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MARKING POLICY

DUIHS

Introduction

Marking is an important form of assessment both for teachers and for pupils. When done well it is a strong tool to allow teachers to know how much progress their students have made from their starting points and therefore be able to give appropriate advice regarding the next steps required in their pupils' learning and more importantly it directs students clearly how to improve their learning and what they need to do in respect to the next steps they need to make.

Expectation of the teacher

1. Marking should be carried out with a green colour pen.
2. Learning needs to be supported through feedback: oral and written comments relating directing to the learning objectives.
3. It is necessary for subject teachers to provide documented evidence of feedback and ways of recording this may be different for some of the more practical subjects, e.g. the use of learning journals. All assessed work should be marked to demonstrate that the work is valued by the teacher.
4. Marking should provide feedback that provides detailed guidance to the pupil that enables them to make better progress and should be carried out at least once per week with an assignment of a **'verbal feedback given' stamp** or a **green note of the same kind (VFG)**. Below the VFG (or in at least somewhere in close proximity of it), a brief note of the feedback given should be detailed to provide as a checkpoint and context cue for revision purposes. This can often be done by the pupil.
5. A report and overview of progress should be given using the **feedback forms (Appendix A)** or **the same format** at the end of each term where students are given an overall understanding of how well they are doing, what to do to improve and an ambitious target. **This should be followed by an assignment that compulsorily prompts pupils to complete a task in order to demonstrate attainment of the advice given.** This feedback must acknowledge what pupils have achieved (what went well, WWW), what would improve their work (even better if, EBI), and how they can achieve this (how to improve, HTI). The advice is recommended but not restricted to feedback based on end-of-term assessments.
6. Feedback through marking must be provided in ways that are understood by the student so that it can be acted upon. It is essential to the process that time is built into lessons (e.g. as a starter for example) to allow students to reflect and respond to feedback. **This process can be more valuable than the detailed marking itself** as it allows students to develop their skills further and make better progress in their learning.

Marking (Learning Policy):

At our school, we have agreed and finalised our marking code.

1. Teachers must have a **secure overview** of the starting points, progress and context of all pupils they teach.
2. Marking must be primarily **formative**, may be selective, and is clear about what students must act upon.
3. Marking and feedback must be **regular**
4. The following **marking code** should be used.

Marking (Summary):

1. Verbal Feedback (identified with a green **Verbal Feedback Given stamp** or **VFG** written) should be done *at least* twice each half-term
2. An effort score must be given *out of 10* once every half-term (see below for guidelines on effort score)
3. Formal feedback of the *end-of-term assessment* using the WWW/EBI/HTI format
4. Each formal feedback should provide 3 x targets to excel to the next level – ideally using level descriptors


Effort score guide:

Score	Effort criteria	Approx. Description
1	Inadequate	Rarely completes work or homework; has made less than minimal progress due to choices; usually misbehaved
2	Requires improvement	Barely meets expectations; participation, homework and classwork usually of a very low, usually rushed, standard
3	Average	Does the required tasks to a minimal standard; enough to complete tasks – not to progress further; rarely involved in class discussions
4	Good	Completes all set work and is usually involved in class discussions
5	Very good	Takes his work a step further by ensuring it is presented in a high-quality manner and makes the effort to participate in class discussions
6	Extremely good	Tries to produce high quality work and enhances his own learning through participating in class even when the topic is understood – either by ‘giving it a go’ or asking for clarification
7	Outstanding	Steps out of his boundaries to produce work usually above current capacity through practice, research and additional work. Involves himself in class activities enthusiastically and steps out of his comfort zone, willing to make mistakes and develop based on those mistakes
8	Exemplary	Role model to the other students – completes all work with high quality and dedication – involves in discussions by posing developing questions.

Please note: the scores are not reflective of their graded positions. Even a student on a level 5 / C-B average has the potential to be given an effort score of **1**. Also each category should take into consideration the positions of the students; they should not be measured according to another student. ***Whilst best-fit approach is recommended, it may be the case that the most fitting criteria does not truly resonate the impression the student has created – you may choose to give him a higher or lesser score than described above.***

For example, consider a student who naturally has handwriting not aesthetically pleasing and at the same time his work is always cramped and appears rushed. After being given advice and instruction to improve it, if he continues as such his score would be **2**. In the following half-term if he tries extremely hard to make it more visibly pleasing, spaced out, organised but despite his immense efforts it appears apparent that his handwriting is still not to a visually likeable standard, for the effort alone he should receive an effort score of **6**

Marking Code*

SP	Spelling Error
P	Punctuation needed or punctuation incorrect
//	New paragraph required
√√	Very Good response
√	Valid response
Gr	Poor sentence construction/flaws in grammar
'SL	Slang word/phrase
T	Target
NC	Nation Curriculum Level
EXP	Re-writing needed to improve the expression
–	Missing information/word/letter etc
?	Query (e.g. I am not sure of your point)
VFG / 	Verbal feedback given

PRESENTATION & MARKING GUIDELINE

Clear expectations need to exist regarding presentation. All staff should focus on these areas:

- Margin with a ruler (if needed)
- Underlining / drawing is carried out using a pencil
- Date – Islamic precedes the compulsory Gregorian date (if written)
- Title (Optional) - underlined
- LO for each piece of work
- Previous work ruled off (where necessary)
- An insistence on correct use of grammar, punctuation and spelling (using the Marking Code*)
- One line through mistakes
- Draft work titled as draft
- Blue or black ball-point pen to be used
- No graffiti on covers or in books

APPENDIX A

	NC
WWW	
EBI	
HTI	
STUDENTS ANSWER:	RED INK