Marking Policy

Aims:

- To help students to rewrite/improve the next piece of writing – EDITING and REDRAFTING

- To correct errors – PROOF READING

- To grade the work - EXAMINING

- To check that the work was carried out - MONITORING

- To set targets – FEEDBACK FOR IMPROVEMENT

This will be achieved by:

- Marking all class work and homework continuously in class and getting students to respond immediately so that marking is used most effectively.

- Consistently adhering to the School's marking codes, system, expectations and ethos

Targets/Outcomes:

- All students will be aware of their current level/grade and know what is required to progress. This will be done by using the target sheets at the front of each subject exercise book. Teachers will give students their grades at the beginning of each half term and then students will write their qualitative target for that half term.

KS3, KS4 & KS5:

- 90% of students are achieving good progress.

Definition:

- The assessment and correction of students' written, spoken, visual and three-dimensional work against a predetermined benchmark

Roles and Responsibilities:

Students will:

- Note homework task(s) in their student planner and tick it when completed

- Be aware of their current level/grade and their target levels/grades and whether they are on course to meet/exceed their target

- Review their subject Target Sheets in the front of their exercise books and read the comments

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• Note the comments teachers have written and respond to feedback accordingly.

• Use the Blue Pen to mark their own work (Self-assessment) when directed to by the class teacher

• Use the Green Pen to mark others work (Peer-assessment) when directed to by the class teacher

All staff will:

- Feedback must include a 'Target Question' or questions which aim to extend student learning.
- Student responses to 'Target Questions' must be in blue pen
- 'Target Questions' must be used for both classwork and homework.
- Encourage students to use the marks, targets and comments to make future progress
- Ensure that the student's exercise book is up to date and contains all the work they have completed
- Set and mark homework/class work and mark it within class in a continuous cycle
- Use the School's marking system consistently
- Must use the 'Presentation' criteria, For example:
  – crossing out mistakes with a single line
  – Date
  – Underlining headings
  – Not leaving empty spaces
  – No scribbling
  – Identify extension work
- Use a red pen to annotate student's work (to distinguish from students' work, peer and self-assessment)
- Set and review targets at the front of each student's exercise book at the beginning of the each half term.
- Record students progress on SchoolKompanion at the end of each term or as directed by the SLT.

Parents and carers will:

• Monitor their child's diary and sign it weekly

• Ensure their child completes homework tasks on time and monitor the work they have done in their exercise book

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• Make appointments with subject teachers if there are any issues that need addressing

School SLT will:

- Carry out book checks once a term or more often as required to monitor the setting and marking of homework and class work and give feedback to teachers
- Support staff in training and following procedures for consistent application of the marking policy
- Implement, monitor, review and revise the policy with Governors

Book Monitoring criteria:

1. Target Levels/Grades must be set in Target Sheet by teacher
2. Students must set their own half-termly targets in the Target Sheet
3. Content of learning/following schemes of work
4. **Feedback** (Homework/Classwork)
5. Self-Assessment
6. Peer Assessment
7. Presentation of work
8. Differentiated work (for example, extension work)
9. Lesson Objectives
10. Key Words

Monitoring and Evaluation:

• Whole school training on the marking policy.

• Half termly book monitoring

• Termly SLT meeting

• Termly meeting with subject teachers by SLT or more often as required.

Related Docs:

- Assessment Policy
- Curriculum Policy

How and When to Mark

The marking policy will link to target setting and should include the following:

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• Targets for each individual student should be set and displayed on the inside cover of the exercise book

• Written targets should be structured so students know their present attainment and what they have to do to improve this

• Targets should be updated 6 times throughout the year when assessments are marked.

• Students should understand the marking criteria and system, which should be consistent, but flexible to allow for departments' individual needs

• Marking should be linked to written comments, where possible, to show what made the work good, or how improvements can be made. (Listing strengths before weaknesses)

• When written comments are not used, marking should use only the codes below for feedback. Teachers should not devise their own marking codes.

Students' work should be assessed as follows:

• Read carefully through the work and make corrections with red pen as required

• Point out clearly areas where the student has done well so that they are encouraged

• Ask/set students target questions to extend their learning.

• Ensure that students respond to marking with blue pen

Correcting Students' work

All subject teachers must use the following codes when marking pupils' books:

sp	**Spelling error**
CL	**Use capital letter**
p	**Punctuation**
?	**Expression does not make sense**
//	**New paragraph is needed**
C	**Use connectives**
P	**Improve your presentation**

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Correcting too many mistakes will be discouraging to students and will give them too many corrections to learn at once. In the case of spelling it is suggested that the first five mistakes are noted and that students are asked to write the corrections at the end of their piece of work and learn them.

Reviewing and Correcting.

Please remind pupils to check with the above before handing in their work to you.

Assessment for Learning is characterised by:

• The sharing of learning objectives with students

• Peer and self-assessment

• Help students to know and recognise the standards they are aiming for

• Feedback to students to inform next steps in learning and how to take them

• Promote confidence that every student can improve

• Teachers should modify their planning and delivery and students should modify their learning as a result of feedback and assessment

The Purpose of Target Setting

• To use sources of information, including attainment data, to focus plans on raising standards of student attainment.

• To ensure that students' prior attainment and achievement are built upon throughout the key stage.

• To identify and focus teaching on areas of underperformance

• To actively support improved learning outcomes for underachieving groups of students

Curricular targets express in words (supported by data) a specific aspect of the curriculum as a focus for improvement. They can be for a whole class, group or individual and can be long or medium term.

Students can best achieve curricular targets when

• The learning objectives and learning outcomes are made clear

• The learning objective is placed in a longer-term context

• Students are given time to think before answering questions

• They are required to peer and self-assess work

• They are trained to work collaboratively

• They are allowed to demonstrate their understanding in a range of outcomes

• They are given feedback that focuses on specific targets for improvement

• They are familiar with the summative assessment criteria

Use of summative assessment

Students should reflect on their work and be encouraged to set questions and mark answers to help them understand the assessment process and to improve.

Students must use peer and self-assessment to help them think how their work can improve.

Comment-only feedback should be used to

• Let students know the learning objectives of the task and then how far they have met them.

• Let students know what more could they could have achieved and where to go next.

• Show them how to 'close the gap' between where they are now and the desired performance.

Grading and Levelling is more effective when

• Students are aware of the criteria and may be included in the creation of the criteria and make it their own by peer assessment.

• They are encouraged to explain what is needed to reach the next grade or level.

Oral feedback works best when:

• Students can take the lead and there are regular review sessions between teacher and student.

• Feedback is related to learning objectives.

• Students use questioning to clarify their understanding and are given time to reflect and respond.

Written feedback works best when:

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• The marking criteria are established and understood by the students and feedback is focused, guiding students as to how they can improve.

• Comments should identify what has been done well and what needs to be improved (with guidance).

• Opportunities for students to follow up comments should be planned as part of the overall learning process. Effective feedback confirms that students are on the right track and stimulates improvement. Students must also be given help to help themselves. This might mean helping them to find alternative solutions.

Date Policy Reviewed: 12th June 2020

Print Name (Chair of Governors): **Maulana Muhammad Abdul Jalil**

Next Review Date: June 2021

Responsibility for review: Principal / Governors