

JOHN FLAMSTEED COMMUNITY SCHOOL MARKING POLICY



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Introduction

Purpose

Assessment should support teaching and learning by identifying what students already know and can do and how they might move to the next level / grade. Assessment, therefore, should be evident in all lessons.

Principles

Assessment should:

- recognise and celebrate individual successes in order to encourage and motivate all students;
- be based on specific learning outcomes / objectives and these should be clearly identified by the teacher and understood by the students;
- allow students to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning;
- offer 'next steps' targets for improvement;
- allow teachers to plan for teaching and learning that meets the individual needs of all the students in the classroom;
- underpin teaching and learning in order to ensure progress for every child.

JOHN FLAMSTEED COMMUNITY SCHOOL MARKING POLICY

AIMS

The John Flamsteed Community School Marking Policy will:

- establish a consistent approach to the way students work is marked;
- ensure marking is focused on learning and improvement;
- aid new staff in adopting and following the departmental marking policy;
- focus on planning an amount of marking that will encourage quality of marking;

COMMON PRACTICE

- Each department will contribute their own departmental policy within the common school policy.
- Each departmental policy will be shared with parents and students. Students will be made aware of the salient features of the departmental policy at the start of the year.
- The departmental policy should focus on ensuring the quantity of marking required, allow time to provide quality feedback, set targets for improvement and monitor student response.

DEPARTMENTAL POLICY

To aid consistency, while allowing flexibility, each department should plan their marking policy beneath the following headings (Some departments may require separate policy documents for different subjects):

Marking

- Where marking will take place.
- Departments might run differing systems of how work is produced and stored which needs to be explained. Examples include:
 - o Exercise book + Homework Folder + Coursework Folder
 - o Rough book + Neat book + Homework + Coursework
- Department policies should explicitly state how the marking system used integrates across each document. Some documents will be marked less frequently than others.
- When marking takes place e.g. following an assessment
- An estimate of how often marking will take place.

Feedback

- How feedback will be delivered
- Anticipated student response to the feedback

Grading/Levelling

Explicitly state how grades will be awarded for Key Stage 3 and 4. For KS4 it is anticipated that exam board criteria will be used.

Literacy

How often the department plans to mark for literacy. Each department will be different, however the literacy policy provides a code staff can use to mark the literacy content in their subject where applicable e.g. sp x 3

Peer and self-marking strategy

A thought through departmental process on how to support and scaffold this important process.

Recording of Marks

What will be recorded and where should it go.

Quality Assurance

- Name a minimum of 3 times in a year where marking sampling takes place. This would then be followed up in department meetings.

ART AND DESIGN MARKING POLICY

Marking

At Key Stage Three all pupils will be assessed through continual assessment. Pupils will produce drawings, designs and research in their sketchbooks and this work is then marked either on or next to the actual piece of work. All sketchbooks are kept in school in the box provided and taken home when homework has been set. Final pieces for each project are produced independently in the medium being explored. The marking for final pieces will be written on the reverse of the piece or in sketchbooks for three dimensional work. Marking of sketchbooks work will take place at appropriate times within the project and final pieces once they are complete.

At Key Stage Four pupils will be assessed through continual assessment. Pupils have set topics and produce drawings, designs, research and material tests in their sketchbooks. Marking of work is completed at the end of the project in line with the exam board marking criteria. The marks and feedback on how to improve is provided on sheets at the back of the sketchbook. The final deadline for all year 10 and 11 controlled assessment is in the spring term of year 11 and it is expected that all work is corrected, improved or redone until then.

Feedback

At Key Stage Three Verbal feedback is provided on a 1:1 basis throughout the lesson whilst pupils are undertaking their practical work. Written feedback is provided next to marked work in the form of 'What Went Well' and 'Even better if...' along with the grade for the piece of work produced. Pupils are expected to act on the verbal feedback prior to marking and homework is used, at times, to allow pupils to review work and act upon the feedback provided.

At Key Stage Four Verbal feedback and mini tutorials are provided during lessons and independent learning. It is expected that pupils act upon this feedback in subsequent lessons. Written feedback is given at the end of unit assessment and homework time is provided to complete and improve work following verbal and written feedback.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE levels/grades

Literacy

Written work is completed in each project in the form of artist research and an end of project evaluation. Key words and subject specific terminology is expected throughout and the whole school literacy policy is followed where appropriate.

