



## Secondary Marking Policy

### Our Vision

*"An international community of learners striving for excellence and celebrating success."*

### Rationale

At Newton International Academy we believe the marking of pupils' work is an important Assessment Tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers within a shared departmental and whole school approach.

Positive marking and feedback are encouraged as this recognises pupil achievement, highlights both strengths and areas for development and provides clear guidance for improvement.

Effective marking helps to:

- establish whether or not pupils have achieved the learning objective[s] of the lesson [short term]
- give feedback to pupils as to their progress
- diagnose problems in learning
- provide guidance for improvement
- motivate and encourage pupils
- assess the progress of pupils in their understanding and development [long term]
- inform future planning by the teacher

It is intended that marking should be a useful and productive exercise for both the pupil and teacher. However, marking will never replace the direct interaction between teacher and pupil; that is the most valuable form of feedback. Written comments will never replace the face to face dialogue of assessment and encouragement that occurs constantly in the classroom.

Pupils' books should be marked according to subject demands. Exceptional effort and attainment should be rewarded using the school's reward system. (e.g. the award of a Merit Achievement). Comments should be made on class work and homework.

Marking should, at all times, be positive and constructive, so that it helps the pupil understand what to do to improve.



## Procedure

- Teachers' comments will be grammatically correct, tidily written, with correct spellings.
- Comments will be supportive and encouraging.
- While it is quite acceptable to point out failings, these must be in language that encourages pupils to do better and which gives them information on how to improve.
- It is recognised that levelling and grading work is not always possible or appropriate. However, on written work, comments should be made to indicate a pupil is on the right track and the extent to which the learning objective has been achieved.
- Heads of Department and members of the school management team will scrutinise samples of pupils' marked work to monitor the quality of marking across the school.

## Marking Guidelines

- As a reminder progress checks will occur twice a term at whole school level and assessments should be timed accordingly.
- All work should be marked according to subject policy specifications.
- Work should be marked in a way which provides clear feedback to each pupil on their level of achievement and on their strengths and weaknesses, so that learning takes place.
- Marking comments should place emphasis as much as possible on praise and encouragement, without sacrificing the need to be truthful and realistic. Marking should be linked to the system of rewards (credits for good work) so that pupil motivation is encouraged.
- Marking should be linked, wherever possible, to clear criteria, of which the pupils are made fully aware, before embarking upon an assignment. This is particularly important in the context of an extended piece of work.
- Work that is marked and assessed should be marked regularly with the school percentages and grades based on National Curriculum Levels in KS3 or IGCSE, IAS and IAL Grades (or equivalents as appropriate) in KS4 and KS5 – refer to the Assessment Policy. Written feedback should contain clear statements indicating and modelling what a student must do to make the next level of progress specific to the piece of work being assessed
- Marking should emphasise and support high standards of presentation, spelling and punctuation in all areas of the curriculum.
- Staff should keep a record of all marks/ grades given for key pieces of work and for regular tests throughout the year. This information provides important day to day evidence for assessing National Curriculum levels and for reporting back to parents.
- All books should include teachers', self and peer marking distinguished by different colours. Also students should have their targets based on the feedback written in their books or their planners.