



TEACHING, LEARNING, MARKING AND ASSESSMENT POLICY

Date agreed by Governors: March 2019

Date of Review: March 2019

Member of Staff Responsible for the Policy: KLF

Date of next review: March 2020

Purpose and aim of the policy and procedures

The first priority for the governors, senior leader, middle leaders and teaching staff at Pittville School is teaching and learning. At Pittville School we want to support a culture in which teachers feel confident discussing the teaching and learning that goes on in their classrooms and to provide the support they need to continue to develop their practice throughout their careers.

Teaching and Learning Strategy

The three key areas that we focus on at Pittville School in terms of ensuring good outcomes for our pupils are:

- Stretch and challenge
- Independent learning
- Raising aspirations

These reflect the needs of our pupils and our need, as teachers to ensure that ALL pupils are challenged, whatever their starting points on entering the school. We also recognise that raising aspirations and teaching pupils to learn independently not only ensures good outcomes for pupils when they leave at the end of Year 11 but supports them in lifelong learning.

The key principles for ensuring high standards of teaching and learning are:

- Really good planning:
 - to master the skill, technique or knowledge required at the end of each lesson, unit or keystage,
 - to know the pupils in each class really well so that lessons are tailored to their needs.
- Trying out new ideas and evaluating their effectiveness, for example, using the INSET time dedicated to action research/lesson study projects

Each academic year, key foci are identified for all teaching staff to focus on to support our key areas. Alongside independent learning and stretch and challenge, they include aspects of literacy to run alongside our literacy strategy. This recognises the importance of improving literacy and vocabulary skills for our Pupil Premium population in particular.

Each academic year, INSET time is put aside for every member of staff to carry out a piece of research either as an individual or as part of a team. The key idea is for staff to ask themselves a question relating to their practice, investigate or try something out and then evaluate the result. This could be a Lesson Study tasks, Action Research project or other research project. At the end of the year, time is put aside for staff to feed back their findings. The aim of these projects is to develop teaching and learning skills for individuals and across the school.

Responsibilities

It is the responsibility of the Teaching and Learning Lead, working within the Senior Leadership team to ensure that clear priorities for teaching and learning are

established each academic year and effectively communicated to all staff. It is the responsibility of Heads of Faculty to ensure that these priorities are understood and realised within their faculties.

Use of Pupil data

Teachers must have access to the following data to enable them to plan effective lessons:

- KS2 English and maths scores
- Entry level data
- Reading and spelling ages
- Grouping status (SEND, EAL, PP, FSM, U,M,L)
- Medical information.

Responsibilities

The Teaching and Learning Lead, Data Lead and SENDCo are responsible for ensuring that staff have access to the data they need. The Teaching and Learning Lead is responsible for ensuring that training on the data available, how to use it and analyse it is made available on an ongoing basis.

Heads of Faculty are responsible for ensuring that appropriate assessments take place in their departments so that subject-specific data is available to classroom teachers to supplement whole school data. They are responsible for ensuring targets are agreed for KS4 students.

Classroom teachers are responsible for using the data they are given to inform their lesson planning and for ensuring pupil data is entered on the school system at the appropriate time.

Lesson Planning

Pittville School does not require its teachers to plan or teach in any particular way. Lessons should be planned:

- with a clear view of the progress that pupils should be making in knowledge, skills or techniques,
- with high expectations for the progress of pupils in that class.

Responsibilities

It is the responsibility of the Head of Subject, with support from the Head of Faculty to ensure that good quality schemes of learning are available. These should include clear broad lesson plans with reference to SEND, EAL, literacy and numeracy as appropriate. They must enable teachers to stretch and challenge ALL students. They MUST support teachers to keep their planning time to a minimum.

It is the responsibility of the classroom teacher to adapt these plans so the pupils in each class can make good progress in lessons.

It is the responsibility of the Teaching and Learning lead, working within the Senior Leadership team to ensure staff are supported. This can include:

- faculty time for planning
- research project time to develop T&L
- peer observation
- school visits
- training time in staff meetings
- focussed INSET sessions during directed time
- informal INSET to be offered on a voluntary basis.

Marking, Assessment and Feedback

The purpose of marking and assessment at Pittville School is to:

- Ensure that class teachers have a clear understanding of the progress of the pupils in their classes.
- Ensure that this links to department assessments so Heads of Subject have a clear understanding of the progress of pupils in their departments.
- Ensure that pupils have a clear understanding of their abilities in each subject and know what they need to do to progress and improve.

Subject Marking Policies

Each subject area, under the supervision of the Head of Faculty has its own marking policy setting out the minimum requirements for marking and assessment. This is to ensure that marking policies are relevant and appropriate to each subject area.

Whole School Marking Procedures

Whilst each subject area determines its own marking policy, the following procedures must be followed across the school:

- Marking must be regular and Subject Leaders must determine what is reasonable for their subject area.
- Homework should be marked and returned promptly.
- Marking must be diagnostic. Pupils must be clear what they have done well, what needs improving and how to improve.
- Marking should allow opportunities for dialogue with pupils. At Pittville we use RED pen marking and GREEN pen response to enable this. Subject leaders may wish to direct staff to where this ought to be used. It is important to stress that NOT EVERY PIECE OF MARKED WORK requires a pupil response.
- Work should be regularly marked for literacy. Appendix B shows how this should be laid out. As indicated, literacy marking should be subject, ability and task appropriate. Staff should also be aware of Whole School Literacy Strategy targets and apply those as required.
- Presentation of work should be checked. Appendix C shows how we expect pupils to lay out work in exercise books and folders. Poorly presented work should be corrected or redone. NOTE: this is not to be confused with pupils who have poor handwriting/motor skills, NEITHER are less able pupils to be allowed to take less care with their work.

