



Ingleby Manor Free School & Sixth Form

Marking Policy

Reviewed on date: September 2016

Review date: September 2017

Rationale

In order to better facilitate student progress the School will adopt a common marking policy across all core subjects. This policy is designed to encourage consistency in marking by teachers and clarity of understanding by students so that they quickly see where they have succeeded with work and what they have to do improve in future work.

Literacy Across the Curriculum

All core subject areas shall complete a literacy check every three weeks, therefore no less than twice every half term. All subject areas shall complete the literacy check as follows:

- Class teacher to select around five or six key words from the previous lessons and write them on the board.
- Students to swap books with the person beside them to peer mark the literacy.
- Using a red pen and ruler, students to underline in red every occurrence of the key words. If the word is spelt correctly, student to put a small tick and initial the word. If the word is spelt incorrectly, students to write the correct spelling above the word in red pen and initial the correction.

As the students are peer marking someone else's book, this makes them consciously look closely at the spelling and learn the correct spelling, improving their own errors in the process.

All students are to have a spelling book as part of their daily essential equipment. Students will be given selected words in their English lessons by ability, but will also enter words that are incorrectly spelt in their literacy checks in all core areas. Students are also to add key words from all subject areas, as directed by staff. Spelling tests are then to be carried out in English lessons during literacy check weeks. Spelling tests to be done in pairs as peer swaps, so that tests are selected from individual student lists. Dictionaries and Spell Checkers are to be in all classrooms with encouragement to put 'tricky words', correctly spelt, into the spelling books.

Assessment

All key assessments are to be carried out on paper. Every key assessment should have the standard school front cover attached, either the end of term test cover or the mini assessment cover, see appendix 4&5. In each core curriculum area, every student is to have a folder that will hold these assessments; three mini assessments, one from the first half term of each term, and the three main end of term assessments. These folders should be available at all times and given with books in observations.

Each mini assessment is to be marked in detail by the class teacher and will include:

- A 1-9 GCSE grade should be given for the piece of work, and a **feedback comment** which should be **written in red pen** on the front cover sheet.
- The feedback comment should include a **'how to improve'** target.

- The student should then be given an opportunity to act on the feedback target.
- An exercise on the **improvement topic** should then be carried out in student's book, soon after the assessment, to be **written in purple pen by the students and then marked in purple pen** to show the improvement and understanding.
- Once the **student** has made the improvement, they should **write a comment** on their mini assessment front cover in **green pen**, under the feedback, explaining what they have done and how they have improved.

End of term assessments should be marked by the class teacher and given a clear grade.

Books

Books should have a completed exercise marked in detail no less than once per half term. The marking of the exercise in books should follow the same procedure as that for the mini assessments.

- Teacher feedback and target to improve in **red** along with a GCSE grade for the work.
- An exercise completed in books showing improvement, written and marked in **purple**.
- Student comment on achieving improvement in **green**.
- At other times, books should be check marked according to each individual subject area's discretion, but ensuring that all teachers in each subject area are marking in the same way and that check marking is clearly apparent in all exercise books.

Marking Verbal Work

At times students may give an answer for a piece of work verbally, that can be graded within the classroom. Teachers may grade this answer and note the grade into exercise books. Using a **red** pen teachers should write a V in the margin of the book along with a grade for the verbal piece of work given. This is particularly helpful to support the Current Working Grade for students with learning difficulties such as dyslexia, these grades should then be taken into account when giving a student's CWG at data freeze points.

Data Entry and Tracking

Data entry to SIMS will occur at the end of each half term to give every student a Current Working Grade and an Attitude to Learning grade. The data entry will then track if the student is working below target, on target or above target. Any student that tracks below in two consecutive data freezes will be entered into an intervention programme for that particular subject; this will be a six week cycle of personalised intervention work to be completed in one Independent Study session a week, with an Intervention Mini Assessment at the end of the six weeks to assess the Current Working Grade of the student and track progress. Marking of the Intervention Mini Assessment will follow the same process as the Core Curriculum Mini Assessments.

Use of Other Adults in the room

Some lessons will have other adults in the room supporting teachers; this could be Academic Mentors, volunteers or another teacher in as support. Any member of staff that is in a lesson supporting should be encouraged to give verbal and written support to students during the lesson, these members of staff are also encouraged to mark pieces of work they are overseeing while supporting students. All support staff AND teachers should have an orange pen at all times. Any work that is marked by supporting adults in the room should be marked with an **orange** pen, which should be provided by the classroom teacher at the start of the lesson. This then enables any observer, external visitor or staff carrying out a book scrutiny, to be able to identify work that is supported by other staff and therefore also complementing differentiation. Any notes of support or improvement written by support staff into books, should also be written in orange pen. Academic mentors in particular, should play a large part in the marking and written evidence appearing in student's books, differentiation within the lesson should be apparent via the support of mentors and scaffolding of work for weaker students should be written into books in orange pen by the mentor whilst supporting the student. Any scribing for students during lessons should also be done in orange pen. During the lesson the classroom teacher should use an orange pen to make any notes in student's books, this will evidence the scaffolding within lessons to support the learning of individual students as and when it is needed.

