



<b>Policy:</b>	<b>Marking, Assessment and Homework Policy</b>
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Date of Approval:	January 2023
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Approved by:	Academy Council
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Review date:	January 2024
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# **Marking, Assessment and Homework Policy**

## **Principles**

Marking and responding to pupils' work is an essential element in the assessment of pupils' knowledge and understanding, progress, and the attendant raising of standards throughout our school. It informs and enables staff, pupils and parents / carers to take ownership of learning and to clarify necessary next steps required to further strengthen learning. Providing high quality feedback to pupils on the work they have produced for us is recognised as the most effective way to improve their progress. Every pupil is entitled to be challenged and supported in a manner that addresses their individual needs.

Effective assessment involves precise guidance as to how to improve their work particularly in light of misconceptions that are identified. Pupils should engage readily with this by acting on the feedback they receive. The way in which we respond to pupils' work inevitably communicates signals to them. These signals are likely to affect their own judgements and feelings about their levels of achievement / attainment and the ways in which they are working. All comments and responses therefore, in whichever form they may take, must be constructive and based upon evidence which the pupil understands and can relate to. The most effective comments will be framed positively giving an example of what has gone well and clearly framing key points for development.

Managing teacher workload is imperative in ensuring that we are prioritising the most important aspects of our role. This means marking should be meaningful and effective, tightly focused on learning objectives, and not marking for marking's sake. The audience for our feedback is our pupils - their progress is the reason we mark. If a pattern of misconception is spotted, a whole class feedback sheet is a useful mechanism to structure future learning and revisit the point or concept causing confusion.

The importance of clear communication of knowledge is paramount. This means that all work is marked for literacy alongside disciplinary content. All feedback is focused on the clarity of response and must model that fluent, accurate language use we want to see in our pupils.

## **Marking**

Classwork in books should be reviewed at least every three weeks. This will be responded to by the class teacher with a tick to show that work has been carefully checked or, when relevant, a comment. The comment will be related to the task completed and often provide opportunity for pupils to respond to marking, creating dialogue which should be ongoing.

Notes do not need to be marked. In addition, classwork can be peer or self-marked. However, this should still be checked by the teacher for accuracy and completion. No task should be allowed to remain unfinished – where this has happened it must be challenged and followed-up to ensure all pupils have complete learning histories in their books.

Class teachers must address literacy and numeracy errors using the relevant marking codes. Pupils must correct these as necessary, for example, copying the correct spelling out three times after teachers have marked this with 'sp'. Please see Appendix 1 for the full literacy marking codes.

- Teachers will mark in purple pen.
- Peer / self-assessment will be done in red pen.
- Pupils will respond to teachers' comments in red pen.
- Teacher will mark any feed-forward task or improvement / correction in purple pen.

Pupils' work must be presented neatly with date and title / enquiry question written carefully and underlined to organise their work.

### **Formal Summative Assessments**

KLA requires that data is entered onto the school system at four entry points per academic year. These will be organised by the Head of Faculty according to the best placement of these within the Scheme of Work. Data from these will be entered onto SIMS by the required dates in the school assessment and QA calendar.

The data points are expected to be used as follows

- Data 1 – Autumn term – Teacher assessment
- Data 2 – Mid-Year whole cohort exam results
- Data 3 - Spring term – Teacher assessment
- Data 4 – End of Year whole cohort exam results

For some pupils these will be further reinforced by further assessments where required. Some examples are given below

- Ongoing throughout Key Stage 3 targeted pupils (SEND and any pupils underachieving) complete
- Termly NGRT and spelling tests.
- Pupils receiving catch-up or PPB intervention will have baseline tests and impact tests during their support

Where possible, formal assessments will be part of national initiatives such as the PiXL Wave, etc to help standardise KLA attainment with that measured in other schools.

Formal assessments can include:

- GCSE exam questions (or part thereof)
- Controlled assessment pieces
- Formal, detailed responses to questions
- A piece of extended writing

All formal assessments should be clearly identified in the subject Scheme of Learning. These will be marked in detail, using agreed, relevant mark schemes. These assessments are quality assured. Within Faculties, these assessments are moderated as select pieces are shared and the rationale for a grade discussed to ensure consistency of assessment is achieved, and that pupils' attainment is measured equally across different teaching groups.