- When marking the work of SEN(Special Educational Needs)/EAL(English as an Additional Language) and in particular dyslexic pupils, comments should be legible and easy to understand. For example, ensuring the language is accessible. Green pen response may take more time and need more support for SEN/EAL pupils. Targets should be realistic without resorting to lots of spelling corrections. Refer to the SENDCo or information in the T Drive for further clarification for individual pupils.
- Class teachers should be aware of their PP (Pupil Premium) and SEND pupils and make sure they are receiving at least the same level of attention as the rest of the pupils. Pittville recommends marking these books first.
- Class teachers should be aware of prior attainment of their pupils and ensure that marking and feedback stretches and challenges these pupils.

Responsibilities

Subject Leaders and Heads of Faculty are responsible for producing the marking policies for their subject area(s). They are also responsible for ensuring teachers in their departments understand how to mark and assess accurately so that data collected is meaningful. They should also support teachers by ensuring they have a good understanding of different marking techniques available to them in their subject areas and how to manage their workload. SLs and HOFs are responsible for ensuring that appropriate centralized assessments are in place for them and their teams to use to track pupil progress. SLs and HOFs should monitor and track the quality of marking and feedback.

Class teachers should use pupil data to ensure they know their pupils. They are expected to mark books according to the requirements above and following their Department Policies and use their marking to inform their lesson planning. They are also responsible for recording marking and passing data as required to their Heads of Subject/Faculty.

Feedback

It is recognised that not feedback is written down and that other forms of feedback, such as oral feedback are particularly powerful, whether in response to written or other work as it is immediate and flexible in terms of its audience.

Homework

At Pittville School all students are expected to undertake homework on a regular basis to consolidate the knowledge, understanding and skills acquired in a lesson; provide opportunities for further investigation; research in preparation for new topics and to support the development of independent learning skills. As an integral part of the curriculum it is planned and prepared alongside all other programs of learning. Staff, students, parents and governors recognise the school's clear commitment to homework.

The amount of homework set will vary according to the needs of the subject and the age of the student. The DfE recommends that in years 7 and 8 homework should take anything from 45 to 90 minutes daily while for years 9 to 11, between 1 to 2 hours daily. As guidance, we suggest 1 hour daily for students in Key Stage 3 and 2 hours daily for Years 10 and 11, though obviously a degree of flexibility

must be allowed. The quality, purposefulness and challenge of a task are more important than the length of time it takes to complete.

There are many and varied forms of effective homework tasks, some of which may not always involve producing a written piece of work. While most subjects set homework each week, some, particularly practical subjects, set homework each half term.

Showmyhomework

All homework should be set using our online package Showmyhomework. The school has published a separate protocol for the use of SMHW (see Appendix A).

Parent Partnership

Homework is an important aspect of the school's partnership with parents and SMHW is an important part of that partnership. We ask parents to support children by providing suitable spaces and times for students to complete homework, and by monitoring the quality of work produced. Parents can play an invaluable role in encouraging their children through longer, extended tasks which may take several weeks. We ask parents to support the school in taking action against students who do not complete tasks satisfactorily or who regularly miss deadlines. Where students struggle with completing homework tasks we recommend they seek help from their teachers at the first opportunity.

Responsibilities

The Senior Leader with responsibility for curriculum will, in consultation with staff, publish Homework timetables. These timetables will allow sufficient flexibility for homework to be set according to the needs of individual subjects. At the same time care will be taken to avoid too many subjects setting work on one night.

Heads of Faculty will monitor the setting of effective regular homework within their faculty and ensure the development of innovative homework practices which reflect developments within education generally and the range of learning styles. Homework and its marking will be linked directly to the Faculty/Subject Marking policy.

The class teacher will set purposeful, challenging homework tasks, differentiated where appropriate, to suit the needs of individuals. They will ensure the heading 'homework' appears in exercise books and that details of the work set, together with deadlines for completion, are recorded in students' planners. All homework should be marked according to the faculty's/subject's Marking Policy. Good homeworks are acknowledged and rewarded through the school's rewards system.

Students will complete work appropriately and on time or risk sanctions, including detentions. A persistent lack of homework will automatically result in the award of grade C for Attitude to Learning during the next data entry.

Pupils

Pupil must be encouraged to have high expectation of themselves and to take an active role in their learning. Pupils must conform to the school's behaviour policies and ensure work produced at home is not plagiarised or in contravention of exam board specifications. They must be encouraged to take pride in their work and ensure presentation is always of the highest standard.

Monitoring and Evaluation

The Senior Leadership Team is responsible for monitoring and evaluating teaching and learning across the school. This is done via lesson observations, learning walks, book scrutinies, barometer groups and homework reports. They are also responsible for ensuring that improving teaching and learning is a focus in the school, in Department Development Plans and in Performance Appraisal.

Heads of Faculty and Heads of Subject are responsible for monitoring teaching and learning within their subject areas. This includes:

- conducting regular learning walks
- regular book scrutinies, sampling classwork and homework, checking the quality of written feedback and how it leads to improved progress for individual pupils
- regular standardisation of summative assessments to check the accuracy of numerical data produced as a result
- pupil responses/attitudes
- analysing pupil data, including Attitude to Learning (ATL) data against pupil targets and putting in interventions where appropriate
- monitoring the progress of sub-groups and agreeing strategies with their teams to raise attainment
- ensuring curriculum coverage and consistency across a team of teachers
- ensuring that appropriate homework is set according to the homework timetable and that it is marked and returned in good time
- identifying the professional training needs of all their team to bring about improvements in teaching and learning.

Heads of Faculty and Heads of Subject are responsible for reporting back to their Line Managers each half term and to the Senior Leadership team during the year, as detailed in the MER calendar.

Classroom teachers are responsible for the quality of teaching and learning in their lessons. To ensure this they must:

- monitor pupil progress against pupil targets, recognising how well their classes are achieving and putting in interventions as necessary,
- self-evaluate the quality and effectiveness of their own teaching and classroom management,
- self-evaluate their subject knowledge and understanding of educational initiative, ensuring and relevant changes are implemented in their lessons,
- ensure implementation in all their lessons of school policies relating to teaching and learning.

