department use the whole school system outlined above (**improvement time**), only.
- How the department give feedback - whether or not they specific a level or a grade, whether they use particular stickers or stamp rewards, for example. It may be that the department use the whole school system outlined above (**EBI and WWW**), only.

It is essential that the application of the whole school marking policy and relevant departmental policies form part of the regular monitoring and evaluation activities at departmental and whole school level as outlined in the monitoring and evaluation policy. It is also essential that departmental and whole school marking policies are reviewed annually.

Appendix

Word Level marking

Some common approaches to marking spelling:

Circle a word and write **Sp** above it to indicate a spelling error; write the correct spelling in the margin. Suggest to students they learn the spelling using the “Look. Say. Cover. Write. Check.” method.

Focus on a small number of key words which are either specific to the vocabulary of the subject or are commonly used across subjects. The students should be given the correct spellings on their work.

Mark intensively a single paragraph or page identifying subject specific vocabulary and common words which are misspelled. Focus on particular spelling patterns, eg: **y** → **+ies**.

Sentence Level marking



A circle with a “c” in it should be used where a capital letter should be.



A circle on the line should be used to show a full stop is missing.



Underneath the line indicates a need for punctuation, or underneath an existing punctuation mark, it indicates the need for change.



Below the line shows a word is missing.



Below the line means insert comma or other punctuation mark.



Above the line means insert apostrophe (possession and omission).

Whole text level marking

P In the margin indicates the need for a new paragraph.

// In the text indicates where a new paragraph should begin.

I A line in the margin denotes a section of work to be looked at in detail by the student and the teacher so that aspects of expression and organisation can be discussed.