

# ***Marking Scheme, Records of Pupils Progress & Assessments***

## **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

## **Why do we need a marking policy?**

It is important to provide constructive feedback to children, focusing on success and improvement targets against learning outcomes. This enables children to become reflective learners and helps them to close the gap between their current personal learning and expected attainment outcomes.

The Policy must complement and assist the School's aims for pupils to reach the highest possible levels of achievement. Pupils will be stimulated by regular, vigorous and encouraging marking. To work hard at a task in class or at home, and have it quickly and positively marked, maintains a proper teaching and learning momentum.

### **Purpose of marking**

- To inform the teacher of a child's progress and needs for future planning
- To inform parents of their child's progress and needs.
- To provide feedback about current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

### **Assessment for Learning (AfL)**

Assessment for learning has been defined as:

***The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there***

(Creating Effective Learners, DfES 0435-2004 G)

Research has suggested that AfL empowers pupils to become effective active learners and the process helps pupils take greater ownership of learning. It is the process of evaluating ones progress throughout the task and having clear understanding of what is required to raise achievement to the next level. It is therefore imperative that AfL becomes part of the learning process and not seen as an additional add-on to the teaching and learning process. The School promotes staff to develop their skills in implementing AfL into their practices through CPD and School INSETs. Staff will be supported and encourage to work collaboratively with other colleagues in school and with other schools. The document "Pedagogy and Practice: Teaching and Learning in Secondary Schools", Unit 12 Assessment for Learning, provides strategies to develop good classroom practice.

Staff are required to ensure their practices reflect a range of strategies for assessing pupils progress to raise attainment during and after the teaching and learning process has taken place.

## **What are the principles that guide the school's approach to marking?**

Marking and feedback should:

- ❑ be manageable for teachers and accessible to children;
- ❑ relate to the learning intention and comment on previous attainment within the context of the learning intention;
- ❑ give recognition and praise for achievement and clear strategies for improvement;
- ❑ allow specific time for children to read, reflect and respond to marking;
- ❑ respond to individual learning needs, marking one-to-one with some and at a distance with others;
- ❑ inform future planning and group target setting;
- ❑ use consistent codes across the school;
- ❑ ultimately be seen by children as a positive approach to improving their learning.

## **How does marking affect attainment?**

Research has shown that consistent and effective marking as documented in this policy has a significant impact on raising achievement.

## **How do we mark children's work?**

Children's work needs to be marked in a colour that can be clearly seen. At Tawhid Boys School, teachers should mark in red pen; comments can be written in a different colour.

### **Oral Feedback**

It is important for younger children (and older children with learning difficulties) to have oral feedback from the adult working with them. The adult should initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback from time to time.

### **Summative feedback / marking**

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

### **Formative feedback / marking**

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention and a minimum of one in every third piece of work in a subject should be 'quality marked.'

### **A tick and an initial**

This should be used where there has been a huge amount of adult input in the lesson or where oral feedback was given in the lesson.

### **Quality Marked**

Teachers should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs.

When 'quality marking' teachers should:

1. Read the entire piece of work;
2. Highlight / comment next to an aspect of the work which could be improved;
3. Provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- ❑ A **reminder** prompt (eg 'What else could you say about the prince's clothes?');
- ❑ A **scaffolded** prompt (eg. 'What was the monster doing?', 'The monster was so angry that he...')
- ❑ An **example** prompt (eg. 'Choose one of these for your own: He growled so loudly that the birds fell off the trees / The monster ran away from the children.')

All children should have a comment. Brighter children should be given a comment which will extend their thinking.

Quality marking can be used in mathematics. With number work, teachers should tick or circle the work and write a 'closing the gap' comment. This could be related to a wrong answer or the teacher could provide an extension question.

### **How will children respond to the comments that I have put at the end of their work?**

When work has been 'quality marked', time should be given during the following lesson for children to read and then make one focused improvement based on the improvement suggestion (marked by the asterix). In order for the marking to be formative, the information must be used and acted on by the children.

### **Self marking**

Older children should sometimes be encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary can then focus on this process as a way of analysing the learning. Collective class marking and collaborative answers may also be allowed where the situation is appropriate to do so at the teachers discretion.

### **Shared Marking**

Using one piece of work from an unnamed child in another class to mark as a class, on a Visualiser/OHP, at regular intervals, models the marking process and teaches particular points at the same time.