Policies Linked to the Teaching and Learning Policy

- Curriculum
- Grouping
- Marking, Assessment and Reporting
- Monitoring, Evaluation and Review
- SEND
- Staff Development

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APPENDIX A: Show My Homework Protocols

Protocols for setting homework:

Please remember that everything you put up here can be read by students and parents:

- Make sure your instructions are clear and easy to understand. This should be easier to do as you won't be waiting for students to write down long notes.
- No-one is perfect, but checking spellings will look more professional!
- Be aware, most of our students have access to the internet, including through their phones, to see the homework set. This doesn't mean everyone has access to print off attachments or use websites so:
 - print off worksheets on paper. Any attachments are then available to students as a back-up.
 - if you want students to use the internet, allow enough time for them to access school computers if they need to.
- When giving your homework a name, try to be as clear and specific as you can. Every homework you set is saved on the website and can be reused by anyone at Pittville – this will be easier if you have labelled them clearly in the first place, and particularly if you have departmental homeworks that you want everyone to use.
- Communication with students – students can message you via SMHW. This is entirely at YOUR discretion. If you want to use this function, set clear boundaries with students and **always have your workload in mind.**

APPENDIX B: Marking for Literacy

When marking pupils' work and providing feedback, **all departments are expected to challenge errors in spelling, punctuation and grammar** and to include, where appropriate, comments on pupils' literacy skills in their general feedback. It is not necessary to correct every literacy error with low ability pupils as this can be very demotivating. The teacher's professional judgement is called upon here. It may be appropriate to focus on a few subject-specific or high frequency spelling errors, but ensure that these are followed up or corrected by the pupil.

The following **abbreviations** should be recorded, where appropriate, in margins:

SP	If a word is incorrectly spelt. The word should also be underlined and pupils are expected to write out the correct spelling 3 times
//	To indicate a new paragraph is needed
P	To show incorrect use of punctuation or that punctuation is needed
C	If a capital letter is omitted or used inappropriately, the relevant letter should be circled
WW	To show the wrong word has been used in that context eg 'their' instead of 'there'
LT	To indicate another Literacy Target needs to be re-visited. (Specify which one in margin.)

APPENDIX C: Presentation of Work

- Bring a pencil case containing: blue or black biro or cartridge pen, pencils, ruler, rubber, pencil sharpener and calculator.
- Write in blue or black pen.
- Head work with: the date in full and a title. Underline the title with a ruler.
- Draw diagrams, pictures and graphs in pencil. Add labels, keys and titles in pen.
- Glue/sellotape all worksheets into books.
- When word-processing work, the recommended font is size 12, Times New Roman or Arial. Leave a line space between paragraphs, use black for all text, do not indent lines, include your name, form and page number in the footer and task number/title in the header. Spell check and proof read your work.
- Never write beneath the bottom line on a page.
- Never, never graffiti your school books or folders.

Maths Faculty

Marking Policy

- Classwork in books will be marked at least once a fortnight.
- Marking will refer to the departmental expectations glued into their books where they are not adhering to them.
- Incorrect spelling of mathematical terms will be unidentified as per the literacy marking policy and the correct spelling given, students are expected to re-write spellings 3 times.
- Incorrectly formed numbers will be identified and students told to practise writing them correctly.
- Errors that have been written over must be circled and students must be clearly told to cross out errors and re-write their answers (this is in readiness for external examinations)
- It is good practice for students to either self-mark or peer mark their classwork in lessons. It is not expected that the teacher marks all classwork, rather that they should be checking for errors and misconceptions.
- Whilst it is good practice, it is not absolutely necessary that the marking of classwork by students is done in green pen. So, where possible, so as not to interrupt the flow of the lesson, green pens should be used to mark general classwork. It is, however, acceptable to use blue/black pen or pencil to avoid disruption to the lesson
- Not all mistakes need to be picked up/corrected by the teacher. Repeated mistakes should be **commented on**. It may be appropriate for students to be asked to correct some/all others. A follow up conversation to check understanding may be necessary but does not need to be formally recorded.
- Common errors and mis-conceptions should be identified and **commented on**.
- **Diagnostic comments** should be made to encourage students to think about and/or correct errors.

Revised June 2018.

Communications Faculty
ENGLISH DEPARTMENT MARKING POLICY

Rationale

At PITTVILLE the English Department believes that Assessment is integral to effective teaching and learning and must focus on helping students to learn. Assessment and Marking are therefore linked. Its purpose is to inform students, parents and teachers about progress. The English Department at Pittville is committed to developing a personalised and detailed dialogue (both written and verbal) between student and teacher so that maximum progress can be made.

Key Principles behind the marking policy

- Is embedded in a view of teaching and learning of which it is an essential part;
- Involves sharing learning objectives with students;
- Aims to help students to know and to recognise the standards they are aiming at;
- Involves students in self-assessment;
- Provides feedback which leads to students recognising their next steps
- Is underpinned by confidence that every student can improve; and
- Involves both teacher and students reviewing and reflecting on assessment data.

All department staff value the importance of marking and feedback and need to:

- Focus on the current task and provide feedback promptly;
- Provide information about successes and steps for improvement;
- Match the feedback to the shared learning objective and success criteria;
- Focus feedback on what the students were asked to focus on;
- Provide specific ways to improve or 'close the gap';
- Use oral feedback wherever possible, as it is the most immediate and powerful;
- Provide students with time to read and respond to marking – using the green pen response as highlighted by school policy;
- The use of **WWW** (what went well) and **EBI** (even better if) on extended pieces of work and assessed pieces, **MUST** be used regularly in line with the Whole School policy.
- 'LIVE' marking and 1 to 1 feedback during lessons is encouraged if and when appropriate.