Peer and self-assessment

Pupils informally assess themselves and others in their practical work through verbal discussion either in pairs or as a whole group. Formal peer or self-assessment can take place during each topic.

Recording of Marks

Marks are recorded in the teacher's mark book and in the pupil's sketchbook. Tracking of progress is completed in the teacher's mark book.

Quality Assurance

Moderation of grades across teaching groups is conducted each practical assessment. Quality assurance of all other work and marking, across KS3 and KS4 will be conducted on a termly basis.

COMPUTING MARKING POLICY

Marking

At Key Stage 3 Most work is completed and saved on-line. When students complete an assessment, this will be stored in their Home area. A minimum of one key task will be assessed per term. However, it is expected that other tasks will be marked and graded at the teacher's discretion. Marking of students' work will take place a minimum of once every 6 lessons.

At Key Stage 4 Most work is completed and saved on-line. A minimum of one major piece of work will be assessed every half term. However, it is expected that other tasks will be marked and graded at the teacher's discretion. Marking of students' work will take place a minimum of once every 6 lessons.

Feedback

At Key Stage 3, a formative and summative comment will be provided for each key assessment. Students are expected to respond to feedback where they see a question from their teacher. Re-attempting sections of work will sometimes be required to ensure understanding and high quality results.

At Key Stage 4, a summative comment, a mark or GCSE band / grade will be provided when appropriate. Students are expected to respond to feedback where they see a question from their teacher. Re-doing sections of work will sometimes be required to ensure understanding and high quality work in line with target grade.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE assessment band levels and/or GCSE grades

Literacy

For all pieces of work the department will follow the school 'Literacy Policy'.

Peer and self-assessment

Students will have the opportunity to conduct a minimum of one peer and one self-marking activity each half term.

Recording of Marks

Key stage 3

On the completion of each unit of work, students will complete a record sheet that will record the JF level for the assessment and targets for improvement. This will be kept in their Home area. Marks will also be recorded in the teacher's mark book. Termly tracking points will be recorded on departmental tracking sheets.

Key stage 4

Mock exams, mini mocks and other key assessments will be recorded in teacher planners, students' tracking sheets as well as the departmental tracking spreadsheet.

Quality Assurance

Quality assurance of student work and marking across Key Stages 3 and 4 will be conducted on a termly basis.

Date 1:

Date 2:

Date 3:

DESIGN AND TECHNOLOGY MARKING POLICY

Marking

At Key Stage 3 project booklets will be used for all research and design work. When students produce an assessment piece on a separate piece of paper, this will be stored in their Design and Technology folder. A minimum of one key task will be assessed per half term. However, it is expected that other tasks including practical activities will be marked and graded at the teacher's discretion. Marking of project booklets will take place a minimum of once per fortnight.

In year 10 project booklets for focussed practical tasks will be used for a combination of classwork and homework. A minimum of one major piece of written work will be assessed every half term. However, it is expected that other tasks including practical activities will be marked and graded at the teacher's discretion. Marking of project booklets books will take place a minimum of once per fortnight, which may include the use of "verbal feedback given" stamps.

In year 11 students portfolios will be used to complete all NEA (Non Examined Assessment). Each section of NEA will be assessed as it is completed. Assessment will be in accordance to criteria specified by the Examination Body.

Feedback

At Key Stage 3, a summative comment will be provided for each key assessment including targets outlining how the students can improve their work. Students are expected to respond to feedback where they see specific instructions from their teacher e.g. "add more annotation" or "explain in more depth". There may be occasion when pieces of work will sometimes be need to be resubmitted based upon specific targets set by the teacher to ensure understanding and high quality writing.

In year 10, a summative comment, and a GCSE grade will be provided when appropriate. Students are expected to respond to feedback where they see specific instructions from their teacher e.g. "add more annotation" or "explain in more depth". There may be occasion when pieces of work will sometimes be need to be resubmitted based upon specific targets set by the teacher to ensure understanding and high quality writing.

In year 11, teachers may review students' NEA and may provide advice at a general level. Teachers, however, must not provide detailed and specific advice on how the work may be improved to meet the assessment criteria.