### **Low-Stakes Formative Assessment**

Summative data will be accompanied by rigorous low-stakes testing which is planned into the curriculum – and should be used in most lessons as a diagnostic support for identifying levels of concept knowledge and lingering misconceptions.

These can include:

- Short quizzes
- Short responses
- Questions and answers
- Short written pieces

These can be peer or self-marked. If this is the case, teachers must check this carefully for accuracy and show this through a tick.

Data is recorded and analysed by individual teachers. This data will be used to address any misconceptions before pupils complete their formal assessments. Each subject can do this in a way of their choice which works best for their curriculum. Details of how this is done in each subject follow below:

### **Responsibilities**

The Class Teacher has responsibility for:

- Marking pupil work as appropriate, including offering relevant feedback, which allows pupils to respond.
- Marking literacy errors and misconceptions carefully.
- Planning relevant intervention, which deals with misconceptions in a timely manner.
- Inputting relevant data onto SIMS and using this to identify pupils' needs and plan future lessons or intervention based on this.

The Head of Faculty has responsibility for:

- Planning formal assessments throughout the year according to when these will be best completed.
- Consider how these will be marked and ensure teachers understand this.
- Organising regular 'low stakes' summative assessment quizzes to ensure misconceptions are addressed before formal assessments.
- Ensuring all members of their Faculty are marking accurately and carefully. This will be through 'light touch' book monitoring, sharing of best practice during Faculty time and formal book monitoring.
- Liaising with class teachers and ALT as necessary if marking is not adhered to. Dealing with any issues from this.
- Planning effective moderation of formal assessments to ensure all teachers mark confidently and accurately.
- Oversee intervention offered by class teachers according to data. Meet with individual teachers to discuss intervention for individuals and the impact of this.
- Plan overall Faculty intervention based on formal assessment data.
- Plan standardising using marked exam pieces (use models from the exam board if possible)
- Ensuring literacy marking is evident in longer writing tasks, using Frayers and Becks vocabulary models as structures for feed forward marking.

The Senior Leadership Team has responsibility for:

- Ensuring that all data is entered on the system in a timely manner.
  - Ensuring that data sheets are ready to be populated.
  - Liaising with HOF to ensure marking policy is adhered to by all.
  - Supporting HOF in addressing any issues regarding marking.
  - Oversee and contribute to whole school book monitoring – formal and informal.
  - Leading a programme of 'light touch' book monitoring during learning walks.
  - Ensuring the marking policy of the school is always up to date and relevant.
  - Liaising with relevant staff regarding marking and the impact of this.
  - Coordinating and leading formal ALT book monitoring and the collation of data on this.
- Feedback from this will be given to relevant staff as necessary, including support plans and review meetings.

### **Marking and Feedback**

Marking and Feedback is imperative to ensure rapid progress. Our marking aims to show a clear teaching and learning dialogue between the pupil and the teacher and it challenges misconceptions early.

### **Marking Frequency**

The frequency of marking is subject specific and dependant on key stage.

**COVID Alterations:** All submission of work from students to be electronic, marking and feedback can be hand written back if the staff member wishes to, electronic is preferred. We will continue to use verbal feedback, especially to maximise the impact of low-stakes knowledge tests.

The ability to do full year group exams and assessments has been minimised, and reporting windows will change from those published on a best-fit basis.

# Marking and Feedback Policy

KING'S LYNN ACADEMY

Date	
WWW	
EBI	

## WWW – What Went Well

This is a comment of praise from the teacher to highlight what the student has done well.

## EBI – Even Better If

This is a comment that states what needs to be improved to ensure progress, students should do this right away when they receive their feedback.



Students always write in black pen.



Teachers always write in purple pen.



Students respond to marking in red pen.

- Marking needs to be **personal** and **tailored** to the student to ensure **high quality feedback** and **powerful next steps** with the EBI task.
- Marking needs to be **timely** and **built into Schemes of Learning** to allow time for the EBI task to be completed.