Marking and Feedback at Key Stage 3 (Year 7 and 8)

How work is annotated

- Teachers should indicate to pupils what a task is going to be marked for – relating to Learning Objectives of unit or lesson and assessment criteria of task and refer to key targets for improvement.
- Correction time needs to be built in to class and homework routines.
- Teachers should not feel that they have to mark every spelling and punctuation error.
- There is, however, a set of baseline literacy expectations that all staff need to mark for. **Please see school LITERACY codes.**
- Teachers should also mark subject-specific spelling errors (key words or target vocabulary).
- **Extended pieces will also be assessed in books (using T+, T=, T-) too as well as end of topic assessments to gain a full and informed picture of progress for each pupil.**

Marking and Feedback at Key Stage 4 (Years 9, 10 and 11)

This should be marked in the same way. For KS4 there may be more times when an indication of GCSE number grade is indicated, such as planning a specific answer to a key part of the exam paper or when a discrete GCSE task is assessed as a means of determining student progress. **These will be written as either a BAND a RAW MARK (e.g. 16/30) or a GCSE Number Grade (9 – 1)**

Examination Work

Students will be provided with clear detail on how the tasks that they study fit into the overall scheme of assessment. They will also be given the assessment criteria pertaining to the range of tasks that they are preparing for their GCSE examination as well as the breakdown for the course for both GCSE English Language and English Literature.

Grades recorded on the pupil work must be GCSE number grades, raw mark or band and consistent with the criteria made available to the student. *Thus, when work involves the development of key skills the teacher marking should only comment how successful a pupil is in using a particular skill (writing openings, using adjectives, providing evidence in arguments, and so on) and a student target.*

Summary of Marking Frequencies

Key Stage 3	Frequency of marking
Exercise books	Every two to three weeks
End of topic tests	6 times per year at the end of each topic or as part of the internal exam requirements. <ul style="list-style-type: none">• An <u>Assessment Exercise book</u> will be issued from 2018/19 to collate 'best' pieces at the end of each topic – Pupils will have a working/class notebook and an assessment book,

ELT (Extended Learning Tasks)	6 times per year (varies according to length of topic) <ul style="list-style-type: none"> Teachers can write feedback on a post it note and award house points for creative pieces and these can be used for displays.
Key Stage 4	Frequency of marking
GCSE NOTEBOOKS	Every two to three weeks <ul style="list-style-type: none"> Students will be given a <u>GCSE Notebook</u> for making notes for revision and an <u>Assessment Exercise book</u>. Work in notebooks will be acknowledged by the teacher by either discussing work directly with the pupil or by including two/three sentences in response to class work or homework More lengthy and detailed marking will be given in the assessment book and steps to progress will be indicated.
GCSE ASSESSED PIECES of work/Answers	On average every 5 weeks (This will vary according to the type of answer required and which part of the 4 papers are being assessed.)

This is an abridged version of a larger more detailed policy that is available in the dept handbook.

LED

Revised JUNE 2018

MFL Marking Policy

Staff in the MFL department understand that it is important to provide constructive feedback to students to enable positive reflection and progress, and to enable students to focus on what they can do and how in order to meet their personal objectives. This will enable students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Principles behind the marking policy

Marking and feedback should:

- Be manageable for teachers and accessible to students
- Relate to learning objectives when appropriate
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow students the time and opportunities to read and respond to feedback.
- Inform future planning and group/individual target-setting.
- Ultimately be seen by students as a positive approach to improving their learning.

Marking and Feedback at Key Stage 3

- 1) Exercise Books** – these should be marked at least every three weeks in red pen and should include references to:
- i) Literacy (English and TL spellings, grammatical errors that are relevant to class learning, use of punctuation and capital letters etc).
 - ii) Presentation e.g. underlining titles and dates (these must be in TL), not wasting paper, writing in blue or black ink.
 - iii) Constructive feedback and pointers for improvement where appropriate (usually for written pieces of work) using 2 stars and a wish, at least once per half term.
 - iv) Green pen corrections by students of key word spellings that they have made mistakes with whenever appropriate.
 - v) The awarding of house points at the teacher's discretion.
 - vi) Pupils will stick the following into their books to aid them when doing their green pen self-correcting.

Marking codes:

Sp = spelling error

V = problem with a verb (tense, ending etc...)

↑ = something is missing here

A = missing an accent

m/f/pl = you need to think about whether this is masculine/feminine or plural.

Now do your corrections!

2) End of topic tests – these should be marked at the end of each of the new KS3 topics in line with the available mark schemes. Students should be given:

- i) A test result in the form of a % and a description in line with LWL (Mastery, Secure etc...)
- ii) The opportunity to 'green pen' their corrections (not appropriate for speaking or listening tests).
- iii) Teachers should store these assessments in classrooms and students should record their levels clearly in books. Students should also be aware of their targets.

3) Homework marking

Depending on the type of homework set, teachers may choose to:

- i) Mark as a whole class using green pens; self or peer-assessment. (More appropriate for worksheet based tasks and vocabulary tests).
- ii) Take in books and mark homework in red pen, in line with marking guidelines stated above.

Marking and Feedback at Key Stage 4

1) Exercise Books – these should be marked at least every **two** weeks in red pen and should include references to:

- i) Literacy (English and TL spellings, grammatical errors that are relevant to class learning, use of punctuation and capital letters etc).
- ii) Presentation e.g. underlining titles and dates (these must be in TL), not wasting paper, writing in blue or black ink.
- iii) Constructive feedback and use of codes in red pen (below) for improvement. This is usually for written pieces of work, at least once per half term.
- iv) Green pen corrections by students of key word spellings that they have made mistakes with whenever appropriate.
- v) The awarding of house points at the teacher's discretion.
- vi) GCSE grading will not be given at this stage but teachers can give a rough idea of a GCSE number grade (though this will be an estimate until the first cohort completes GCSE).
- vii) Pupils will stick the same Marking Code sheet into their books as shown for KS3 to aid them when doing their green pen corrections.