Grading/Levelling

KS3 – JF levels for key tasks, and scores of 0 – 10 for shorter activities

KS4 – GCSE grades

Literacy

For all pieces of work the department will follow the school 'Literacy Policy'.

Peer and self-assessment

Students will have the opportunity to conduct a minimum of one peer and one self-marking activity each half term.

Recording of Marks

Key stage 3

On the completion of each rotation, the final JF level will be recorded on departmental tracking sheets. All individual marks will be recorded in the student booklets and the teachers' mark book.

Key stage 4

Mock exams, mini mocks and other key assessments will be recorded in teacher mark book, students' tracking sheet as well as the departmental tracking spreadsheet.

Quality Assurance

Quality assurance of student work and marking across Key Stages 3 and 4 will be conducted on a termly basis.

ENGLISH MARKING POLICY

Marking

At Key Stage 3 exercise books will be used for a combination of classwork, drafting and best work. When students produce an assessment piece on a separate piece of paper, this will be stored in their English Progress Record. A minimum of one key task will be assessed per half term. However, it is expected that other tasks will be marked and graded at the teacher's discretion. Marking of exercise books will take place a minimum of once per fortnight.

At Key Stage 4 exercise books will be used for a combination of classwork and drafting. A minimum of one major piece of work will be assessed every half term. However, it is expected that other tasks will be marked and graded at the teacher's discretion. Marking of exercise books will take place a minimum of once per fortnight.

Feedback

At Key Stage 3, a formative and summative comment will be provided for each key assessment. Students are expected to respond to feedback where they see the 'speech bubble' or a question from their teacher. Re-drafting sections of work will sometimes be required to ensure understanding and high quality writing.

At Key Stage 4, a summative comment, a mark or GCSE band / grade will be provided when appropriate. Students are expected to respond to feedback where they see the 'speech bubble' or a question from their teacher. Re-drafting sections of work will sometimes be required to ensure understanding and high quality writing.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE assessment band levels and/or GCSE grades

Literacy

For all pieces of work the department will follow the school 'Literacy Policy'.

Peer and self-assessment

Students will have the opportunity to conduct a minimum of one peer and one self-marking activity each half term.

Recording of Marks

Key stage 3

On the completion of each unit of work, teachers will complete a record sheet that will record the JF level for the assessment and targets for improvement. This will be kept in their English Progress Record. Marks will also be recorded in the student's exercise book and teacher's mark book. Half termly tracking points will be recorded on departmental tracking sheets.

Key stage 4

Mock exams, mini mocks and other key assessments will be recorded in teacher planners, students' tracking sheets as well as the departmental tracking spreadsheet. Spoken language marks will be recorded in teachers' mark books.

Quality Assurance

Quality assurance of student work and marking across Key Stages 3 and 4 will be conducted on a half termly basis.

HUMANITIES MARKING POLICY

Marking

At Key Stage 3 - Exercise books will be used for classwork activities and notes, pupils may also use this book for drafting work for assessed pieces. Assessed pieces will usually be produced on a separate piece of paper and placed in their assessment folder. A minimum of one key piece of assessed work will be completed each half with additional pieces of work being levelled at the teachers discretion. Marking of exercise books will be within a fortnightly cycle.

At Key Stage 4 - Exercise books will be used for a combination of classwork, notes and assessment pieces. Key assessed pieces will be placed in an assessment folder for ease of reference. Every half term a summative piece of assessed work will be completed. To compliment this a variety of tasks will be marked and graded at the teachers' discretion. Marking of exercise books will be within a fortnightly cycle.

Feedback

At Key Stage 3

Formative marking will take place frequently within student's classwork, with key pieces that can be assessed/levelled highlighted with summative strength marked with an **S** and an **I** for suggested improvements. Re-drafting and improvements will be integrated into lessons and Schemes of learning. Pupils will be encouraged to respond and make any improvements in green pen.

At Key Stage 4

Formative marking will take place frequently within pupils classwork with key pieces that can be graded/GCSE banded highlighted with an **S** for strengths and an **I** for improvements. Pupils will be encouraged to re-draft and improve upon their work using a green pen.

Grading/Levelling

KS3 – JFCS Levels

KS4 – GCSE assessment numerical grade boundaries – 1-9 and Letters A-G until 2017.*

Literacy

For all pieces of work the department will follow the school 'Literacy policy'

Peer and self-marking strategy

Opportunities will be embedded into the curriculum for pupil to both peer and self-mark each half term to give pupils understanding of the assessment process.

