

THE MANOR – A FOUNDATION SCHOOL POLICY DOCUMENT

<MARKING POLICY>
RESPONSIBLE COMMITTEE: <ACADEMIC>

[March 2010]



Marking Policy 2009-2010

Assessment for Learning

The Manor – A Foundation School is committed to the principle of assessment for learning. It is important that students and staff reflect upon their work and take responsibility in this area. The goal of the School is to empower learners to review work, celebrate success and make significant progress.

Policy Key Terms:

Formative assessment: marking is supported by positive comments from the teacher describing areas of achievement and providing targeted feedback to enable progress. Short-term targets will be set to enable learners to improve an aspect of their work, i.e. teachers provide scaffolding.

Summative assessment: as above but will include an attainment mark against national curriculum or subject-specific criteria with more detailed feedback.

Target: a realistic and achievable improvement that can be made by the learner with a view to progress against national curriculum levels and or syllabus grading criteria.

Learners: any student who is in your class/group.

Formative assessment

All teachers will:

- ◆ Provide written feedback to learners at least twice each half-term. Learners achieve more, however, when they receive feedback on each piece of work. This can be either a spoken or written comment. It is better to give one piece of advice frequently than save up for every 3 weeks. Self assessment (S/A) and peer assessment (P/A) should become embedded in department practice and can be recorded along with verbal feedback (V) by using the abbreviations bracketed. Feedback will cover a combination of classwork, homework or practical assessments that have occurred during the set medium term plan and clearly link with the assessment focuses and objectives of the unit of work as well as the key assignment for each half term.
- ◆ The feedback will appear as a teacher comment based on all marked work preceding the key assignment/mark date in the medium term plan. The comment should be positive, linked to attainment and progress. The comment should enable students to recognise the next steps in their learning.

- ◆ Contribute towards raising standards of literacy across the curriculum. As raising literacy is Issue 4 on the RAP, every subject teacher has a responsibility towards this. During marking an effort should be made to comment on students' basic literacy. (See appendix 1 for guidance).

All learners will:

- ◆ Comment on their marked work and practise the next step. This should be visible in their books; it is worth giving 5 minutes in a lesson for them to do this or, if appropriate, during their next piece of work/homework.

All HoDs/SLT will:

- ◆ Moderate a sample of marking to ensure whole School consistency in regard to teacher comments, student comments, and recording of information as part of the agenda in department meetings every 4 weeks. Good practice will be shared within and across departments as SLT /TLRs scrutinise across the School on a rolling programme.

During the formative assessment there should be some whole School quantitative measure, i.e. Working towards/A for effort, etc.

Summative Assessment

All teachers will:

- ◆ Provide feedback to students on one piece of formally assessed work each half term in accordance with national curriculum levels and/or specific grading criteria.
- ◆ Results will be recorded and shared with parents/carers and learning mentors in accordance with the School's reporting policy. The feedback at KS3 must be supplemented with a clear national curriculum level or equivalent to the nearest decimal and a clear target/s for future progress. (See appendix 2 for examples of marked KS3 work with levels and targets).

The feedback at KS4 must be supplemented with a grade in accordance with the relevant subject specification. Targets must specify areas for development. (See appendix 3 for examples of marked KS4 work with levels and targets).

All learners will:

- ◆ Take the opportunity to comment on their performance in relation to the unit of work which has been assessed. They will record this and the progress made against target levels/grades in the appropriate section of their book/folder. (See appendices 2 and 3)

All HoDs/SLT will:

- ◆ Moderate a sample of marking to ensure whole School consistency in regard to teacher comments, student comments, suitability of targets and recording of assessment data as an agenda item in department meetings two weeks before the end of each term.

Appendix 1

Literacy across the Curriculum

Every subject teacher has a responsibility towards raising literacy levels (Issue 4 on the RAP). Teachers should make every effort to comment on the following, either before, during or after a student's complete written work:

Organisation of ideas

Paragraphs in any developed piece of writing; openings and endings

Sentences

Insist on full sentences where appropriate

Punctuation

Capitals and full stops for sentences; encourage students to use range of punctuation in expanded responses

Spelling

Give students a list of key words when scaffolding work and ensure these are correctly spelt in written responses; check common mistakes in basic spellings (list of basic spellings for Yrs 7, 8 and 9 students will be given to all teachers).

Presentation

Layout, correct use of upper and lower case letters, handwriting

Marking for literacy can be done with relatively little extra time spent.

All students will be given a Literacy Key for their books. Subject teachers are asked to use these abbreviations in the margins / at the end of a piece of written work to indicate areas of literacy that need attention.

- SP check spelling here
- FS please write in full sentences
- P please check your punctuation
- Ex please explain / develop your points
- Pr presentation needs attention
- Ev evaluate ideas

Points should be given for Independent Learning –

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