# Marking Frequency

KING'S LYNN ACADEMY

## Y7 and Y8 Marking Frequency – Each Half Term

Subject	Marking Frequency
Maths	3 x WWW/EBI Stickers and Homework Marking
English	
Science	2 x WWW/EBI Stickers and Homework Marking
History	1 x WWW/EBI Stickers and Homework Marking
Geography	
MFL	
Art	
Technology	
Citizenship	
ICT	

## Y9, Y10 and Y11 Marking Frequency – Each Half Term

Subject	Marking Frequency
Maths	4 x WWW/EBI Stickers and Homework Marking
English	
Science	
History	2 x WWW/EBI Stickers and Homework Marking
Geography	
MFL	
Art	
Technology	
Drama	
PE	
ICT	
Business Studies	

Subject teachers must mark in line with the marking frequencies on this policy. This is due to the timetable allocations as some subjects teach a class once a week and some subjects teach a class five times a week.

## Homework frequency

The frequency of homework is subject specific and dependant on key stage.

All homework is entered on the Go4schools website where staff can monitor the pupil's progression. A whole-school homework timetable is published at the start of each academic year to ensure that homework is fairly spaced, staggered and does not put undue workload on any pupil or group.

Teachers will ensure that:

- An explanation of the homework task is given to children and parents.
- There is regular homework set up in an easily followed routine.
- Any homework is purposeful and links directly to the curriculum being taught.
- Pupils who regularly complete homework tasks are rewarded and praised.
- Lack of homework will be recorded on SIMS. Pupils will have an opportunity to catch up work with their teacher or will be set a faculty detention.
- Homework is marked, with feedback in line with the school assessment and feedback policy.
- Tasks are differentiated and well structured.
- Pupils understand the purpose of the homework tasks.
- It is clear to pupils how their homework consolidates and extends the work they are doing in school.

## Role of Pupils and Parents

Pupils will:

- Complete their homework to the best of their ability in a well presented manner.
- Demonstrate a commitment to spending an allocated time completing the tasks set.
- Complete their work on time.

Parents will:

- Support the Academy by ensuring that their child attempts the homework.
- Provide a suitable place for their child to carry out their homework.
- Encourage and praise their child when they have completed their homework
- Become actively involved and support their child with homework activities giving signed or written feedback when appropriate
- Make it clear that they value homework and they support the school by explaining how it can help learning

# Homework at KLA

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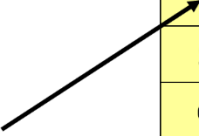
It is essential that KLA students learn how to be independent learners through the completion of regular Homework that cements the learning from their lesson to build knowledge retention.

Homework is set in accordance with the schedule and when handed in staff mark with a purple pen including comments referring to effort, presentation, literacy and content. The most effective homework is marked, stuck into books and highly valued.

Key Stage 3 Homework Frequency	
1 x piece set every week	Maths, English, Science
1 x piece set every two weeks	History, Geography, MFL
1 x piece set every three weeks	Art, Technology, ICT, Performing Arts and RE
Key Stage 4 Homework Frequency	
1 x piece set every week	Maths, English, Science, History, Geography, MFL, Art, Technology, Drama, PE & ICT.

## Appendix 1

This Literacy Code is used when marking for Literacy. The code is written in the margin for the student to correct in red pen.



KLA Literacy Code	
<b>Sp.</b>	Spelling
<b>Cp.</b>	Capital Letter
<b>P.</b>	Punctuation
<b>G.</b>	Grammar
<b>?</b>	Does not make sense
<b>Np.</b>	New Paragraph

Pupils must complete their corrections in red pen

- **Sp:** incorrect spelling

This must be re-written correctly three times and then in a sentence which places the word in correct context.. Teachers must use their professional judgement to decide which / how many words to select in the case of lower ability pupils who may have several incorrectly spelt words. For example, select high frequency words.