Recording of Marks

Key stage 3

On the completion of each assessed piece of work, teachers will record pupil progress levels in their planner. This level will also be recorded on the Humanities tracking database.

Key stage 4

On the completion of each assessed piece of work, teachers will record pupil progress levels in their planner. This level will also be recorded on the Humanities tracking database.

Quality Assurance

Pupils' books will be sampled across key stage 3 and 4 on the following dates:

Term 1: Monday 3rd October 2016

Term 4: Monday 27th March 2017

Term 2: Monday 5th December 2016

Term 5: Monday 8th May 2017

Term 3: Monday 6th February 2017

Term 6: Monday 3rd July 2017

MATHEMATICS MARKING POLICY

Marking

At KS3 and KS4 *Exercise Books* will be used for all activities, work set in lessons and paper based homework. Classwork will be either self or peer assessed in most lessons however, teachers will mark and grade key tasks more formally on a regular basis. Online homework will always involve students receiving instantaneous feedback and marks for each piece of work and the opportunity to improve their work.

In addition, students will have their own Assessment Book in which all assessments will be completed, this will be stored in their Mathematics classroom. Students will complete an assessment in line with the assessment calendar (usually 1 per half term).

Feedback

At KS3 and KS4 formative and summative comments will be provided for each key assessment. Students will always be expected to reflect on formal assessments, identify errors and respond to feedback or questions given by the teacher. Completing additional questions or redrafting work will sometimes be required to ensure understanding and consolidation of taught methods.

Key tasks and assessments will be given an appropriate level/GCSE grade and, where appropriate, suggestions and comments on how students can improve their work will be provided.

Grading/Levelling

KS3 – JF Levels

KS4 – GCSE Assessment Grades (linked to the current GCSE specification)

Assessments are moderated through the use of common mark schemes and grade boundaries.

Literacy

All pieces of work the department will follow the school 'Literacy Policy' and the 'Standards in Student Work'. Further to this displays will promote literacy through key words, definitions and visual prompts.

Peer and Self-Assessment

Dependant on the tasks students will have numerous opportunities to peer and self-assess their work. Self-assessment will usually be completed in every lesson with regular opportunities to peer assess work given within each topic of work.

Recording of Marks

At KS3, after each formal assessment students will complete a feedback sheet in order to highlight strengths and weaknesses on individual questions. They will also be expected to record their level/grade for the assessment and a subject specific target for improvement. The scores will also be recorded by the teacher on the departmental record sheet for each student.

At KS4, mock exams, mini mocks and other key assessment data will be included on both student and teacher records in addition to topic based assessments. As in KS3, students will complete self-reflection sheets on a question by question level to highlight strengths and weaknesses to inform their revision and next steps.

Quality Assurance

Quality assurance of student work and marking across KS3 and 4 will be conducted on a half termly basis.

MUSIC MARKING POLICY

Marking and Feedback

At Key Stage 3, practical assessments can take the form of solo or group performances, improvisations, composition, appraisal or listening tests. Performances, improvisations and compositions will be marked on the spot, and written levels added to pupils' work booklets or end of unit logs. In all practical lessons verbal feedback is given to each group or individual pupil.

Written work will be kept in folders, and marked as completed. Appraisals have a literacy focus and written feedback will be provided on the piece once assessment is complete. The school spelling policy is adhered to with all marked work.

At the end of each unit, a work log is completed where there is a record of all the pupils' marks, and targets for improvement from both the teacher and the pupil. There is usually between 2 and 4 assessments per unit, depending on the topic.

At Key Stage 4, listening homeworks are marked weekly and returned to listen to again with the correct answers. Performance assessments are done regularly (approx. once per half term) through year 10, with pupil and teacher marking and target setting.

Compositions and appraisal are completed over several weeks; there is verbal feedback on how to improve provided each lesson, then a final mark and grade at the end once the work is completed. For each assessment, written feedback to improve on for the next assessment is given. Students record this on their record sheet on the inside of their folder.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE levels/grades

Literacy – the whole school policy is followed where appropriate.

