



THE CRYPT SCHOOL MARKING & ASSESSMENT POLICY-2017-18

Lead Person: Director of Studies

Governing Body Committee: Full Governors

Policy

The main purpose of marking students' work is to respond to the strengths and weaknesses of completed tasks and give pupils clear guidance on ways to progress. It is a diagnostic process and should establish a dialogue between student and teacher. Students must be made aware of their current grade at regular intervals. As progression takes time it is essential to reward achievement and set targets for improvement on individual pieces of work.

Regular marking encourages high levels of engagement and interest. The longer it takes for a pupil to receive feedback from a piece of work, the educational benefits of this feedback diminishes.

Marking also:

- Enables staff to evaluate the effectiveness of teaching. Assessment over time must follow this policy and must be effective in order for a lesson observation to be judged as outstanding.
- Informs future planning to support students
- Plays a vital role in recording and assessing and improving student performance
- Supports literacy across the curriculum. Teachers should where possible correct subject specific spellings, and should help students to improve their grammar.

Practice

Where appropriate students must be clear from the outset what the **success criteria** are for a task and that these are made explicit when setting class / homework. This makes marking a more focused process for the teacher and enables students to meet expectations. Throughout the piece of work teachers use the marking codes and intervene where appropriate.

A formative comment is written at the end of the marked work and a subject specific target is set to enable pupils to make progress. These may be indicated through the use of a marking grid.

In year 7-11 teachers award GCSE grades 1-9 (sub levels H-High, M-Medium and L-low will also be given where appropriate).

In Year 11 A-G will be used in DT and Business studies as these have not yet changed to the new specifications

At Key Stage 5 teachers award A Level grades E-A*

Effort grades are as important as the attainment grades that are awarded.

These are:

Ex- excellent

Gd-good

Ri- requires improvement

Con- concern.

Before students hand in work for marking, they should be encouraged to evaluate their work against the Success Criteria and, where possible, evaluate the work of their peers. By doing this they:

- understand the role played by Success Criteria in the marking process
- reflect on the effectiveness of self-evaluation in terms of their own learning

After the homework has been marked and returned, students are given time in lessons/homework to study and respond to the teacher’s comments and then set personal targets (this will be done in green pen).

It is the responsibility of each teacher to ensure that they follow the marking policy.

It is the responsibility of the Head of Department to ensure consistency of standards across all members of a department. SLT and the Headmaster conduct audits to ensure that the policy is followed consistently.

Marking Codes

Attainment Grades	Effort
1-9 in Year 7-11 (except DT and Business Studies who will award grades G-A* in Year 11). A sub level will also be awarded where appropriate. Low/Medium/High.	Ex Gd RI Con All Year groups

Key Stage 5

Attainment	Effort *
E-A*	Ex Gd RI Con

* Ex – Excellent, Gd – Good, RI – Requires Improvement, Con-concern

If an excellent effort grade is awarded this should ‘trigger’ an automatic bronze merit to the student.

Marking annotations

Annotation	Means
✓	correct
X	incorrect
✓✓	very good
Sp + incorrect letters circled in the word	incorrect spelling, pupil to write out correct spelling three times
Gr	Incorrect grammar, pupil to rephrase sentence
www	What went well
ebi	Even better if
NP + // in the student's work	start a new paragraph
BOD	Benefit of the doubt
TV	Too vague
^	omission
?	unclear meaning
ww	wrong word
P	faulty punctuation

Department Practice

Practice in all departments will conform to this broad policy, but there will be departmental variations that can be seen in the departmental marking appendix. These reflect the differences between departments where there is a great deal of essay based work, and those where a briefer style of response is required.

Frequency of Marking

Teachers will mark at least two pieces of work for each pupil they teach every term. These will be graded and an effort level given. Graded work will be initialled and dated by the teacher.

A target will also be set to enable pupils to progress in line with their ability. These marks will then be entered on an electronic departmental mark book each term so progress overtime can be monitored. During a term, teachers will also use self and peer assessment to assess pupil progress. This will be marked in green pen.

Acknowledgement marking of notes will also take place in books or files. 6th Form books or files will be checked termly.

Tests are used as tools for summative and formative assessment and are part of the marking requirement. A test counts as a piece of graded work and is an invaluable tool for both the pupil and teacher. Significant Unit tests and internal exams, will be marked by the teacher. Pupils will set targets after tests and these will be used to inform teacher planning.

Parents and students should understand that not every piece of classwork or homework will be individually marked.

Targets can be structured in different ways, depending on the needs of the pupil concerned:

- Some pupils will need a simple reminder of what they could do to improve
- Some pupils will need a scaffold, i.e. a more structured target, explaining what the pupil needs to do, why and how to do it.
- Some pupils will need some additional examples to use as a model in their next piece of work in order to understand clearly how to improve.

Excellent marking has a number of the following characteristics:

- There is a detailed comment, which indicates what went well and also provides clear targets for development enabling students to make progress in line with their ability.
- Marking is initialled and dated by the teacher so that it is evident to parents that it has been marked or validated by the teacher.
- Peer and self-marking is most effective when it is evident that the pupil understands the criteria for success and applies them. It is initialled by the student. A good example of how this works in practice is when pupils write formative comments on self and peer assessed work.
- Peer and self-assessment (formative and summative).
- Work is graded and teacher comments show pupils what is needed to move up to the next grade.
- Teachers use past exam questions and mark schemes, and it is evident that classes are aware of the criteria for success.
- Teachers correct subject specific spellings (Sp) and correct grammar (Gr).
- There is acknowledgement marking of notes to ensure that they are complete and well presented.
- A parent should be able to get a sense of progress, and can see at a glance whether their son or daughter is producing work to the required standard.
- Tests are used as tools for summative and formative assessment and are part of the marking requirement. Tracking sheets will be placed in students' work books, and regularly updated.
- Teachers will encourage students to feed forward at the end of each graded piece of work.

Each department must have written guidance on its own particular assessment style, within the context of the whole school policy. This must be approved by SLT and the Headmaster.

Approved by Governors : 09/10/2017

Review Date : 09/10/2018