### **What about correcting spelling, punctuation and grammar?**

Spelling, punctuation and grammar should not be marked in every piece of writing. Children can not effectively focus on too many things in one space of time. When children have finished, teachers should ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

Children do not learn how to spell from adults correcting it. This can lead to confusion and misconceptions about spelling. Children need to be *taught* spelling, punctuation and grammar and this should be marked when it is the learning intention.

Children should only be given feedback about those things that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

### Marking Scheme for Classwork and Homework

The following marking scheme is for recording the academic progress of pupils through observation of their performance during and after lessons. Parents need to be informed about the marking scheme and what it means.

Such performance will, to a large degree, be evident in their classwork and homework, respectively.

The award scheme and methods of reporting an award to a pupil can take several forms, based usually on the subject. One system may be suitable for one subject and not another, or, one system may suit a particular task, and another for another task in the same subject area. In due course, with continuous recording of the rewards, an overall picture may be drawn of each pupil's progress. A marking scheme using appropriate systems, as per requirement, in contrast to just using one system (e.g., attainment marks), will better inform parents of their child's progress and possibly indicate problems that may need to be addressed, e.g. a lack of effort due to, perhaps, low motivation.

Effort	Attainment (Grade)	Attainment (Marks)	Attainment (NC)	Comment
A	A	10-9	<i>As appropriate</i>	Excellent/ Masha'Allah
B	B	8-7	----	Very good
C	C	6-5	---	Good/Above average
D	D	4-3	---	Satisfactory/Average
E	E	2-1	---	Below Average
F	F	0	---	Cause for Concern

It is a general practice to award marks in lower school marking. It is accepted that in the upper school, GCSE courses may require grades

## **Assessment and Recording Policy**

### **Policy**

The inter-linked activities of assessment, recording and reporting are important for several reasons:

#### **Assessment: Assessing Pupil Progress (APP)**

We shall define as being any activity which could provide parents, boys or their teachers with an objective evaluation of their performance or provide the school with information about its own performance both in the classroom and at an institutional level - is essential if strategies adopted in the near and longer term future are to be more closely linked to current levels of performance.

**Recording** - whether this be at the level of individual teachers' marking records or whole-school statistics - is necessary to provide a background of evidence against which to set any advice to individuals or groups with regard to future change. All graded Homework, Classwork and Assessed work should be recorded in the Planner or the register. However if a department develops an alternative method of recording, e.g., on a spreadsheet, this is also acceptable as long as it fulfills the policy.

1. all members of staff are keeping records of:

- student attendance at lessons
- marks awarded for classwork
- marks awarded for homework
- marks awarded for tests/projects/coursework etc.
- requirements for school and national statistics are met

**Reporting** - in all of its forms - is our primary means of communicating with parents and pupils about judgements of current performance and suggestions for ways forward for the future. The staff are required to complete reports twice a year; an interim report and an end of year report.

## Assessment

### Objectives

1. to provide opportunities for positive achievement and allow pupils to demonstrate what they know, understand and can do;
2. to provide feedback for parents, teachers and pupils in respect of the pupils' progress, strengths and areas for development and to encourage dialogue between parents, teachers and pupils about these matters;
3. to provide feedback to allow teachers to evaluate schemes of work and teaching methods in the light of pupil performance.

### Guidelines

- The object of any assessment activity should be, as far as possible, clear to both pupil and teacher alike. Similarly, the success criteria must be clearly understood by those making the judgements and by those receiving the feedback. If assessment is to be used to make judgements that will be used when reporting to pupils or their parents then every effort must be made to ensure that the assessment is a reliable tool for that purpose. (Levels to be in line with NC levels)
- As wide a variety of assessment procedures as possible should be used. Assessment should not be limited to formal "test" situations. Questioning in class, individual discussions, contributions to debates/role play/group work all allow for assessments to be made. Homework is an important opportunity for assessment; not all pupils respond well to all forms of activity so a range of strategies should be adopted which allow all pupils, across the full ability range, to demonstrate their achievements. Assessment activities should be considered as opportunities for learning in their own right and as a means of providing challenges across the ability range.
- All schemes of work should specify opportunities for assessment. All schemes of work should contain opportunities for standardised assessments across groups and years. Wherever possible assessment should be included as part of the normal, ongoing work. The results of assessment should be used to evaluate the effectiveness of teaching methods.

All assessed work should be marked and recorded using the Level Attainment targets for the subjects. It is of paramount importance that teachers are familiar with Attainment levels in their subjects.

### Monitoring:

HOD are to monitor regularly subject teachers are marking, recording and reporting according to the Whole School / Department Policy

Head Teacher to monitor marking and recording of assessments as per monitoring observation cycle