**MANCHESTER ISLAMIC HIGH SCHOOL FOR GIRLS**

**MARKING POLICY**

**Rationale**

Marking and assessment are tools for improving the learning of pupils. They:

* involve sharing learning goals with pupils
* help pupils recognise the standards they are aiming for
* involve pupils in self- assessment
* provide feedback which leads to pupils recognising the next steps and how to take them
* Involve the teacher and pupils reviewing and reflecting on assessment data.

Teachers need to consider what they are marking for and whether the time spent on marking is good value for raising achievement?

The main purpose of marking should be:

* to help pupils make progress
* to identify strengths and areas for development (targets)
* to show pupils how to improve
* to value/acknowledge pupils’ work

**Marking guidelines**

* Individual pupil targets based on prior attainment and available benchmarking data, e.g. CAT tests must be shown clearly in exercise books alongside level/ grade descriptors.
* In general pupils’ work (both classwork and homework) must be marked as follows:
* Where there is only **one lesson** a week, books must be marked **at least twice every half term**.
* Where there are **two lessons** a week, books must be marked **at least once a fortnight**.
* Where there are **three or more lessons** per week, books must be marked **once a week**
* Marking should include a grade for effort, according to the criteria set out below. Departments may also wish to give a grade for achievement. Where this is the case, a copy of the success criteria /explanation of each grade must be shown in exercise books.
* More extensive pieces of work will require a comment indicating the pupil’s level of achievement and a target for improvement/ progress.
* Presentation, spelling, punctuation and grammar should be corrected when appropriate. It is important to mark for literacy, but this does not necessarily mean highlighting every mistake, as this can be demotivating
* Where pupils have marked their own work or that of another pupil, the teacher must check that this is accurate and tick the relevant pages, making amendments as necessary. Marking work from a given answer booklet does not constitute peer assessment
* Peer assessment involves more than merely checking a pupil’s work from a given answer sheet, and requires the marker to assess the work independently according to known criteria.
* Feedback (including peer assessment) should include suggestions for the next steps for improvement
* Time should be given for pupils to respond to feedback and ask questions for clarification. This could involve whole class teaching *where there are* *common misconceptions*.
* Feedback should not give the complete correction but instead give scaffolding so pupils can build the correct response for themselves.
* Feedback should be specific and *constructive* - it is essential that pupils feel confident that improvement is possible.
* Unless the work is of an exceptionally poor standard, feedback should always include positive comments as well as constructive criticism.

**Monitoring of Marking**

* It is the responsibility of each individual teacher to ensure that marking is completed promptly, as laid down in the whole school policy.
* Heads of Departments are responsible for regularly checking that pupils’ work is marked in line with the school policy. A monitoring of marking form must be completed for each teacher, with a copy e-mailed to the relevant Head of Faculty.
* The marking of the Head of Department will be monitored by ES/TA
* SLT will oversee that the above is carried out.

**Explanation of effort grades**

1 Excellent - Work (including presentation) has been completed to the very best of the pupil’s ability

2 A good level of effort is evident in the work produced

3 Satisfactory effort but clearly not the pupil’s best work

4 Poor – work is incomplete, rushed or indicates little care has been taken