



BELVEDERE INTERNATIONAL SCHOOL

MARKING POLICY

2024-2025

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info@belvedereinternationalschool.com

Hili, Al Ain, United Arab Emirates

www.belvedereinternationalschool.com





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Philosophy

Belvedere International School's Marking Policy supports the School Mission Statement. We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful ongoing diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day to day basis manageable and feeds onto the next cycle of planning for teaching.

It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve.

Aims

Within our school we believe that a feedback and marking policy, which is shared with students will;

- Create a dialogue between the student and teacher/support staff.
- Ensure continuity for the student as she moves through the school.
- Signal areas of achievement by providing them with prompt, regular and diagnostic feedback about their work.
- Provide the student with feedback on how well they have met their learning objective and how successful their learning has been.
- Help teachers to fully encompass assessment for learning (adapting their planning to suit students' learning needs).
- Help parents to understand the strengths and weaknesses in their child's work and to show how much effort and progress their child has made.

Principles of marking

- It provides opportunities to celebrate and acknowledge achievement, progress and effort.
- It provides opportunities for prompt and regular written or spoken dialogue with the student.
- It will encourage teachers/support staff to be clear about the learning objectives of the task.

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- It provides opportunities for clear, constructive feedback on how the student can improve their work.
- It provides opportunities for the student and teacher to decide on targets and strategies on how to meet these.
- Teachers and students will follow up agreed targets to see how far they have been achieved.

Guidelines for marking

- When the student is being assessed provide clear ticks and written feedback, regularly and as frequently as practical for that subject.
- Ensure that all classwork and note taking is at least acknowledged with a tick in order that students know it has been seen.
- Make sure that the student is able to read and understand the comments we write in their work.
- Provide verbal feedback in lessons to supplement written feedback.
- Use comments that are constructive, accurate and supportive.
- Ensure that comments on students' work are legible.
- Give students time to look at the comments on their work and act on them.
- Ensure that students write in blue or black ink so that teachers can mark in pen in a brightly coloured ink such as red or green (which would be preferred). Wherever possible teachers should consistently use the same colours for the same purpose.
- Standards of marking should be consistent within each department.

Implementation

- At the beginning of each academic year, where appropriate, teachers must provide a clear explanation of the grades or numbers used to assess their students work. Students must be given a hand out with clear guidelines on assessment and time must be taken by the teacher to ensure that students understand how they are being marked and what is expected of them.

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- Teachers must make regular reference to the mark scheme used to ensure that students thoroughly understand how it works at regular intervals throughout the year.
- Staff will keep a regular record of work seen, marks/grades given and targets set for their students.
- Where appropriate, all subjects will draw the correct spelling of English words and subject key words to student's attention.
- All students will use exercise books and must be encouraged at all times to stick hand outs and other bits of paper in them to ensure that work is in the correct order and presentable. If in the Senior School, students must be encouraged to keep their work in folders in a chronological order and will have their folders checked periodically to ensure that this is the case.
- Teachers must make sure that all students work clearly demonstrates marking in line with the above marking policy.
- Teachers must make sure that students corrections and amendments are checked and marked.

Marking Prep (Homework)

- Where appropriate, Prep must be set regularly on the day(s) allocated to your subject and age group.
- The work set should be sufficient to occupy students for an appropriate length of time.
- At least one piece of prep should be set each week. This should be regularly and carefully monitored.
- Within these guidelines, Heads of Section are responsible for determining the frequency and nature of prep in their area.
- All written work must be marked clearly as classwork or prep and dated.
- Marking should aim to encourage as well as correct. Constructive comments which recognise achievements and help students to improve and develop are as important as marks. Experience shows that prompt and supportive marking has a strong direct effect on the standards of presentation and progress in work.

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Peer Marking (Peer Assessment)

- Where appropriate (short tests, experiencing examiners marking) peer marking can be used. This must only be occasional and must be for the purpose of improving students learning.
- Peer assessment helps develop self-assessment which can help promote independent learning.
- Teachers must provide a tick/comment to demonstrate that the work has been seen and checked by them.

Self-marking (Self-assessment)

- Where appropriate students may mark their own work in order to help them develop an understanding of assessment criteria and to support the learning ethos of the school.
- Teachers must provide a tick/comment to demonstrate that the work has been seen and checked by them.

Review Date:	July 2023
Next Review Date:	July 2024

Principal		Date:	
BIS Board of Governors		Date:	

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