- **Cp:** to indicate capital letters are missing or used incorrectly
- **P:** to indicate punctuation is missing or incorrect

Pupils must add or correct the missing punctuation. If they are struggling with the specific type of information, provide some guidance or examples of these used correctly.

- **Np:** to indicate a paragraph must be used

All written work must be organised into clear paragraphs. Pupils must read through their work again and place // where they think paragraphs should be used.

- **G:** to indicate where grammar needs amending.

***Because we know that marking and feedback needs to be designed to fit the needs of teachers in each discipline, we have developed individual schemes underneath the broad umbrella of the overarching school policy – these are outlined below in these appendices.***

### **APPENDICES – INDIVIDUAL FACULTY MARKING SCHEMES**

Appendix 1 Maths

Appendix 2 ADT

Appendix 3 English

Appendix 4 Humanities

Appendix 5 MFL

Appendix 6 PE

Appendix 7 Science



## Appendix 1

### **Maths Homework, Marking and Assessment**

1. During lesson classwork is checked and verbal feedback given
2. Teachers ensure pupils correct/improve their assessed work in red pen
3. End of topic assessments are marked in depth, marks to be recorded by the teacher
4. Misconceptions recorded on the feedback proforma, which informs the teachers planning, and feedback.
5. Red pen must then be done the next lesson – pupils must act upon advice and feedback given and improve their assessments in red pen, in terms of improving, pupils must complete the specified teacher identified tasks to make improvements.
6. Books are reviewed by the teacher every 2 weeks but given the topic tests are the main driver for teaching adaptation and intervention, no comment is made in the books.

### **Other information**

Topic tests should be carried out at the end of the topic (every 2/3weeks). Topic tests are on the shared area and linked into the timelines. Staff can tailor the tests for their classes, e.g. making questions multiple choice, including some questions from earlier tests, building revision of prior knowledge into lessons.

Staff to periodically check marking accuracy of pupils if they are self/peer assessing. Knowledge gaps to be addressed with re-teaching and further revision if necessary. Use of departmental agreed lesson starter techniques are essential in this process.

### **Annex - Covid 19**

Due to safety concerns regarding Covid 19. Maths staff are not currently reviewing maths books (step 6). All other steps are continuing in line with new school policy and governmental guidance.

### **Annex – Covid 19 – Homework and home learning**

Homework is set weekly via the online learning platform Hegarty maths. In the event of student/class, isolation staff will revert to the same mechanism used during the national lockdown. Each class will be set one current task (as per the SOW and timeline) and one revision task per timetabled lesson. The weekly proforma detailing the tasks set will be sent to the Head of maths for quality assurance purposes. Students will complete these tasks to the best of their ability, questions or concerns will be raised via the comment section on each question allowing staff to quickly respond to the learners needs. This worked very well during the national lockdown with high levels of engagement throughout this process.

### **ADT Homework, Marking and Assessment**

#### **KS3 Marking**

Art, Food, Technology and ICT are part of the ADT rotation, which consists of 25 lessons over a 5 week period.

ADT subject teachers will verbally assess pupil's work frequently within the lesson, but formally assess in the form of purple pen every **two** weeks. The pupils will respond to feedback with red pen.

Starter tasks such as quizzes, low stake tests and questions will be in the back of pupil's books and self-assessed with red pen. Teachers will take scores in to track progress. Teachers also track progress via their tracking sheet. The Data then helps the teacher to identify any misconceptions and gaps in their learning and plan for further intervention.

#### **KS4 Marking**

Art, Food, Technology and ICT teachers will verbally assess pupil's work frequently within the lesson, but formally assess in the form of purple pen every **two** weeks. Teachers will take scores in to track progress. Due to the nature of the ADT courses, Teachers are not allowed to Mark on Pupils Controlled Assessment work or coursework, therefore, pupils have a tracking sheet, which they update and check every two weeks, and Teachers also track progress via their tracking sheet. The Data then helps the teacher to identify any misconceptions and gaps in their learning and plan for further intervention.

#### **KS3 Homework**

Art, Food, Technology and ICT are part of the ADT rotation which consists of 25 lessons over a 5 week period.