2) End of topic tests – these should be marked at the end of each of the new GCSE topics in line with the available mark schemes. Students should be given:

- i) A test result in the form of a % and an estimated grade at GCSE (these are not currently available so it must be emphasised that these are 'estimates' at this stage).
- ii) The opportunity to 'green pen' their corrections and reflect on their answers (not appropriate for speaking or listening tests).
- iii) Teachers should store these assessments in classrooms and students should record their results clearly in books. Students should also be aware of their targets.

3) Homework

This should be set once per week. Feedback should be prompt so homework should be marked on a fortnightly basis. It should consist of praise for achievement and clear strategies for improvement, including use of the marking codes above, if appropriate. Students should action any improvement with their green pens and when completed, this should be annotated by the teacher with a signature and a date.

Self and Peer Marking and Assessment

Students in both key stages should be given regular opportunities to self-mark or peer-mark examples of work. Guidance will need to be given for this, and students will be expected to either set their own improvement targets or set them for their peers. Teachers should check the validity of self and peer-assessed work and comment upon the accuracy of the marking where appropriate.

Summary of Marking Frequencies

Key Stage 3	Frequency of marking
Exercise books	Every three weeks
End of topic tests	6 times per year (varies according to length of topic)
Home work	Set and marked once a week. Marking done by teacher or self/peer-assessment when appropriate.
Key Stage 4	Frequency of marking
Exercise books	Every two weeks
Controlled Assessments	Every end of topic.
Homework	Set and marked once a week. Marking done by teacher or self/peer-assessment when appropriate.

Faculty of Science Marking Policy

Rationale

It is important to provide constructive feedback to students focusing on successful outcomes and improvement needs which are matched against learning objectives. This will enable students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Principles behind the marking policy

Marking and feedback should:

- Be manageable for teachers and accessible to students
- Relate to learning objectives and comment on previous attainment in the context of them.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow students the time and opportunities to read and respond to feedback.
- Inform future planning and group/individual target-setting.
- Ultimately be seen by students as a positive approach to improving their learning.

Marking and Feedback at Key Stage 3

- 1) Exercise Books** – these should be marked at least every three weeks in red pen and should include references to:
 - i) Literacy (scientific spelling, obvious grammatical errors, writing in complete sentences) and numeracy where appropriate
 - ii) Presentation eg underlining titles, drawing diagrams and tables in pencil, using all of each page etc.
 - iii) Constructive feedback and pointers for improvement where appropriate using stamps or if required, 2 stars and a wish (this latter form is optional), at least once per half term.
 - iv) Green pen corrections of key word spellings, grammatical errors and scientific content where appropriate (at least once per half term).
- 2) End of topic tests** – these should be marked at the end of each of the new KS3 topics in line with the available mark schemes. Students should be given:
 - i) A numerical mark out of the total available marks for that test eg. 25/40.
 - ii) A 'Mastery Model' statement or stage assigned to the test score which will assist in assessing progress against end of year targets.
 - iii) The opportunity to 'green pen' their corrections.
 - iv) Tests should be stored in students' Assessment Folders and results recorded on student tracking sheets both in their folders and the inside front cover of their exercise books. Teachers should record class results in the KS3 Science Tracking Sheets on the T: Drive.

3) Home Study Projects

These extended homework activities are to be set during each topic (6 per year) and should be marked using the pre-prepared feedback sheets. These consist of two columns one for positive feedback and one for suggestions for improvement. The first of these should be completed for all of the tasks that have been attempted whilst the second column should only be completed for those tasks where improvements or further work are necessary. There is a space for an overall comment at the bottom of each sheet. Each Home Study Project Feedback Sheet will also have a bank of pre-prepared comments which could be 'cut and pasted' into the columns in order to save time.

Students should 'green pen' the suggested improvements to their work and the teacher should then initial and date the right hand column of the feedback sheet to show that improvements have been made and re-marked.

Completed Home Study projects and their associated feedback sheets should be stored in the same student folders as the end-of-topic tests.

Marking and Feedback at Key Stage 4

1) Exercise Books – It is understood that these will mainly contain notes which do not require assessment, but they should be marked at least every four weeks in red pen in order to remind students that they are being monitored and should include references to:

- i. Literacy (scientific spelling, obvious grammatical errors, writing in complete sentences) and numeracy where appropriate
- ii. Presentation eg underlining titles, drawing diagrams and tables in pencil, using all of each page etc.
- iii. Constructive feedback and pointers for improvement **where appropriate** using stamps or if required, 2 stars and a wish (this latter form is optional), at least once per half term.
- iv. Green pen corrections of key word spellings, grammatical errors and scientific content where appropriate (at least once per half term).

2) End of topic tests – these should be marked at the end of each of the KS4 topics in line with the available mark schemes. Students should be given:

- i) A numerical mark out of the total available marks for that test eg. 25/40.
- ii) A grade based upon percentage, eg 90% - grade 9, 80% - grade 8 etc.
- iii) The opportunity to 'green pen' their corrections.
- iv) Tests should be stored in students' Assessment Folders and results recorded on student tracking sheets both in their folders and the inside front cover of their exercise books. Teachers should record class results in the KS4 Science Tracking Sheets on the T: Drive.

3) Required Practicals

These will need to be marked as and when they are set. Staff must ensure that all Required Practicals for their taught topics are completed by all students in their teaching groups as they will be assessed in the final examinations. Marking

can either be completed by the teacher in red pen or by the students themselves in green pen (this will ensure that corrections are carried out at the same time).

4) Homework

This should be set once per fortnight per teacher for each shared group. Feedback should be prompt so homework should be marked on a fortnightly basis. It should consist of praise for achievement and clear strategies for improvement. Students should action any improvement with their green pens and when completed, this should be annotated by the teacher with a signature and a date.

Self and Peer Marking and Assessment

Students in both key stages should be given regular opportunities to self-mark or peer-mark examples of work. Guidance will need to be given for this, and students will be expected to either set their own improvement targets or set them for their peers. Teachers should check the validity of self and peer-assessed work and comment upon the accuracy of the marking where appropriate.

