



Marking Policy

Everybody, Everyday

Written Communication

Marking Policy and Practice

At CHS teachers mark students' work to:

- help students to make progress by identifying the specific areas for improvement that need to be taken to further progress the quality of work;
- assess development in skills, understanding and knowledge;
- provide motivation, appreciation and encouragement;
- inform teachers' planning and differentiation

CSI marking. "Deep Forensic" marking

All books are marked using CSI marking.

C
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Check PRIDE (for relevant subjects)

Comments on **Strengths**

Advise and challenge students on areas for **Improvement**

All students should complete a **green time** activity related to their areas for improvement.

** In faculties with a significant practical component (e.g. PE), additional verbal feedback should be given in the absence of written work and assessed through student voice.*

Surface marking

It is important to note that:

- not every piece of student work will be marked in detail by the teacher, but all final/assessment work will be acknowledged as above;
- some marking takes place in classrooms with the teacher working with a student or group of students;
- self and peer marking also takes place;
- checking of work through a tick, PRIDE stamp and merits, indicates the teacher is aware of the completion of/quality of work;
- a brief comment may be used to acknowledge effort and achievement or to challenge untidy or incomplete tasks;
- reward stamps will be awarded for quality and effort in line with our rewards policy.

*Please see the assessment policy for reference to when student grades are awarded & recorded.

Literacy - Correcting spelling, punctuation and grammar

In addition to the literacy target trial it is important that students learn from their mistakes and are given opportunities to proof read or 'peer-proof' their work before submission. Errors will be self, peer or corrected by the teacher.

In September 2016 we introduced the new Literacy Targets as a trial to support students with their literacy development. Copies of the literacy targets are in all classrooms and student planners.



The poster is titled 'Literacy Targets' in large, bold, orange letters with a black outline, set against a background of red, blue, and green. To the left of the title is a small crest. Below the title, the poster is divided into three horizontal sections, each with a black header and a colored background. The first section is 'Beginning' (pink background) and lists three targets: LT1 (capital letters), LT2 (punctuation), and LT3 (spelling). The second section is 'Developing' (yellow background) and lists four targets: LT4 (subject-verb agreement), LT5 (tense consistency), LT6 (apostrophes), LT7 (commas), and LT8 (paragraph structure). The third section is 'Advanced' (orange background) and lists three targets: LT9 (vocabulary), LT10 (complex words), and LT12 (punctuation for effect). Each section is separated by a downward-pointing arrow.

Literacy Targets

Beginning ↓

- LT1: Use capital letters in the right places
- LT2: Use full stops, question marks and exclamation marks to end your sentences
- LT 3: Spell common words correctly

Developing ↓

- LT4: Make sure the subject and verb agree with each other
- LT5: Keep the same tense within a piece of writing
- LT6: Use apostrophes accurately
- LT7: Put commas in the right places
- LT8: Know when to start a new paragraph

Advanced ↓

- LT9: Use vocabulary in a thoughtful and considered way
- LT10: Spell complex words correctly
- LT11: Use a range of sentence structures for effect
- LT12: Use a range of punctuation for effect

PRIDE

The acronym PRIDE is used as a reminder to ensure that students take PRIDE in their work.

The below poster is displayed in all classrooms - and all students have a copy of the rules in their planner.

Staff will use the below guidelines to support Calder students to have PRIDE in their work.

- When marking work, when appropriate please use your PRIDE stamp, and either circle the letters that indicates which area needs attention (e.g. Circle P if they need to Pritt stick in their sheets) or award **2 merits** for all areas completed.
- At the end of each ½ term – please award **5 extra merits** to students whose books meet all the 5 PRIDE criteria. (Including those who have acted on the PRIDE advice and improved a piece of work)
- All form tutors should go through the “PRIDE slides” - sent to them at the start of the year in a PowerPoint, reiterating PRIDE expectations to their form.