ADT subject teachers will set homework on Go4Schools and SAM learning every 2 weeks. This will be assessed online. Food tech will set their ingredients lists as homework weekly.

#### **KS4 Homework**

Art, Food, Technology and ICT are not allowed to complete Controlled Assessment at home. Homework tasks in KS4 are set on Go4Schools and are mainly research tasks to help them within their lesson, these are set weekly and will be assessed online.

## **English (Co-) Operations**

### **Marking, Assessment and Homework**

The following policy has been revised Term 3 2021 with

#### **Marking**

We aim to work smarter- to gain maximum pupil progress, using teacher time most efficiently. We aim to check books every two to three weeks. Using purple pen, we annotate the margin, using Literacy codes (sp, cap, w, ?, NP) as we scan for errors. We skim-read content to make judgements about student progress (making our own notes in markbooks, if helpful). We then grade the two/three weeks' work as E1-5 (effort) P1-5 (presentation) and L1-5 (Literacy) in the margin, keeping a record. (see example record sheet). Each marking cycle will contain an assessment for teachers to measure achievement and track progress.

#### **Assessment**

We assess every lesson in English through low stakes testing. Teachers question orally and in writing and scan student responses via visual and verbal feedback.

Written assessments every 2-3 weeks are to inform teachers about pupil achievement and progress as well as to allow us to address misconceptions. Assessments will result in a summative mark, according to relevant mark scheme. They will not generate individualised teacher comments, but the teacher will devise a feedforward lesson which has four tasks. The tasks will increase in difficulty and should challenge higher students, whilst reinforcing skills and helping those lower catch up.

Assessments which are quiz-based, will not have a four task feedback but will involve pupil self-correcting own work.

All feedforward tasks are completed in red and checked by teacher that progress is being made.

See separate Assessment schedule for specific assessments carried out by each Year group.

#### **Homework**

All homework is set weekly on Go 4 Schools and recorded as complete or incomplete, generating rewards and sanctions as appropriate.

#### **Year 7 and 8**

30 min homework set by teacher according to Sequence of Knowledge.

Tasks are: reading review: it is the aim for our students to read for 20 minutes every day- reading review homework is to evaluate how this is going, as communication between student and teacher- it may be a reading log, a list, a book review, a recording or other format of students' choice- the key aim: are they reading? Celebrate or encourage as

needed; SPaG: set according to individual needs in class- lots of photocopiable resources available on Literacy skills; Literary Heritage Reteach- following quiz. Can be set electronically to save paper.

## **Year 9**

45 min homework, largely knowledge quizzes in Yr 9 shared folder. Term 3- introduction of GCSE Pod as key Literature homework resource.

## **Year 10 and 11**

Most homework are GCSE Pod based and are set by teachers according to work studied and need of students. Completion is monitored regularly by class teachers. 50-60mins.

All homework is listed as weekly tasks on Sequences of Knowledge.

### **Example Feedforward Tasks Generated by Teacher Marking of Assessment**



### **Oliver Twist Feedforward For Progress**

Read Writing  
Feedback sheet and  
make yourself a  
target

#### **Spelling x3**

Look  
Cover  
Write  
Check

Write a clear paragraph  
about Bill Sikes which:  
Starts with a topic  
sentence  
Supports with evidence  
Explains what the  
evidence tells you about  
Bill

Keep developing what you  
say about Bill. What does  
the evidence make you  
think and feel? Why do  
you think Dickens does  
this? Can you zoom in on  
a word and analyse its  
effect? Can you relate this  
to Victorian England.

### **Rewards and Sanctions**

In addition to school policy on rewards, of going 'above and beyond' for that student, all E1, P1, L1 generate rewards (and possibly E2, P2, H2, depending on student).

Poor behaviour in lessons is responded to with whole school behaviour policy with the reminder that recording student behaviour is for our records, not a sanction in itself. Wherever we can, we 'catch them being good'!