Peer Marking

Alongside the Literacy check, every subject area should create opportunities for peer marking in a way that is appropriate to their subject, at regular points throughout the term. Peer marking opportunities should be clearly indicated in the student's books or folders. Spelling Tests to carried out in peer pairs and peer marked.

Target Sheets

All core subject areas should have the school target sheet glued into the front cover of every student's exercise book.

- A copy of this target sheet should also be attached to the assessment folder.
- The students should be given their target grade for the year as soon as possible after the start of the academic year and this should be written on to the target sheets.
- The Current Working Grade should be then given to each individual student at the beginning of every half term for the previous half term, to be entered onto both target sheets.
- The actual test level from the three main assessments must also be entered onto the target sheet along with the CWG. (Note that if the Current Working Grade should be higher than the Actual Test Level, the teacher must have evidence of work that matches the CWG, this could be mini assessments, marked class work etc.)

Work Scrutiny Protocol

A book scrutiny is to be carried out termly, the week after the end of term assessments. 3 books to be collected from each curriculum class, a high, middle and low ability student. If during a book scrutiny there is evidence of inconsistency with marking across departments, then the book scrutiny will be carried out half termly alongside support for staff, until consistency is resumed across the curriculum.

The Scrutiny Form to be completed for each class is attached in appendix 2. The scrutiny is to check for student progress towards individual targets, differentiation and appropriate level of challenge for all students. Books and assessments are to be checked that they have been marked in line with the school marking policy and that the marking is up to date. Target sheets are to be checked that they are fully completed and also up to date.

Books will also be checked for the use of other adults in the room. The use of other adults should be apparent in books by the use of orange pens, and indeed this should also provide evidence of differentiation and scaffolding for weaker students within the lesson and appropriate support to students that require it. It would be expected that students requiring specific support should have a lot of orange pen evident in their books, moving to some orange pen in books of students requiring some support when needed, to little or no orange pen in the majority of students books that require no extra support outside of the classroom teacher.

Included in the book scrutiny will be 6 selected students that all curriculum staff will submit books and assessment folders for. This scrutiny will be a National Curriculum Levels Scrutiny to be completed on the form attached in appendix 3. This will be a detailed scrutiny of work against national curriculum level descriptors, to be annotated in student books with a **pink pen** by the scrutineer. This scrutiny will also check for marking against the school policy, student progress towards individual targets, differentiation and appropriate level of challenge.

External moderating will be used in the core curriculum areas at appropriate times to ensure consistent and correct levelling of work within each department area.

Colour Key

RED PEN	Teacher marking/initial feedback
GREEN PEN	Student response to target
PURPLE PEN	Student work which demonstrates
ORANGE PEN	Additional adult support marking
PINK PEN	Work scrutiny against NC levels

Appendix 1

NAME: _____

MY END OF YEAR **MATHS TARGET** IS: _____

PROGRESSION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TEST LEVEL						
CURRENT WORKING GRADE						

Conversion Table of Levels to New GCSE Grades 1-9

Old N.C. Level	3c	3b	3a	4c	4b	4a	5c	5b	5a
New GCSE Grade	1-	1	1+	2-	2	3-	3	3+	4-

Old N.C. Level	6c	6b	6a	7c	7b	7a	8c	8b	8a
New GCSE Grade	4	4+	5-	5	5+	6-	6	6+	7-

MY END OF YEAR **HISTORY TARGET** IS: _____

PROGRESSION	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TEST LEVEL						
CURRENT WORKING GRADE						

Appendix 2

Work Scrutiny Record Form

Dawn Steele Updated September 2016

Teacher _____ Class _____ Date _____

Class	Target/Progress Sheet Complete	Marking up to Date	School Marking Policy Followed	Student Progress Evident	Assessment Folder up to date	Comments for Action

Teacher _____ Subject _____ Date _____

Student	Current Working Grade	Target/Progress Sheet Complete	Marking up to Date	School Marking Policy Followed	Student Progress Evident	Assessment Folder up to date	National Curriculum Descriptor Link

Appendix 4

Dawn Steele Up

End of Term Test

Autumn

Subject:

Paper Level:

Name:

Class:

Date:.....

Level

Mini Assessment

Autumn

Subject:

Name:

Class:

Date:.....

Teacher Feedback:

Student Feedback:

Level

Intervention

Mini Assessment

Autumn

Subject:

Name:

Class:

Date:.....

Teacher Feedback:

Student Feedback:

Level