Peer and self-assessment – pupils informally assess themselves and others in their practical work as a matter of course. All pupils will have the opportunity to undertake peer or self-assessment at least once a term, on a variety of tasks.

Recording of marks

Key Stage 3 - On completion of each unit of work, students and teachers will complete their end of unit work log where they will record the JF levels for their assessments along with targets for improvement. This will be kept in their Music folder, and includes an overall progress sheet for the whole of their KS3 learning. Marks will also be recorded in the students' work booklets and the teacher's mark book. A traffic light system is used in teacher's mark book to monitor progress and enable specific areas for improvement to be targeted during Year 9.

Key Stage 4 - Mock exams, coursework/controlled assessment and other key assessments will be recorded in teacher's mark book and student progress sheet in their folder. The completion and standard of homework will also be recorded by the teacher.

Quality Assurance moderation of grades across teaching groups is conducted each practical assessment. Quality assurance of all other work and marking across KS3 and KS4 will be conducted on a termly basis.

MODERN FOREIGN LANGUAGES MARKING POLICY

Marking

At Key Stage 3 exercise books will be used for a combination of classwork, drafting, best work and homework. Vocabulary tests will be done in vocabulary books and peer marked. When students produce an assessment piece on a separate piece of paper, this will be stuck into their exercise books together with their corrections. A minimum of one writing task will be assessed per half term. However, it is expected that other tasks will be marked and graded at the teacher's discretion. Marking of exercise books will take place a minimum once per fortnight. Listening and Reading tasks will be self and peer marked in lessons.

At Key Stage 4 exercise books will be used for a combination of classwork, drafting and homework. Vocabulary tests will be done in vocabulary books and peer marked. Key pieces of work will be assessed every half term. However, it is expected that other tasks will be marked at the teacher's discretion. Marking of exercise books will take place a minimum of once per fortnight. Listening and Reading tasks will be self and peer marked in lessons.

Feedback

At Key Stage 3, a formative and summative comment will be provided for each key assessment. Students are expected to respond to feedback, which consists of "www" (what went well) and "ebi" (even better if) by correcting mistakes from marked pieces of work. Spelling mistakes, in line with school policy, will be noted by "spx3" and students are expected to write the correct form of the word three times. However, when a sentence structure or word order issue, students are expected to rewrite the whole sentence.

At Key Stage 4, a summative comment in which a "www" will be given as well as how to improve spelling content and grammar are given. Students are expected to respond to this by correcting and re-drafting their work.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE assessment band levels and/or GCSE grades where appropriate

Literacy

For all pieces of work the department will follow the school 'Literacy Policy'.

Peer and self-assessment

Listening, Speaking and Reading tasks will be self and peer marked in lessons.

Recording of Marks

Key stage 3

On the completion of each unit of work, teachers will complete a record sheet that will record the JF level for the assessment and targets for improvement. Marks/levels will also be recorded in the student's exercise book and teacher's mark book. Tracking points will be recorded on student tracking sheets in planners. These help to inform the student, home and department of intervention needs for those not on track to achieve the expected progress.

Key stage 4

Mock exams, mini mocks and other key assessments will be recorded in teacher planners and student exercise books, Spoken language marks will be recorded in teachers' mark books.

Quality Assurance

Quality assurance of student work and marking across Key Stages 3 and 4 will be conducted on a half termly basis.

Date 1: 3 October 2016 (y9 and y11)

Date 2: 7 November 2016 (y8 and y10)

Date 3: 6 February 2017 (y7 and y11)

Date 4: 27 March 2017 (y9 and y11)

Date 5: 8 May 2017 (y8 and y10)

Date 6: 3 July 2017 (y7 and y10)

PHYSICAL EDUCATION MARKING POLICY

Marking

At Key Stage Three all pupils will be assessed through continual practical assessment.

At Key Stage Four pupils will be assessed through continual assessment. Students will be made aware of the departmental formative assessment policy at the beginning of the course. This will be placed at the front of each students work book for reference. When a piece of work, written or practical has been marked or assessed and a target/grade has been created, students should then where possible have an opportunity to improve the quality of their work. The marking of all work in the examination courses should be represented as a visual representation (available to students and parents). Each student must have their exercise book marked at least once p half term to ensure that they are up to date and not missing work.

