Marking Policy

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Mulberry Academy Shoreditch Marking Policy

Rationale
The school believes that marking/responding to students' work:
1. is an interactive process between the student and the teacher and forms an integral part of student learning resulting in a 'learning dialogue' that positively impacts on progress
2. Develops students as learners by involving them in processes of questioning, self-criticism and reflection about their work.
3. Helps students to learn how to structure their work by ensuring first that they understand the purpose of the task, the means of approaching it and the criteria against which it will be judged.
4. provides a mechanism of feeding back to the students about the standard of their work, how this relates to their potential and determines how students are to take their learning forwards.
5. Allows the teacher to make a personal and individual response to the work of a student, offering formative comment about the quality of work submitted, advice about future learning, how to improve and asking questions which help them improve.
6. Keeps the teacher and student informed about a student's current standard of work and assists in tracking student progress over time and planning future lesson content.
7. Ensures a consistency of approach to literacy and its development

Processes

Marking for subject content
The scope of a task (expected structure/key components/length/marking method) is made clear to the student at the outset and the specific criteria against which the work will be judged are defined; where appropriate this will include a level or external examination grade

Marking for literacy – SPAG (spelling, punctuation and grammar)
Teachers and teaching assistants are expected to draw attention to literacy such as:
- Capital letters
- Homophones
- Punctuation
- Use of apostrophes
- Spelling
- Grammar

Regularity of marking
This varies across subjects and key stages but the expectation is that marking is up to date and timely. For some subjects/key stages this may mean that there is a piece of assessed work every week or every two week cycle, for others it may mean that work is marked every five lessons and for others it may mean that there is on-going marking of classwork and homework, some of which may be peer, self or teacher marking within the lesson. It is expected that curriculum teams have an explicit statement of the regularity and process of marking in their curriculum areas.

Formative marking
It is expected that marking includes a formative comment, guidance on how to improve the work and/or questions that move the student's work and thinking forward. Teacher markings and annotations of a formative nature are clearly seen on the student's work in a colour that stands out. In addition, oral feedback is given to support formative written feedback.
Marking must be legible and age/ability appropriate.
Presentation and quantity of classwork is regularly checked and this could be evidenced by teacher comments or students improving their work.

Student response
It is expected that teachers plan time to enable students to engage in the learning dialogue using red pen by, for example:
- Offering the students a response time at the start of a lesson when they are required to reflect on their own work or the work of a peer and consider the depth of their knowledge and understanding.
- Altering and developing their work
- Responding to a question set by the teacher

It is expected that students correct literacy errors and are given time and direction to do this in addition to giving subject specific responses

Monitoring, evaluation and review
Faculty Team Leaders - monitor and evaluate the quality of marking and response to students' work across the team. They:
- Ensure that curriculum teams have an explicit statement of the regularity of marking in their curriculum areas.
- Ensure scrutiny, moderation and dialogue about marking occurs and celebrate and share good practice in team meetings
- Establish mechanisms to ensure that there is feedback to individuals as necessary, making provision for actions with timescales to secure any necessary improvements
- Participate in whole school learning walks, faculty reviews and book reviews as appropriate
- Ensure moderation occurs and that levelling of work is consistent
- Report to the SLT Line Manager through their line management

SLT line manager
- Monitors aspects of learning and teaching, including marking through their fortnightly meetings
- Contributes to SLT review of standards of marking through calendared book reviews, learning walks and faculty reviews

Appendices

Regularity of marking across subjects and key stages

MAS feedback policy is based on the principles of quality, high impact feedback to students. Feedback is formative, always showing what the students need to do improve and providing opportunity for students make these improvements. Here one cycle involves both the teacher feedback to the student and the student response to that feedback. It will also include addressing literacy issues.

	Maths	English	Science	Languages	History/Geography	All other subjects apart from core PE
KS3	Formative marking cycle* every three weeks (2-3 cycles a half term)			2 formative marking cycles* a half term		1 formative marking cycle* a half term
KS4	Formative marking cycle* every three weeks (2-3 cycles a half term) For separate sciences 1 formative cycle and one summative test per half term			2 formative marking cycles* a half term		
KS5	**A Level**			**BTEC**		
	Formative marking cycle* every week (where class is shared this can be shared between teachers)					

*this can include end half term summative assessment if this is then used formatively

English Faculty - Marking and Feedback Policy

In the English department, we mark an extended piece of writing appropriate to the student every fortnight. In a six week half term, therefore, students will have three pieces of marked work including an end of term assessment.

How do we mark?

1. Formative comments and redrafting

Students have an opportunity to redraft work or sections of work responding to individual targets given by teachers. Students or teachers will identify where the targets have been met using highlighter and 'target met'.

2. Literacy

Work marked by teachers will be marked for literacy as well as subject specific content. Teachers will pick up on and correct recurring mistakes and patterns including spellings, punctuation and grammar. In cases where there are many incorrect spellings, key spellings will be chosen for each piece of work or redrafting will be used after heavy annotation, depending on the student.
We use the literacy marking code that is displayed in classrooms.
In order to improve literacy, we use a range of techniques including short written activities in books, highlighting mistakes for students to work out and correct, peer assessment, spelling tests of common misspellings and subject specific vocabulary.

3. Challenge questions

Students are given a star and a target and this is followed by one or more challenge questions to help them reach the target. This is usually used when a student needs to push a concept further or could be analysing language to a greater degree. The student responses are monitored by the teacher.

4. Summative Assessment

Used for end of term assessments (all year groups) and mid-term assessments (year 10 and 11). Combined with follow up feedback.

