



**ST. CATHERINE'S**  
**COLLEGE**  
A CHURCH OF ENGLAND ACADEMY

# Marking Policy

Date approved: 2019

Date to be reviewed: 2022

## Marking Policy Statement

### Values

The School Mission Statement clearly expresses our belief that God's children are at the heart of everything we do. Hence, the School believe that pupils and parents should be fully informed of present academic progress and future academic development through a consistently applied marking policy.

### Policy Aims

- To establish a consistent framework within which the School and individual departments can continue the systematic development of marking.
- To encourage positive achievement and personalised learning for pupils.
- To ensure all teachers are assessing and monitoring work on a regular basis.
- To ensure all teachers are providing pupils with guidance on how to improve their work.
- To ensure pupils are acting on feedback to improve their attainment.
- To ensure pupils know how to improve their literacy for learning.
- To stimulate dialogue between stakeholders, in particular staff, pupils and parents.
- To be able to track student progress, benchmarked against prior data and then act upon findings.
- To improve standards of attainment for all pupils.

### Marking of Work

- Evidence of checking pupil work should occur at least every timetable cycle.
- Each department has a marking policy appropriate to the subject
- All homework should be marked, if appropriate.
- Spelling, punctuation and grammar should be corrected in accordance with the school Marking Agreement which are displayed in the pupil diary (Appendix 1)

Marking will use the acronym SIR to help pupils understand their strengths and areas for improvement and to enable them to make the changes necessary to achieve the next level in their work. An explanation of the system and three possible ways in which it can be used are outlined below:

**S = a strength in the work**

**I = a way in which an aspect of the work could be improved**

**R = evidence that the pupil has acted to make the required improvement.**

#### Option one:

S: teacher identifies an area of the work which has gone well

I: teacher identifies an aspect of the work which could be improved

R: pupil makes the required changes or does the work again in order to make the required improvement

#### Option two:

S: peer identifies an area of the work which has gone well

I: peer identifies an aspect of the work which could be improved

R: pupil makes the required changes or does the work again in order to make the required improvement and/or teacher comments on the peer marking

#### Option three:

S: pupil identifies an area of their own work which has gone well

I: pupil identifies an aspect of their own work which could be improved

R: teacher comments on the self-assessment and pupil makes the required changes

Key stage 3 level or GCSE grade (or appropriate assessment grading from an equivalent syllabus/ qualification) may also be recorded on the work.

Excellence in effort or attainment is rewarded with House Points

#### Assessment for Learning

- Assessment criteria / level ladders must be available to pupils, possibly displayed in pupil friendly language on a wall display.
- Model answers should be available to pupils.
- Time in lesson should be afforded to allow for Responses to be completed

Good assessment practice will:

- promote pupil self-esteem through recognition of strengths in work
- enable the active involvement of pupils in their own learning by providing effective improvement targets which close the gap between present performance and future standards required
- accelerate progress by requiring pupils to act on feedback from self, peer and teacher assessment
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- enable the teacher to adjust teaching to take account of assessment information
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts

Assessment for learning will:

- provide insight into pupils' learning for both pupils and teachers
- promote success and progress for all
- support the target setting process
- enable continuous reflection on what pupils know now, what they need; to know and an understanding of how they are learning
- promote immediate intervention
- raise standards by encouraging pupils to fulfil their potential

The teacher will:

- provide continuous oral, and written, feedback which identifies strengths and the next steps for improvement
- monitor pupils' responses to SIR to ensure pupils are acting on feedback
- promote pupil involvement in self and peer assessment
- act on insights gained to inform curricular targets
- adjust schemes of work and plans as a result of assessed work
- make standards, objectives and learning outcomes explicit to pupils
- promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement

The pupils will:

- know what to do to improve
- know what standards are required
- act on SIR feedback to reach the next level of attainment
- know what has been achieved against known success criteria and what to do next
- gain confidence, motivation and self-esteem as learners
- improve their own self-evaluation skills
- make excellent progress
- build resilience

### Monitoring of Marking

- SLT and HoDs will monitor samples of books as per the timetable
- HODs will discuss with Line Managers at SLT line management meetings

## Success Criteria

- All pupils have an awareness and understanding of the marking process
- Pupils and staff feel confident in the accuracy and process of setting targets for continued progress
- Staff assessing and monitoring pupil work on a regular and frequent basis
- Pupils act on feedback provided by teachers, peers and themselves.
- Improved standards of attainment for all pupils
- Progress data is used effectively by teaching staff and pupils understand their flight paths

## Review

This policy was revised in April 2019 and thereafter, it will be reviewed three yearly and revised when necessary.

## APPENDIX 1

### **MARKING AGREEMENT (SIR)**

As displayed in Staff handbook and pupil diaries

#### **It is your teacher's responsibility to:**

- Mark your books regularly (including for literacy)
- Provide feedback about your work in terms of its **strengths** and how to **improve** it further.
- Provide you with a current level or grade for key pieces of work.
- Make sure you are clear of what your target level/grade is and what you need to do to achieve/exceed it.
- Create opportunities in lessons for you to **respond** to the marking and feedback you receive and support you to make best use of it.

#### **As a pupil it is your responsibility to:**

- Ensure that all work you hand in for marking has been proof read carefully to ensure it is as accurate and detailed as possible.
- **Respond** to your teacher's marking and work hard to improve your work further by:
  - Correcting any mistakes.
  - Expanding your ideas and adding detail where requested.
  - Answering any questions set.
  - Re-drafting your work carefully, using the teacher's guidance and support.

sp	Spelling mistake. Correct it.
//	Start a new paragraph. Start your next sentence on a new line.
/	Start a new sentence. Remember that a new sentence starts with a capital letter.
p	Punctuation mistake. Correct it.