3a   PRINCIPLES OF MARKING (SENIOR)
                Key Stage 3 and 4

The DfE workload review (2015-16[1]) suggests three principles for effective marking;

- *Meaningful*
- *Manageable*
- *Motivating*

Meaningful: marking should serve a single purpose; advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this. Each subject and phase should be able to determine a marking policy in their own area (see marking codes referenced below).

Manageable: the time taken to mark is not the same as effective marking. There is no need to adopt particular marking practices for ISI. They don't expect to see any specific frequency, type or volume of marking and feedback, provided marking is consistent with the school assessment policy and promotes pupil progress. Pupils should be encouraged to check and proofread their own work before handing it in.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in-depth comments or being universally positive. Pupils should be expected to check their work before they hand it in, and should be taught to understand the success criteria for a task (in an age appropriate way).

All teachers at Queen Mary's will **review** work regularly and be able to illustrate in their marking and/or feedback how they have aided the learning journey of the individual pupil. This does not mean that every piece of work should be marked or acknowledged as this does not serve any purpose in helping a pupil make progress.

Some pupils **may** be expected to spell correct high frequency subject words if necessary. These corrections are to be written out three times each. (A maximum of three words to be corrected for some pupils). Depending on the ability / needs of the individual pupil, staff will make the decision as to whether to write out the corrected version of a spelling.

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[1]https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

All teachers will be expected to have two examples of detailed marking/feedback for each individual pupil each term. Staff will be expected to use S (*strength*) and T (*Target*) on these two examples. This marking may be on an assessment or test or on a piece of classwork or prep that they can give **meaningful feedback** on (i.e. it will help pupils to progress). There is **no expectation** for any other marking, but there is a clear expectation that staff will provide feedback to pupils to help them to make progress. This feedback can be shared in a variety of ways ([see assessment policy](#)).

In advance, staff will be expected to provide an overview of the topics to be studied each term with the minimum two assessed pieces indicated. Pupils will be expected to use the overview as a checklist for keeping their books/files in order and as a self review at the end of each unit/topic. Staff will make regular checks that they are in order.

All teachers throughout the school will mark in **green** ink.

All pupils will respond to teacher comments in **purple** pen where appropriate.

All pupils will mark their own work in **red** pen.

If a piece of work is to be marked, then staff are expected to mark in accordance with the whole school marking codes, as shown below;

S	Strength	NP	New paragraph
T	Target	sp	Spelling mistake
?	Does not make sense	p/gr	Punctuation or grammar

It is anticipated and acknowledged that individual departments will add their own codes if appropriate and/or not use all codes if not appropriate. (e.g. mathematics).