**Amendments for Covid: All homework is set electronically on Go4Schools. Year 7, 8 will also have a new resource- Reading for Pleasure booklet where they are expected to read at home and log their reading. This should ensure all Years 7 and 8 continue to read should a further lockdown occur. It is hoped that parents will read the guidance given and provide their children with a reading book but we will be able to help should that not be the case. A library book would have to go home and not be returned until post Covid.**

### **Humanities Homework, Marking and Assessment**

#### **Principles:**

1. Reduce marking load whilst maximising impact of feedback.
2. Whole class verbal feedback supported using exemplar work (visualisers if available).
3. Modelling / planning before assessment, students improve work after feedback.
4. Regular and varied knowledge testing.
5. Staff to check that class work is completed – no need to mark it. However, misconceptions and SPaG are addressed.

#### **Key Stage Three**

1. During lesson / periodically check completion of class work (initialling is fine).
2. Verbal feedback for presentation of work (don't be afraid to pick out individual students for praise or concerns).
3. Ensure students correct / improve their assessed work in red pen.
4. End of topic assessments (as outlined on knowledge SoLs) to be marked in depth using comparative judgement, marks to be recorded.
5. Staff to make a judgement as to where ARE+ to ARE-- grade boundaries sit when comparatively judging work. Cross-moderation between classes to be carried out to ensure that there is consistency. Portfolio of work to be retained to support marking in future years and to show students exemplar work. Effort and attainment should be rewarded by displaying names on a feedback slide.
6. When reading assessed work, staff to note down key areas to improve, commonly misspelt words and tasks for the students to complete in the feedback lesson. These notes should be shared with the whole class. Spelling, punctuation and grammar errors should be indicated on work. No requirement for extensive written comments on each piece. This to be recorded in one A4 sheet as evidence of teacher marking.
7. Red pen must then be done the next lesson- pupils must act upon advice and feedback given and improve their assessments in red pen. In terms of improving, pupils must complete the specified teacher identified tasks to make improvements. They must also correct and SPaG in red pen too.
8. Knowledge tests should be carried out regularly. Knowledge organisers and core knowledge are on the SoLs. Staff can tailor the tests for their classes, e.g. making questions multiple choice, including some questions from earlier tests, building revision of prior knowledge into lessons.
9. Staff to periodically check marking accuracy of students if they are self / peer assessing. Marks to be recorded and knowledge gaps to be addressed, with re-teaching and further revision if necessary.

#### **Key Stage Four – Additional Points**

10. Exam rubrics should be used to produce a mark (e.g. 5/8), GCSE 9-1 grades for individual questions should be avoided and only used in longer mock exams.
11. Regular exam practice to ensure students understand the requirements of the exam – approx. fortnightly pieces of extended writing where students receive some form of detailed feedback to help them improve their writing. Cross-moderation between classes to be carried out to ensure that there is consistency. Record on agreed one page A4 proforma.

**Codes for written feedback – ADD IN KLA EXPECTATIONS IF REQUIRED**

sp= spelling mistake

p = grammatical mistake

cp = capital letter missing

^ = missing word

Underlined sentence= what you have written doesn't make sense

// = new paragraph

A.T.Q = answer the question

Ev. = evidence needed

Conc. = conclusion needed

**Example marking sheet proforma****Humanities****History Marking Crib Sheet**

Date \_\_\_\_\_ Class \_\_\_\_\_

**Praise:****Missing/Incomplete Work:****SPaG Errors:****Cause for Concern:****Misconceptions:****Presentation:****Red pen activities:****Actions:****Polaroid  
Moments:**

Showing the criteria for achieving ARE= and ARE+ for each of the four assessment skills so they can see what they need to do to improve each skills.

Teachers work through the marked tests with students as soon as possible after they have completed them. The most common mistakes and misconceptions are highlighted and explained to students.

### **MFL Homework, Marking and Assessment**

Every half term the interim task/assessed work is marked with a WWW (x2) and EBI by the teacher in purple pen in KS3 and KS4. The teacher will address common mistakes and misconceptions in feedback lesson or on student work. Students are required to act upon the feedback given in red pen. The class teacher checks that the task has been completed.

