



Marking policy

The marking of pupils' work is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all teachers, especially as Physis teach in small groups. Positive marking and feedback which recognises pupil achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Feedback to any pupil should be about the particular qualities of his or her work, with advice on what she or he can do to improve, and should avoid comparisons with other pupils.

Effective Marking helps to:

Recognise pupil achievement

Monitor pupil progress

Provide feedback and guidance for improvement and progression

Motivate and encourage pupils

Record and report pupil attainment

It is essential that work is marked promptly, regularly and consistently and according to agreed shared assessment criteria /outcomes using both quantitative and qualitative criteria. Where commentary is used, it should be in the context of improvement, using

constructive comments that are clear and focused on advising students how work can be improved. Tone and language should be entirely pitched in a positive way in these comments.

At Physis, we are currently in the process of developing a ‘success criteria’ system.

It is not a requirement to append marks or grades to work every piece of work, however, grades and marks may be appropriate, in particular when marking GCSE work and equating the standard of work to a particular grade. Recent research suggests that comment-only marking is the best way to help learners improve and that comment only marking can lead to a 30% improvement in students’ work. It is extremely beneficial for the learner that formative comments are used to assess the quality of work. These comments should be constructive and aimed at helping the student to improve the quality of his/her work. Areas of strength and areas for development should be addressed.

At GCSE, teachers are more likely to make use of Mark Schemes from past papers for particular exercises. Students should as far as possible be aware of the reasons for the allocation of marks. Awarding marks does not relieve the teacher of the responsibility for continuing to annotate and add formative comments to work.