Summary of Marking Frequencies

Key Stage 3	Frequency of marking
Exercise books	Every three weeks
End of topic tests	6 times per year (varies according to length of topic)
Home Study Projects	6 times per year (varies according to length of topic)
Key Stage 4	Frequency of marking
Exercise books	Every four weeks
End of topic tests	Every 2-4 weeks (varies according to length of topic)
Homework	Every two weeks (per teacher for shared classes)

DT Marking Policy

Aim:

We believe that frequent high-quality marking and assessment will help students to improve their learning. Marking should review and record progress of each student, identifying progress against clear targets, providing information for formal assessment procedures and acting as a foundation for future planning, teaching and learning. It should also provide students with regular feedback on aspects of literacy, supporting them in becoming effective communicators.

Marking will monitor students' understanding and progress against the learning objectives, retained understanding and skills. It will involve setting targets for improvement, including those necessary for developing literacy and numeracy.

The purposes of the marking policy are:

1. To allow the teacher to monitor, on an on-going basis, students' attainment and progress,
2. To identify areas for development in students' literacy and communication skills,
3. To provide information for the student so that they can make progress in their learning,
4. To help identify short, medium and long term goals
5. To provide information for parents and other professionals
6. To help evaluate the effectiveness of our teaching.

Therefore, staff will follow the following guidelines:

Marking of Spelling:

- Marking in red pen of a different colour to that of the student.
- If a subject specific word or commonly mis spelt word is spelt incorrectly underline and write sp
- Students to correct spelling 3 times in green pen.
- When more support is needed the word can be corrected by the teacher
- Each subsequent time the same word is misspelt, just underline it.
- On identifying these errors, the teacher should choose an appropriate method to help students improve.

Marking of punctuation and grammar:

- Marking students work for full stops, commas, paragraphs, colons, semi-colons, apostrophes use the code 'P' when errors are spotted
- If a capital letter is omitted or used inappropriately the relevant letter should be circled
- Where there is a clear issue with punctuation or grammar, there should be a comment at the end of the piece of work, relating to the area for improvement for the student.

How to mark:

KS3:

It is expected that most written and drawn work is process marked twice during a rotation/module. This is marking without a grade or level. Comments should be given to aid the progress of the student. After a larger written or design task the strand/and or level should be given, alongside a WWW/EBI comment.

During the last 2 weeks of the rotation/module the progress report should be filled out. See sample progress log sheet at the end of this policy. This will include a teacher feedback with strand/level and WWW/EBI, plus a student's response. This will help us close the assessment loop and encourage students to actively set targets on how to move up to the next rotation/module.

KS4:

It is expected that most written and drawn work is process marked every 3/4 weeks. This is marking without a grade or level. Comments should be given to aid the progress of the student. Where possible, end of projects in year 10 should be marked to exam board marking schemes, giving a grade.

In year 11 Controlled Assessments should be reviewed regularly (at least every 3/4 weeks) and the exam board mark scheme should be used with students to aid assessment for learning.

Assessment

ASSESSMENT AND LEARNING

Assessment for learning	Assessment of learning
Assessment for learning is ongoing, diagnostic, and formative. It is for ongoing planning. It is not used for grading and Report Cards.	Assessment of learning occurs at end of year or at key stages. It is summative. It is for grading and Report cards.
<ul style="list-style-type: none">• diagnostic and formative• teacher assessment, student self-assessment, and/or student peer assessment	<ul style="list-style-type: none">• summative• teacher assessment• may be either criterion-referenced (based on prescribed learning outcomes) or norm-referenced (comparing student achievement to that of others)

DIRT TIME

To strengthen the impact of our marking and feedback in accelerating the children’s progress in learning, we use DIRT time. **DIRT stands for Dedicated Improvement and Reflection Time** and these sessions give children an opportunity to:

- reflect on their learning and progress
- make improvements through reviewing and editing processes
- tackle further work to either consolidate their understanding or extend them towards mastery of a given skill.
- Students use a green pen to carry out any improvements during DIRT time

SEN marking

When marking the work of SEN(Special Educational Needs)/EAL(English as an Additional Language) and in particular dyslexic pupils, comments should be legible and easy to understand. For example, ensuring the language is accessible. Green pen response may take more time and need more support for SEN/EAL pupils. Targets should be realistic without resorting to lots of spelling corrections.

Pupil Premium

Class teachers should be aware of their PP (Pupil Premium) and AfA (Achievement for All) pupils and make sure they are receiving at least the same level of attention as the rest of the pupils. Pittville recommends marking these books first.

KS3 Progress Trackers

Year 7 Progress sheet Name _____ Target/Flight Path =

Session 2 Grade Session 4 Grade EOY Grade Entry level Baseline Test

Date SUBJECT	Skills	Knowledge & Understanding	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
Homework	ATL A B C D		
	+ = -		

Date SUBJECT	Skills	Knowledge & Understanding	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
Homework	ATL A B C D		
	+ = -		

Date SUBJECT	Skills	Knowledge & Understanding	Project title
	+ = -	+ = -	Teacher Comment
	+ = -	+ = -	
Homework	ATL A B C D		
	+ = -		

Date SUBJECT	Skills	Knowledge & Understanding	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
Homework	ATL A B C D		
	+ = -		

SELF ASSESSMENT

Project	WWW	EBI

Year 8 Progress sheet

Name _____

Target/Flight Path =

Entry level =

Date SUBJECT	Skills	Knowledge & Under- standing	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
	Homework + = -	ATL A B C D	

Date SUBJECT	Skills	Knowledge & Under- standing	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
	Homework + = -	ATL A B C D	

Date SUBJECT	Skills	Knowledge & Under- standing	Project title
	+ = -	+ = -	Teacher comment
	+ = -	+ = -	
	Homework + = -	ATL A B C D	

SELF ASSESSMENT

Project	WWW	EBI

Session 2 Grade Session 4 Grade EOY Grade

Revised June 2018.