In addition to the interim tasks, students will be assessed on a key word test each half term. Spellings of key words can either be peer marked (under teacher supervision and guidance) or teacher marked. The results of interim tasks and key word testing are recorded on student tracker in student book.

During MFL lessons class teacher will often give personalised verbal feedback in lesson. Evidence of personal feedback is evident in book (verbal feedback stamp) Teacher will also dot mark in purple pen common errors or misconceptions.

For outstanding work in lesson, students work will be praised through stickers and stamps.

In MFL, homework is set in line with the school policy. This policy requires homework to be set weekly for KS4 classes and fortnightly for KS3 classes.

Homework tasks are being completed either online or via homework booklets at KS3. The homework tasks are knowledge rich and are based on the SOL and current knowledge organiser. Students completing homework will be rewarded with achievement points on Go 4 Schools.

All students have online accounts for Quizlet, this is language and active learn and these sites are also used for students to complete additional tasks for additional rewards.

Homework at KS4 is set weekly. A variety of tasks are set which is based on the SoL and student performance. We will be adding more listening tasks to improve listening skills at KS4.



## **PE Homework, Marking and Assessment**

### **Marking Rationale**

The PE Department is committed to ensuring that all students achieve their best possible grade at GCSE Level. This means not only a high level of practical performance, but also ensuring each student fulfils their potential with regards to learning the theoretical elements of the course, in order to sit the final examination at the end of Year 11.

The following policy has been created through discussion between all department members, to ensure marking impacts positively upon the pupils' learning and is a valuable tool for monitoring progress for staff.

The GCSE PE students benefit from the structured system of knowing exactly what is expected of them in terms of how they must respond to the marking of the books once they are returned to the students'. This process is made clear to all students' at the beginning of Year 10 and is carried through to the end of Year 11.

### **Marking Guidelines of books**

The following has been devised in line with whole school policy on feedback:

#### **Frequency of marking**

When the timetable allows books will be taken in after every third theory lesson.

The work created by the students is checked and marked to ensure the quality/detail matches the student's ability.

Teachers will record the date of marking.

If pupils are absent then they must leave two blank pages in their book to catch up on any outstanding work.

#### **Feedback**

Teachers will feedback to pupils on a range of different ways to improve their work. Using the phrase "What went well" and "Even better if" in purple pen.

Pupils will be given time in the next lesson (mostly at the start) to respond to their teachers EBI Comments/ feedback in red pen.

#### **Assessment:**

Pupils will complete 5 starter questions every lesson to secure/ recap prior learning.

After every section of work pupils complete a timed assessment.

This allows pupils to practise exam techniques and for staff to check understanding and monitor progress.

It also allows pupils to identify areas of weakness, which they may need to focus on when revising.

Students will record their strengths and weaknesses on their progress trackers in the front of their books.

### **Practical Assessment/ Feedback:**

During practical lessons, pupils will have ongoing observations made by their teacher and given on the spot verbal feedback.

After every two weeks staff will track each pupils performance by -/=/+ on their registers.

Students will have opportunities to peer assess and develop their skills to give constructive criticism to improve performance.

GCSE PE – pupils will take part in a practical assessment on week 3 and week 6 of their block of work in their chosen sport. The pupils will be assessed in the following areas;

- Range of skills
- Quality of skills
- Fit for sport
- Decision making skills

Each area is marked out of 5.

Pupils will also take part in 3 practical moderation days every year to prepare themselves fully and give them experience of the practical moderation day setting. On these moderation days students will take part in all three of their chosen sports. Each sport will be marked out of 20 and assessed on the following above areas.

## Appendix 7

### Science Homework, Marking and Assessment

There are two purposes for assessment in science

Firstly

- What do students know and understand about scientific concepts?

Secondly

- Which students are better than other students?

There are two assessment methods

#### **Formative:**

Where you are and what you need to do better.

- Questioning by the class teacher
- Low stakes testing – at least weekly - 10 questions, Last lesson, Last week, last month, last year.
- Marking and Feedback – see the marking and feedback policy at the end of this document.
- Preassessment and checking progress – Science Mastery, Mastery + and BEST materials

The purpose here is to find what the student knows and respond in a way, which makes an improvement. This is of importance in dealing with scientific misconceptions.

