Marking Policy

The aim of this policy is to ensure that all students have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-reflection on progress.

Principles

Marking of students' work can have different roles and purposes at different times and can involve both written and verbal feedback. When marked work is returned to students, teachers should provide some kind of verbal feedback either individually or as a class, to support written comments. In addition, teachers should look for opportunities to provide public praise to students concerning work, to recognise either high attainment, excellent effort or an improvement in standard. This positive feedback should focus on modelling the specific features of high quality work.

Marking procedures and marking standards should be consistently applied across the college. Two types of marking are used at Alec Hunter Humanities College:

Acknowledgment Marking

Acknowledgment marking is by a tick of all complete work, to recognise that it has been completed in accordance with the teacher's expectations. This type of marking should take place at least every 6 lessons and must be dated to show when the teacher checked the classwork or homework.

Formative Marking

Formative marking should start with a positive, specific comment regarding the strengths of the work produced and then focus on improvements which could be made to move learning forward. The work may be given a current level or grade, but other forms of notation using numbers or letters should be avoided, as these can be very confusing to students if they are applied in different ways in different subject areas. Teachers may decide that it is not appropriate to give a grade to a particular piece of work, in which case a comment will suffice, provided that it clearly directs the student towards the next steps required for improvement.

This style of marking must be completed at least once per half term. Within these key pieces of work, grammar and spelling should be tackled as part of the college's cross-curricular approach to literacy, but corrections should focus particularly on subject-related vocabulary or key words.

Students should receive summative feedback on their current level or grade at least once per half term, so that they can monitor their own progress. This may be through their marked work, or through alternative forms of assessment.