5. Peer and Self-Assessment

Used during lessons: highly structured and focused on clear success criteria.

Creative Technologies - Marking and Feedback Policy

Computing and ICT

- At KS3 students to create termly evidence sheets demonstrating their technical competency (e.g. Python programming). Evidence sheets to be annotated explaining the key steps taken to create the overall solution. Homework and class work marked and given an effort grade together, giving a formative comment of student overall progress. Level given at DEP entry points.
  - o For the evidence sheets marking will be in the form of electronic stickers. Students will be required to respond to the teachers comments in green and show the improvements that they have made in response to teacher marking.

- Peer and Self-Assessment to take place at KS4 (test buddies) whereby feedback is given and acted upon (especially for Edexcel GCSE controlled assessment)

- Literacy Feedback. Teacher and student dialogue for all key stages. CA to be marked for literacy using post it notes.

Art

- 2/3 weeks marking progress over time. This could be longer if extended project. Homework and class work marked and given an effort grade together, giving a formative comment of student overall progress. Level given at DEP entry points. Teacher comment and student feedback on the front page of students books, to avoid writing on students art work.

- Peer and Group assessment every 3 weeks in lesson, through group work sheet and student/teacher dialogue stickers.

- Literacy Feedback. Teacher and student dialogue for all key stages. Posted notes and comment on mark sheet at the front of sketchbooks for Key stage 4 and 5. Teacher and student Dialogue stickers.

Hospitality and Construction

- Demonstration tasks in class and/or exam questions regularly marked at least once every 2 weeks (to include student response)
- Verbal feedback cards to be implemented for L2 BTEC to be monitored in folders to give students a written reference of feedback that can be referred to during assignments

Business and Economics

- Demonstration tasks in class and/or exam questions regularly marked at least once every 2 weeks (to include student response)

- Verbal feedback cards to be implemented in Business BTEC L3 to be monitored in folders to give students a written reference of feedback that can be referred to during assignments

- Mini assessments and at least one mock assignments to be marked and feedback to help limit resubmissions

Humanities Faculty - Marking and Feedback Policy

- All SOW have feedback/review lessons embedded within them
- Inclusion of peer and self-assessment twice half termly
- Trackers/mark schemes and overviews present and stuck in for each assessment cycle. These are based around skills needed for specific units.
- Exam focused assessment

How and when we will mark:
- Y7 and Y8 HIST (every 6 lessons - four AOs KO, Analysis, Judge, Literacy)
- Y7 and Y8 GEOG (every 6 lessons - two AOs KO, Literacy)
- Y9, 10, 11 HIST/GEOG/SOC SCI (every 6 lessons - exam question marked, full paper marked at the end of a unit)
- Y12/13 HIST/SOC SCI (essay weekly and recorded in tracker)

Maths Faculty - Marking and Feedback Policy

1) Consistent teacher marking key e.g. smiley face for what students have shown they can do well, 'T' for target with specific task set, or 'challenge' for when this is an extension task, responded to by students in red pen
2) Specific planned tasks that are formatively marked every two weeks
3) Peer/self-assessment embedded into classroom practice/classwork including corrections in red pen
4) Summative assessments used formatively e.g. corrections made, closing the gap activities.

MFL Marking Policy

Regularity of marking

- Books to be marked on a two week cycle. This may take differing forms depending on what work pupils have been doing and their ability/age group.
- Teachers to mark in green pen.

Marking of work

- All work (with the exception of notes) to be marked, whether teacher, self or peer assessed.
- Teachers to mark in green.
- Pupils to respond, self and peer assess in red.

Formative marking

- Two pieces of work (**at least one extended piece of writing**) to be formatively marked every half-term. This may include any formal assessments (teachers should ensure these are in pupils' exercise books).
- Marking to include formative comments, guidance on how to improve work and/or questions that move the student's work and thinking forward.
- To ensure this happens effectively, teachers should make it explicitly clear on how pupils need to respond and should showcase this through the departments PowerPoint slide.
- Teachers may also find it useful to provide model examples.
- **Pupils' responses should match the teacher's marking, both in quantity and quality.**

Peer/self-assessment

- To ensure pupils are learning from any work they do, anything that isn't teacher-assessed should be peer or self-assessed.
- All books to have a mixture of peer and self-assessment to showcase evidence of self-reflection and collaborative learning.
- As with pupils responding to formative marking, teachers should make it explicitly clear on how they want pupils to go about peer assessing.
- They may also showcase model examples.
- Self-reflection/peer assessment comments should be constructive full sentences that showcase reflection of their work.

Science Faculty - Marking and Feedback Policy

Marking in Science at GSAS must take place at least fortnightly.

It must include

- Marking for literacy
- Self and peer-assessment, where possible, that is acknowledged with a green tick.

In addition, at least one of the three items must also be included:

1. Challenge question(s) including an extended student response. (A minimum of 1 challenge question every 2 weeks). A level folders will show teacher review and student response on file dividers.

2. Test review sheets printed on green paper after every assessment including:
   - ✓ target grade, raw mark, grade
   - ✓ strengths
   - ✓ development areas/reflection
   - ✓ science content/skills they have learnt

3. **KS3:** Extended practical marked. Assessment sheet must be included and teacher feedback focused on at <u>least</u> one skill. Work will be assessed as working towards (W), pass (P) or mastery (M).
   KS4: Required practical marked. Assessment sheet must be included and teacher feedback. Work will be assessed as W, P or M.
   KS5: Lab notebooks marked. Review sheet details skills completed, competencies assessed with W, P or M