#### **Summative :**

A test or assessment, which summarises what the student, knows and can do.

The purpose here is to find what the student knows and to rank a cohort of students in some way. There is also an opportunity to respond in a way, which makes an improvement. But this is not the primary reason. **These are ranking opportunities.**

Problems with assessment that our teachers need to be aware of.

- When I ask you a question – am I checking what you understand or checking if you can understand what to do in the question.
- The Shakespeare's monkeys issue.
- Is the assessment checking the full domain of the students' knowledge and understanding?
- How do we assure a grade distribution, which is valid for a year group?

## **Baseline Assessment in the time of COVID**

We need to

- Assess what students can and cannot do.
- Assess what students have missed – the gaps
- Assess this quickly and accurately in a non-threatening way

Strategy

- A whole year group short answer quiz
- Based on prior knowledge at KS2, KS3 or KS4
- 60 short answer questions on powerpoint from exampro.
- Students do and mark.
- Teachers collect marks for question level analysis – the questions need to be broken into skills and knowledge
- Each of Biology, Chemistry and Physics has marks collected for each question
- We collect scores from each student and database.
- This gives us information for intervention, which is reliable and wide ranging.

## **CAGS**

- October – light touch teacher assessment – based on baseline.
- December – based on midyear exam.
- Easter – light touch teacher assessment – based on teacher baseline 2.
- Summer – end of year assessment/exam.
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## **Marking Policy Science**

**(Currently all marking and feedback is electronic.)**

- Our marking is formative.
- Mark one key piece of work diagnostically every 6- 8 hrs of teaching (every 2 weeks)
- Include literacy and numeracy.
- Use purple pen to highlight mistakes, misconceptions, and areas to improve.
- Use the work from the whole class to focus on three key areas to improve and use these to draft feedback comments to the class.
- Focus on
- Key concepts – the critical science.
- Common mistakes - the things students do.
- Showing Understanding- the deeper questions.
- Use a marking strip to draft this if it helps.
- Students respond in red pen to make improvements and should work more than the teacher.

- Your next steps can be a supplementary level appropriate question or guidance on how to improve the science in work that needs to be corrected or re-drafted.
- You could add a time constraint.
- Make it clear what the student needs to do, some students may not do all things.
- Next steps need to be focussed and level specific (a class working at about grade 6/7 needs a grade 8 next step). You can write a supplementary comment to the student.
- Encourage students to make comments that are subject related and specific (skills or content). Make them more reflective and encourage comments about learning to learn.
- Encourage your students to pick up improvements they have made "My bar charts have improved" or "I can explain the science because my answers have reasons based on science"
- Check they have completed the red pen work and initial or sign.
- As the policy develops – we will build up a bank of work to standardize our assessment and QA.

Not Energy  
Electricity  
Light

Science marking sheet	
Teacher comments	
<ul style="list-style-type: none"> <li>• You have been studying energy</li> <li>• The big ideas were to</li> <li>• Describe energy stores</li> <li>• Identify energy stores</li> </ul>	
Literacy and Numeracy	
Previous feedback completed	<input checked="" type="checkbox"/>
Dates and titles underlined	<input checked="" type="checkbox"/>
My next steps	
Key words and ideas:	
<ul style="list-style-type: none"> <li>• An example of an energy store</li> </ul>	
Bits students tend to get wrong	
<ul style="list-style-type: none"> <li>• Correct this error</li> <li>• The heat store is</li> </ul>	
Showing your understanding	
What is the main energy store in food?	
New Key Idea(s)	
How can we measure an energy store?	

Energy stores are thermal, magnetic, nuclear and gravitational.  
The Thermal store is energy stored as heat.  
The main energy store food is chemical and chemical is energy stored as chemicals

- Example = Year 7 bottom set student
- Good points:
- Subject specific language
- Amount of student response.
- To improve.
- Need a response from the teacher.- an initial in purple
- Could have indicated to student the priority of the improvement points.