DRAFT

Art and KS4 Textiles

Assessment and presentation policy 2017-2018

Assessment for our subject should be regular and constructive. Assessment given should help students understand how well they are performing and be able to demonstrate what is required in order for the student to progress. There should be a focus on setting aspirational but achievable targets for all.

Our assessment will be monitored through whole school scrutinises and through faculty scrutinises.

KS3 Art

At KS3 our SOW link to specific GCSE criteria and developing relevant skills for KS4.

These include the following:

- Recording and observation (A02 & A03)
- Artist studies (A01 & A02)
- Combined studies (A02 & A04)

In addition to becoming proficient across GCSE skill areas, students will study the work of Artists, understand the historical and contextual significance of what they are studying as well as developing their ability to work independently.

Assessment

There should be a minimum of one piece of substantial written sketchbook feedback per project. This piece of marking should be near to the piece of work itself to aid association. There should also be small pieces of marking to add development of work as the teacher deems appropriate.

There should also be at least one piece of peer/self-assessment and an opportunity for pupils to respond to making which is subsequently checked by the teacher. Spelling should be corrected throughout.

Presentation

All work at KS3 should be presented in school sketchbooks. Pupils should develop a range of skills for how work can be presented both creatively and neatly. The teacher should comment on presentation in assessments, where appropriate.

KS4 Art and textiles

Each SOW links explicitly with the AQA GCSE assessment objectives and the specification criteria.

Assessment

GCSE Art and textiles notebooks will be used to record written feedback at various points throughout Years 9,10 and 11. This book will be used by both the teacher and student in numerous ways. Teachers will provide feedback on general progress

against the four learning objectives, as well as skill specific guidance, at relevant points. Students will also use their notebooks to record reflections, self-assessments, writing about artists and track progress through projects. Finally students will produce pieces of writing for their sketchbooks in these booklets initially so that it can be marked by the teacher.

It is vital that the notebook is used as a formal and regular basis of recording written feedback. There should be one substantial piece of written feedback per project.

Pupils should expect to receive verbal feedback on a lesson by lesson basis and will receive feedback on progress against grades in line with the school data policy. GCSE Art and textiles notebooks should also be used by the teacher to facilitate self-assessment throughout the year. GCSE Art notebooks can be carried throughout all three years of the GCSE course.

Presentation

Students will work in sketchbooks as well as presenting some pieces of work on large sheets. Discussions will be held on an individual basis between teacher and students as to which is most appropriate. There should be an emphasis on creative and high quality presentation.

Homework

Pupils at KS3 will be provided with a homework book and complete a specified homework project each half term. Homework tasks are provided on a hand-out as well as being on show my homework each term. The teacher will mark and return homework to students promptly upon it being handed in. All homework marking is published via show my homework for students to read. The feedback should be positive yet informative, and give students skills based advice to develop in future work.

AT KS4 pupils will be set specific tasks or projects as appropriate, but will generally be expected to continue to work on and develop classwork outside of lessons. Pupils will predominantly be expected to conduct independent study on their coursework throughout KS4.

Monitoring and evaluation

Throughout the year subject leader will be involved in conducting work scrutinies, standardisation, and student questionnaires to evaluate and reflect on the effectiveness of AFL within the faculty.

Revised June 2018.

Drama Department Marking Policy

Key Stage 3

Drama is a practical subject where pupils learn key skills through creating, performing and refining.

- Pupils will be actively involved in creating work with the teacher interacting and giving verbal feedback.
- The teacher will make constant, instant assessments as they observe pupils working and alter their interventions accordingly.
- Progress is observed rather than written down.
- Time spent writing is time spent not creating drama.
- Pupils should be able to practically demonstrate their knowledge OF drama rather than their knowledge ABOUT drama.
- Verbal feedback is the most effective way to improve pupils' work.
- Recordings of practical work are the best way to demonstrate progress.

As a minimum:

- Verbal feedback should be given every lesson, either formally at the end of a performance or informally as pupils are creating work and the teacher is circulating.
- Key concepts and keywords are reinforced verbally, spoken language is corrected for grammar and Standard English (and modelled by the teacher).
- Recordings are made once each half term of pupils' work, typically at the end of a project. These are used to level work for assessments but can also be used for self- and peer- assessment.

Homework

Homework is set once a fortnight and consists of compulsory elements (written evaluations, sourcing props or costume, research or attending rehearsals) and optional elements (using and demonstrating skills in additional performances). These will be tracked using a termly spread sheet with rewards for those producing exceptional compulsory tasks or optional tasks.

Key Stage 4

The GCSE course is currently 60% practical and 40% written exam. The written exam is based on the practical, so it is not appropriate to complete preparation for this until enough practical work has been completed. However, written tasks either in the form of log books or practice questions will be set.

As a minimum:

- Verbal feedback should be given every lesson, either formally at the end of a performance or informally as pupils are creating work and the teacher is circulating.
- Key concepts and keywords are reinforced verbally, spoken language is corrected for grammar and Standard English (and modelled by the teacher).
- Rehearsal marks (in line with GCSE syllabus) are given regularly, with four marks being the minimum over the course of a topic.
- Final, assessed performances are recorded and marked in line with the GCSE mark scheme.

- Log books will be checked for regular completion and marked for literacy in line with the Whole School Policy.
- Practice questions will be marked in line with the GCSE mark scheme and returned to pupils with written feedback. Pupils have the opportunity for green pen response and to make corrections.

Homework

Homework will mostly take the form of practice exam questions, although sometimes practical work, such as learning lines, will be set. Written homework will be set regularly and marked in line with the GCSE mark scheme and returned to pupils with written feedback.

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Pittville School Music Department Marking Policy

Key Stage 3

Music is a practical subject where pupils learn key skills through composing, performing and listening to music.

- Pupils will be actively involved in creating work, with the teacher interacting and giving verbal feedback.
- The teacher will make constant, instant assessments as they observe pupils working and alter their interventions accordingly.
- Progress is observed rather than written down.
- Time spent writing is time spent not composing or performing music.
- Pupils should be able to practically demonstrate their knowledge OF music rather than their knowledge ABOUT music.
- Verbal feedback is the most effective way to improve pupils' work.
- Recordings of compositions and performances are the best way to demonstrate progress.

