



Marking & Presentation Policy

Reviewed: July 2023
Review Date: July 2024

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Presentation & front of exercise books

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
- 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, HWK etc)

Front of students exercise books should be populated with their full name, teacher's name, subject, teaching group (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 previous module. These should have explicit links to either the MYP or GCSE/BTEC specification. Students should use their personalised progress cards to populate their current grade.

Figure 1 – Example of a completed front cover.

Academy		End of year target: <u>9</u>
Current Grade	Strengths	Targets for Improvement
1	Solving problems with money and multiplying decimals	Revise using Seneca and Tassomai
2	Two way tables finding estimated mean from a frequency group table	Revise all the classwork completed every week
3	Working out area in problems and identifying outliers on a Scatter graph	Work on all of the work we've done in class at home.
4	Solving linear equations with brackets and expanding and simplifying double brackets	Solving equations with algebraic fractions.
5	Changing the subject of formula. Solving simultaneous equations	Showing algebraic Proofs.

Marking (exercise books)

The quality and regularity of marking should form the basis of a meaningful dialogue between teacher and student. To reduce teacher workload and improve staff wellbeing there is NO expectation that staff take home students books to complete diagnostic marking on class notes.

Students should be encouraged to regularly self/peer assess using **RED** pen in their exercise books. There should also be regular 'over the shoulder' marking during lessons by the teacher in **GREEN** pen.

Record of Progress folders (RoPs)

Students should be given regular opportunities to demonstrate knowledge and skills through summative assessment. The expectation is that the teacher will diagnostic mark in detail using assessment criteria (MYP or 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.

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. Students should also demonstrate progress by rewriting, annotating or adding to their previous answer(s).

We recognise that some subject groups have contrasting curriculum time and to support teacher workload and staff wellbeing we have revised the 'same for all' approach. In particular for those subjects where teachers may have a high proportion of KS3 groups.

KS3 (Middle Years Programme – Years 7-9)

Students to complete LAT common assessment in module 5/6 as well as moderated assessment by end of module 3.

Curriculum time per week	Subject	Minimum expectation of summative assessment stored in RoP	Total end of year
4 3 3 2	English language & literature Maths Science Language acquisition	1 quality piece of assessment each module	6 6 6 6
2	Design <i>DT – RoP per student</i> <i>IT – Online RoP per student</i>	1 quality piece of assessment included per term (end of module 2, 4 and 6) due to the rotation in D&T	3 3
3	Arts – Process Journal 1 RoP per student <i>Includes Art, Music and Performing arts</i>	See table 1 below due to the practicality of the individual subjects and complexity/duration of the assessments (E.g. Art)	6
3	Individuals & Societies <i>Includes Geography, History and Morals & Ethics</i>	As above	6

3	Physical & Health education <i>Includes practical PE & health</i>	1 quality piece of assessment included per term <u>due to the practical element</u> (end of module 2, 4 and 6)	3
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This schedule allows for a quality assessed piece of work (whether this is linked to practical work or written) to be quality marked without generating excessive marking.

Table 1 – Arts Process Journals

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	Drama	Art	Music	Drama	Art	Music
Year 8	Art	Music	Drama	Art	Music	Drama
Year 9	Music	Drama	Art	Music	Drama	Art

Table 2 – Individuals & Societies

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	M&E	Geography	History	M&E	Geography	History
Year 8	Geography	History	M&E	Geography	History	M&E
Year 9	History	M&E	Geography	History	M&E	Geography

Key stage 4 (Years 10-11) and 5 (Years 12-13)

There is a minimum expectation that Students complete **1 quality assessment per module** which the teacher will mark in detail using assessment criteria (Assessment Objectives from GCSE/IB/BTEC, etc.).

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

In Key Stage 5, there is no expectation that students utilise exercise books as students are encouraged to adopt a more university style approach and maintain their own style of note taking. Teachers should however quality assure that students are taking appropriate notes throughout the lesson.

Record of Progress folders

This process is non-negotiable.

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. Students should also demonstrate progress by rewriting, annotating or adding to their

previous answer(s).

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 student's 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).
- In Key Stage 5, students should create their own action points based on detailed assignment feedback given by the teacher. Students should also receive a grade, which is clearly defined and linked to the relevant assessment criteria.

Assessment:

Formative 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**.

