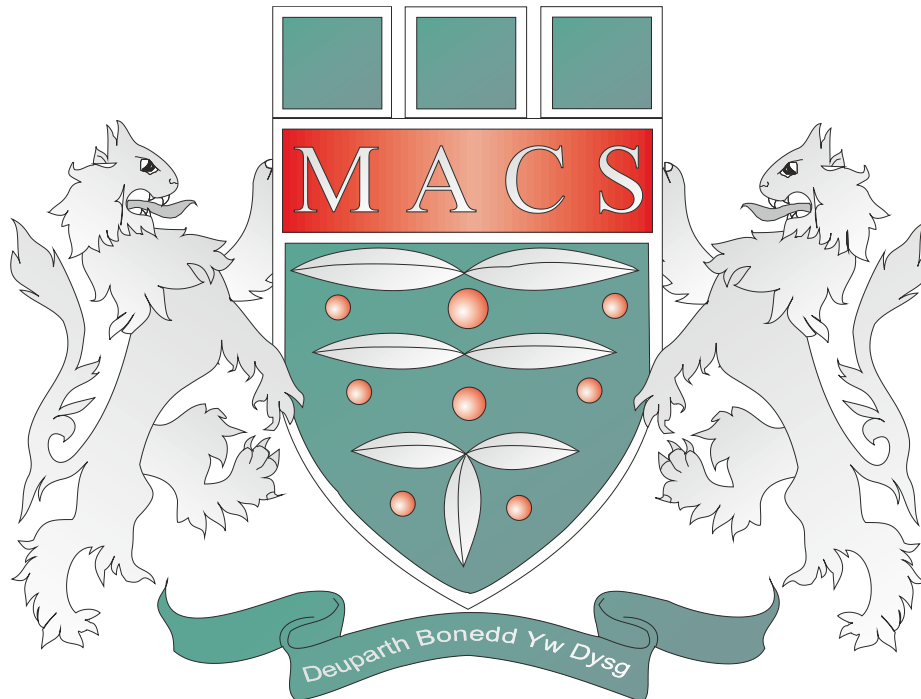


# MOUNTAIN ASH COMPREHENSIVE SCHOOL



*'Every Child Will Succeed'*

## Whole School Book Marking Policy

Signed \_\_\_\_\_ *P. Jarman* \_\_\_\_\_ (Chair of Governors)

Date \_\_\_ Oct 17 \_\_\_\_\_

**Reviewed: October 2017**  
**Next Review Date: October 2020**

## **Introduction**

### **Section 1: AIM**

### **Section 2: OBJECTIVES**

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### **Section 1: AIM**

To ensure that all pupils have their work marked in such a way that it improves their learning and builds self-esteem.

### **Section 2: OBJECTIVES**

- To enable written feedback to be an effective tool for promoting learning;
- To develop an interactive process that confirms when pupils are on the right track and informs them of what they need to do in order to make effective progress;
- To prompt all pupils to respond to the written feedback given by the teacher;
- To inform future teaching and planning of lessons.

### **Section 3: RATIONALE**

Mountain Ash Comprehensive School recognises that marking of pupils' work and pupils' assessment of their own progress and attainment are central functions in the learning process. As well as helping pupils to achieve higher levels of attainment in a specific subject, good marking also aids the development of essential skills, for example literacy and numeracy. The main purpose of marking is formative – helping pupils to identify strengths in their work and to see how their work can be improved. In this way, marking should be seen as an effective practical means of establishing suitably high expectations of each pupil.

Marking is most effective when the pupil knows:

- the purpose of the task;
- how far they have achieved this;
- what they need to do to take their learning a stage further and make progress.

### **Section 4: EXPECTATIONS**

**\* All marked work including formal assessments will, where possible, be completed in exercise books (See Assessment Policy).**

**When marking pupils' books TEACHERS should ensure that:**

- Marking is done regularly (at least twice per half term);
- Teachers/pupils must sign and date books after marking;

- Pupils have the opportunity to mark their own work using colour coded success criteria;
- Prompts are used when marking in order to encourage pupils to improve their own work. There are three different types of prompt:
  - A **reminder** prompt (e.g. *'The Learning Objective was to use bossy verbs effectively. Highlight where you have used them and explain why you have used them?'* *'How did George feel after shooting Lennie? Give your reasons using the text to help you.'* *'What's the formula for calculating the area of a circle? Have you used the right type of average?'*).
  - A **scaffolded** prompt (e.g. *'The dog was angry so he...'*, *'Describe the expression on George's face.'* / *'Remember the area of a triangle is half the base x height.'*).
  - An **example** prompt (e.g. *'The girl walked frantically into the room – Can you add adverbs to some of your other sentences?'*).
- Double ticks are used when the pupil has done something that shows achievement of the success criteria, used excellent vocabulary, achieved a particular target, etc;
- If oral feedback has been given OF should be written in the margin;
- Comments encourage improvements in pupils' literacy/numeracy skills;
- Bilingual comments should be used where appropriate;
- Peer and self-assessment are used;
- Arbitrary grades or marks are not used on pupils' work if they do not contribute to promoting pupils' learning;
- Spelling mistakes and/or incorrect grammar and punctuation are corrected where they relate to subject-specific terminology or key words;
- Pupils are expected to copy out spelling corrections three times in the margin;
- Pupils must be given sufficient DIRT time to improve their work (teachers could draw a box following a prompt to indicate the amount pupils are expected to write in their response).

**(See Assessment Policy for information on marking formal assessments.)**

#### **4.2 HEADS OF DEPARTMENT are expected to ensure that:**

- The Departmental Marking Policy reflects the principles outlined in the Whole School Marking Policy and that these principles are effectively implemented;
- There is a common understanding of the purpose and role of marking within the department;
- The impact of the Whole School Marking Policy and the Departmental Marking Policy is monitored by conducting regular book scrutinies;

- Marking within the department motivates pupils and has a positive impact on self-esteem.

**4.3 The SENIOR LEADERSHIP TEAM are expected to ensure that:**

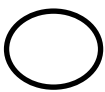


- They monitor the implementation of the Whole School Marking Policy;
- Whole school book scrutinies are calendared with a specific focus;
- They evaluate the implementation of the policy and provide diagnostic feedback on how marking across the school can be further developed.

## Appendix

### Marking

- Teachers will mark in red ink.
- Self or peer assessed work will be in green ink.
- Pupil progress will be completed in purple ink.

### Marks in Books

	A circle around a word or part of a phrase means your spelling or punctuation is incorrect.
SP	If this is written in the margin, there is a spelling error in that line.
P	If this is written in the margin, there is a punctuation error.
	An underlined word or phrase shows a grammatical mistake.
^	This means something is missed out.
?	Your meaning is unclear – something doesn't make sense.
//	New paragraph needed.
OF	If this is written in the margin, oral feedback has been given.
	This means you have achieved the success criteria or achieved a particular target.

### Bilingual Comments

Bendigidig! – <b>Wonderful!</b>	Boddhaol - <b>Satisfactory</b>
Ardderchog! – <b>Excellent!</b>	Anfoddhaol – <b>Unsatisfactory</b>
Da iawn – <b>Very good</b>	Siomedig - <b>Disappointing</b>
Da - <b>Good</b>	