As a minimum:

- Verbal feedback should be given every lesson, either formally at the end of a performance or informally as pupils are creating work and the teacher is circulating.
- Key concepts and keywords are reinforced verbally, spoken language is corrected for grammar and Standard English (and modelled by the teacher).
- Recordings are made once each half term of pupil's work, typically at the end of a project. These are used to level work for assessments but can also be used for self- and peer- assessment.

Homework

"Takeaway homework" is set once a term and pupils can choose from a range of tasks. Pupils can expect feedback in the way of praise stamps and/or phone calls, postcards home etc. .

Key Stage 4

The GCSE course is currently 30% performance, 30% composition and 40% listening exam. Macs are used for composition and there are scheduled practice performances which are recorded and assessed.

As a minimum:

- Verbal feedback should be given every lesson, either formally at the end of a performance or informally as pupils are creating work and the teacher is circulating.
- Key concepts and keywords are reinforced verbally, spoken language is corrected for grammar and Standard English (and modelled by the teacher).
- Final, assessed performances are recorded and marked in line with the GCSE mark scheme.
- Log books will be checked for regular completion and marked for literacy in line with the Whole School Policy.
- Practice questions will be marked in line with the GCSE mark scheme and returned to pupils with written feedback. Pupils have the opportunity for green

pen response in exam questions where more marks are available and more open ended responses expected.

Homework

Pupils are expected to practice for performance sessions, take part in extra-curricular performances and attend after school to meet composition deadlines where necessary. Practice listening papers are provided towards the end of the course.

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Pittville School PE Department

Marking Policy

Key Stage 3

PE is a practical subject where pupils learn key skills through performing, creating and analysing.

- Pupils will be actively involved in performance and use peer assessment regularly.
- The teacher makes constant, instant assessments as they observe pupils working and alter their interventions accordingly.
- Pupils should be able to practically demonstrate their knowledge of PE and their knowledge of techniques and strategies used.
- Verbal feedback is the most effective way to improve pupils' work in PE.
- Progress is observed and written down in partnership with the students and teachers using **assessment sheets**.

Assessment sheets

- Targets are set by students (self-assessment) using the curriculum criteria.
- Both mid-term and final targets are set.
- The sheets are used every half term.

As a minimum

- Verbal feedback should be given every lesson, either formally or informally as pupils are performing and the teacher is circulating.
- Key concepts and key words are reinforced verbally, spoken language is corrected for grammar and Standard English (and modelled by the teacher).
- Assessment sheets are undertaken each half term, looking at pupils' progress and targets to be set.

Homework

No homework is generally set for KS3, however this is up to the discretion of the individual teacher, if they see fit.

Key stage 4 (Core PE)

No assessment is required for KS4 PE, however those undertaking GCSE PE, will be assessed with constant feedback as above in Key Stage 3 PE.

Key Stage 4 (GCSE PE)

- GCSE books to be marked every fortnight as a minimum.
- When marking a 'star' will represent a positive comment and a 'wand' will represent when a comment is one for improvement.
- This doesn't necessarily mean 'two stars and a wish', it is just as and when.
- After any test or exam, the paper must be discussed question by question with the class.
- Ideally the same paper to be re-issued as homework, or at least questions that were not answered correctly. For weaker students, they could highlight 5 questions to re-do for homework.
- Stamps can be rewarded in books.

- Use 'marking for literacy' abbreviations, as documented in the Pittville School Marking Policy.

Homework

GCSE Homework booklets are supplied and pupils are set homework to fill these in as and when the appropriate amount of work has been completed in class. Homework booklets need to be marked every 2 weeks at minimum.

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Humanities Faculty Marking Policy

'Meaningful, Manageable, Motivating'

Students assessments/classwork are to be marked when necessary, in other words 'quality marking' without ticking and flicking. A tick on the bottom corner of the page to acknowledge the work has been read is efficient.

The following should be acknowledged in the feedback:

- Subject specific language (spelling and correct application)
- Literacy – in line with the whole school policy
- Paragraphing and sentence structure
- Contextual knowledge and understanding.

Assessment/Diagnostic Marking

Key Stage3 and Key Stage 4 (5 year curriculum) - All Humanities subjects

Diagnostic marking should take place only when a substantial piece of work has been completed, such as class assessments and tests. This should take the form of not commenting on strengths (WWW – this should be instant, in lessons and verbally without the need to record that this has been done or acknowledged) but really emphasising what the students need to do next, therefore EBI. This form of feedback needs to be supported with success criteria which has been provided for the students while they have been completing the assessment. This success criteria should be based on GCSE marking criteria.

Marking rubrics are recommended for this particular form of feedback to enable the student and teacher to monitor their attainment and set targets for improvement. The rubrics should accompany the completed work. This should be followed up with students self - assessing their work using the success criteria/rubrics, BEFORE the teachers diagnostic marking comments are issued and not after. No peer assessment is necessary.

Lessons should incorporate time in their planning stages to provide opportunities in class for the pupils to improve upon their work through using the success criteria/marketing rubrics

Emphasis therefore is that feedback is pupil – led and not a box-ticking exercise. Should we do less marking but do it more strategically, make it more meaningful? Trusting the teacher to focus on what they know needs to be addressed in the best interests of the students.

Furthermore between September 2018 and December 2018, every member of the department is going to use written and verbal feedback to year 10 at least once in the term. This should be one – to – one with the student. This could be follow-up work to a completed assessment or during the drafting stages of a substantial piece of work. This could take the form of several questions from the teacher to initiate the students reflection of what they have done and what they need to do to

progress in their attainment further. This should not take the form of the teacher telling the student exactly what they need to do through suggestions and solutions – this is spoon –feeding, the student needs build their retention and resilience through being taught how to check their own work and make improvements.

Revised June 2018.

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