



# Marking & Presentation Policy

Updated: August 2019  
Review Date: July 2020

Students must:

- Write in **blue or black** pen (for all class notes and assessments)
- Write in **red** pen when improving work or peer/self-assessment (in particular in their exercise books)
- Complete graphs, diagrams or illustrations in pencil, using a ruler where necessary
- Write the date and a title (usually a learning question) at the start of each lesson & underline
- Take pride in their work and ensure there is no graffiti or doodling
- Use codes in the margin for peer/self-assessed work or homework (Peer, HMWK etc)

Front of students exercise books should be populated with their full name, teacher's name/subject, class code (E.g. 10Y2) and their target grade. There should not be ANY doodling or graffiti on the covers of their exercise books.

In their first week of every module (from module 2) students should populate the front covers with specific strengths & areas they need to develop based on the pervious module. Students should use their personalised progress cards to populate their current grade.

 Teacher: <u>Mr Farr</u>		Name: <u>Zoe Bayley</u>	
		Target: <u>7</u>	
		Subject/Class: <u>Geog 7J3</u>	
	Current Grade	Strengths	Targets for improvement
Module 1	5	I use some keys terms and demonstrate good K&U when describing the causes and effects of deforestation.	To use a wider range of key terms more consistently and fully develop my points to explain WHY effects are good and bad. Research methods of sustainable management.

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## Marking

The quality and regularity of marking should form the basis of a meaningful dialogue between teacher and student.

### Key Stages 3 and 4

There is a minimum expectation that Students complete **1 quality assessment per module** which the teacher will mark in detail using assessment criteria (such as MYP criteria, Assessment Objectives from GCSE or Btec) as well as marking for Spelling, Punctuation and Grammar (SPaG). This assessment piece will be retained in the students Record of Progress (RoP) folder and will include a learning reflection sheet. Core subjects and students in KS4 are seen more often and therefore teachers may wish to include more than 1 assessment per module, in the RoP folders.

Students should be given sufficient time to read and reflect on the marked work and respond to EBI(s). This dialogue will encourage students to improve the assessment piece and is proven to drive progress, making students take ownership in the progression of attainment.

KS5?

There is **no expectation** that students' exercise books are marked and there teachers should refrain from 'ticking and flicking'. During lessons teachers should be actively moving around with a colour pen and checking on students' class notes, marking for SPaG and ensuring students are taking pride in their work.

### When marking teachers should:

- Mark in a different colour pen to the students written work and should avoid using red pen if making comments or notes during the lessons (as students reflect using red pen in their exercise books)
- Use the criteria below when marking any students work

## On learning reflection sheets

- Make it clear on the success criteria what students have completed well/might need to work on to improve
- Have at least one clear What Went Well (WWW) so students can see what they have done well/made progress. Be specific.
- Have at least one clear Even Better If (EBI) which should be posed as a question so that students are prompted to respond. Be specific. Immediate progress will be seen if students complete a detailed response to their EBI(s).

<b>Literacy Marking</b>	
SP	Spelling (underline and correct)
C	Capital letter (circle and correct)
P	Punctuation (circle and correct)
Gr	Grammatical error
TN	Tense error
/	New Sentence
//	New paragraph
^	Missing work, please insert
?	Confusing point
✓	Clear point
✓✓	Exceptional point

## Record of Progress folders

This process is non-negotiable. Students should complete a minimum of 1 quality assessed work per module. Diagnostic marking should take place and include a learning reflection sheet. Diagnostic marking includes using some form of criteria, specific WWW/EBI and students should be given time to reflect and respond.

The assessment pieces and learning reflection sheets will allow students to demonstrate they know more and can do more. More importantly, students' comments and the opportunities they have been provided with for reflecting and improving their work should be used as a starting point for the next assessment. By referring to previous work students are able to identify the areas of development that they need to address in order to progress.



## **Assessment**

Summative assessment should take place every lesson and can be in many different forms. If students are peer/self-assessing or making changes in their work book they must do so in **RED pen**.

Formative assessments will be an integral part of tracking students' progress. Formative assessments should guide the student to display their understanding of knowledge and skills within a particular topic/unit. Linked to effective feedback this can be a highly effective ARR tool.

DoLs/subject co-ordinators should ensure that assessments are accessible and challenge students. They should also be clearly set out in schemes of work and time built in for them to be completed by all students. Time has been built into the Academy calendar to allow plenty of time for marking and moderation within departments. This will allow for consistent and robust data.

## **Quality Assurance & CPD opportunities**

Teachers will have module 1 to embed all of the above, including the RoP folders. Following this, departments will undergo book scrutiny and learning walks to quality assure the students RoP folders. This will be completed by SLT and include DoLs/subject coordinators and there will be specific feedback for all. Examples of good practice will be shared during CPD sessions.

There are calendared CPD sessions for effective marking (including how to get students to reflect and demonstrate rapid progress), assessment and effective moderation which will take place throughout the academic year. There is also additional time factored in for marking, moderation and reporting progress. We have removed the amount of data entries and the requirement that there should be 1 piece of marked work every 2 weeks. This means that teachers have more time to plan more effective learning experiences and quality assessment opportunities.

***Examples of good practice – to be included after Module 1***