Summative assessment will be an integral part of tracking students' progress. Summative 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 implement all of the above, including the RoP folders. Following this, departments will undergo progress checks and learning walks, as per the quality assurance process, to quality assure the students RoP folders & exercise books. 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

[illegible]


Coursework: There is no coursework element for GCSE maths

Final Exam: 100% (33.3% each paper).

Higher tier: grades 4 to 9 (grade 3 allowed).

Knowledge, Skills & Understanding

- 1 **Number:** 12-18% (Higher)
- 2 **Algebra:** 27-23% (Higher)
- 3 **Ratio, proportion and rates of change:** 17-23% (Higher)
- 4 **Geometry and measures:** 17-23% (Higher)
- 5 **Statistics & Probability:** 12-18% (Higher)

Feedback from Teacher	IB learner profile
<p>Marks: 34 out of 50 Target: 9</p> <p>WWW 1: Changing the subject of a formula</p> <p>WWW 2: Solving simultaneous equations</p>	<p>Which skills from the IB learner profile have you developed? How?</p> <p><i>I have been reflective when studying topics I struggle with.</i></p> 
EBI: Algebraic Proofs	<p>Student Reflection (using RED PEN only)</p> <p><i>I found the assessment ok. Some topics were easy and others difficult. To move forward I need to work on inequalities on a graph. I will look back over past lessons and practice questions in order to improve.</i></p>
<p>SPAG:</p> <p>Please circle a few words of the week and try to use them in Maths lessons in the next module.</p> <div style="display: flex; justify-content: space-around;"> <div> <p><i>succumb</i></p> <p><i>exemplify</i></p> <p><i>rapport</i></p> </div> <div> <p><i>zealous</i></p> <p><i>nebulous</i></p> <p><i>animosity</i></p> </div> </div>	

Name: Chambers

USE GCSE/MYP Assessment criteria ONLY – Highlight criteria that have been met

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Final Exam: 100% (33.3% each paper).

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Knowledge, Skills & Understanding

1 Number: 12-18% (Higher)

2 Algebra: 27-23% (Higher)

3 Ratio, proportion and rates of change: 17-23% (Higher)

4 Geometry and measures: 17-23% (Higher)

● Statistics & Probability: 12-18% (Higher)

Feedback from Teacher

Marks: 15 out of 50 Target: 6

WWW 1:

Solving problems with money

WWW 2:

Solve problems using division

EBI:

● Convert Recurring decimals to fractions

SPAG:

Please circle a few words of the week and try to use them in Maths lessons in the next module.

Acknowledge

Belligerent

Deceit

Exuberant

Competent

formidable

Inevitable

IB learner profile


Which skills from the IB learner profile have you developed? How?

I have been a reflective this module because I have looked at the topics I still need to work on and I have tried to study these a little more at home



Student Reflection (using RED PEN only)

I found the assessment easy at the time but my score does not reflect this. I think that I misread some of the questions and in the future I need to make sure I read them carefully.

 LEARNING CONVERSATION: POST 16		Grade: 4 A: 2 /5 B: 3 /5 C: 3 /5 D: 3 /5
DATE:	TITLE:	11 /20
MY TARGET FOR THIS ASSIGNMENT WAS: 1. To focus on structural elements as well as language elements. 2. To link my ideas within my essay so an overall argument is built.		THE LEARNING TREE SKILL I USED WAS: WHEN I...
ASSIGNMENT FEEDBACK: <div style="text-align: right;">DATE: 10 November</div> <p>Good choice of quotations to best convey attitudes towards men and women, with good unpacking of how meaning is made. Good balance between language and structural analysis. Well done for considering how presentation of character is founded in context. Your essay has a sense of development of argument.</p> <ol style="list-style-type: none"> Desdemona is atypical of women at the time- how does the end of this extract, and her eventual fate contribute to Shakespeare's message about women? In structuring your response, be sure to follow the "hamburger" structure: introduction with thesis, context, three points, conclusion. What 3 sub-themes can you identify in your analysis here? There are some moments in here where your academic register slips; be sure to keep your register consistent throughout. 		
MY ACTION POINTS: <ol style="list-style-type: none"> Desdemona's life ends with Othello murdering her. Desdemona's eventual fate reinforces the ideology that women should be subservient to men as through her death, all her power was stiped from her by a man. Three sub-themes → power, equality, 		