Feedback

At Key Stage Three Verbal feedback is provided on a 1:1 basis throughout the lesson whilst pupils are undertaking their practical work.

At Key Stage Four Verbal feedback and mini tutorials are provided during lessons and independent learning. It is expected that pupils act upon this feedback in subsequent lessons. Written feedback is given at the end of unit assessment and homework time is provided to complete and improve work following verbal and written feedback.

Grading/Levelling

KS3 – JF levels

KS4 – GCSE levels/grades

Literacy

For all written pieces of work the department will follow the school 'Literacy Policy'.

Peer and self-assessment

Pupils informally assess themselves and others in their practical work through verbal discussion either in pairs or as a whole group. Formal peer or self-assessment can take place during each topic.

Recording of Marks

Marks are recorded in the teacher's mark book. Tracking of progress is completed in the teacher's mark book.

Quality Assurance

Moderation of grades across teaching groups is conducted each practical assessment. Quality assurance of all other work and marking, across KS3 and KS4 will be conducted on a termly basis.

SCIENCE MARKING POLICY

The Science Department has a marking handbook which is reviewed regularly and revised.

Marking

At KS3 and KS4 students work in A4 exercise books. Homework is usually done as a separate piece of work and then stuck in to the exercise books. For the current year 10 cohort who still have to complete controlled assessment, this is kept in a manila folder as a separate piece of work. End of unit tests are stuck into the exercise books so that a complete record of progress and attainment is kept in the same place. Feedback should be given by the teacher, as a minimum once every three weeks at both key stages and should include JF levels or GCSE grading, a positive aspect and a suggestion for improvement. End of unit tests should be marked by the teacher and then reviewed according to the MARCKS scheme.

Feedback

Teachers should make comments in red pen, or use verbal feedback or lesson objective achieved stamps. Students should respond in a green pen (or other colour that is not black, blue or red) if it is appropriate. Lesson time should be allowed for students to use green pens to complete improvements in response to feedback.

Grading/Levelling

At KS3, JF levels are awarded with at least one piece of classwork and one piece of homework levelled per unit. Inset has been used to ensure standardisation of levelling, and work scrutiny helps ensure continuing consistency. End of unit tests are marked according to a mark scheme and have grade boundaries. At KS4, tests used are constructed from past papers or sample assessment material and the appropriate mark schemes and grade boundaries used. Students have guidance in their books taken from the exam board's specification as to the standards expected at each grade. The standards are included in the department marking handbook.

Literacy

At both KS3 and KS4 at least one exercise per unit should be a literacy exercise and should be marked to improve literacy skills. Scientific terminology should be marked for spelling during all marking processes.

Peer and self-marking strategy

This is done as part of normal teaching and used as a teaching tool, and when done is reviewed by the teacher.

Recording of Marks

Teachers are expected to record marks in their mark books. All students should have tracking sheets in their exercise books and a record of progress through the units should be recorded on these and reflection should take place at least once per term.

End of unit test results and academic monitoring levels are also entered on the Department Data Spreadsheets so that early intervention can take place if necessary.

Quality Assurance

The Science department has a calendared programme of work and marking scrutiny which ensures that both take place at least once per term and that all years are checked. This is done to correspond to the focus weeks for each year group to ensure that all years are scrutinised. Moderation of exams at KS3 and KS4 is carried out to ensure consistent application of the mark schemes. The outcomes of the scrutinies are discussed at department meetings.

Week 6 year 9 book scrutiny

Week 22 year 7 books

Week 6 moderation of year 7 baseline test

Week 23 random sample focus on dialogue in feedback

Week 9 year 10 book scrutiny

Week 26 year 11 books

Week 14 moderation of mock exams

Week 33 random sample regularity and standard of marking

Week 15 year 8 book scrutiny

Week 34 ks3 moderation of end of year exams

Week 20 numeracy scrutiny all years

MARKING EVALUATION TEMPLATE

Subject and year:		Carried out by: Role:	Date:
Focus questions	Examples of good or outstanding practice	Aspects of practice requiring improvement/development	
Is there evidence of progress since the beginning of the academic year?			
Is pupils' work marked regularly?			
Does the marking identify pupils' strengths and make explicit what they have done well?			
Does the marking provide explicit guidance for pupils on how to improve?			
Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?			
Does the presentation show care and attention, and high expectations?			