

Marking Guidance for KS4 2009-2010

School marking policy guidelines

Principles

Pupils and students at St Peter's are entitled to have the work they produced regularly assessed. They benefit from such feedback, which tells them how they are progressing and how they can make further progress. This is essential if they are to develop the ability to reflect on their work and how it can be improved. Teachers gain an accurate picture of their students' knowledge and understanding through marking, which also helps inform lesson planning, tailoring it more closely to the needs of the students. The dialogue established through the teacher and the student through marking is also an important element in student motivation.

Guidelines

Class work should be inspected for completion and a tick or stamp placed at the foot of the page. This should happen on a two weekly cycle. Where appropriate a "How to Improve" comment should be evident and flagged with the stamp or an appropriate sticker.

Two formative and one summative homework should be set for each of the nine core science units. This should be accurately marked in accordance with the mark scheme; this will enable a GCSE grade to be given. Levels need to be recorded on SIMS to enable teachers to analyse students' performance outside of their discipline. The levels that students are working at should be recorded in their exercise book, these should be supported by a clearly flagged "How To Improve" comment.

Monitoring

The effectiveness of marking will be reviewed on a half-termly cycle through sample marking of two books/folders per class per teacher. These folders will also be sent with the Head to demonstrate the quality of the departments AFL. The results of sampling are to be recorded in the departmental SEF, along with an annual review of departmental policy.