



MARKING AND FEEDBACK POLICY

Greenbank High School



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Reviewed by the SLT MAT Board and LGB Governors

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1. Introduction

Assessment for Learning is central to every learning experience delivered by staff at Greenbank High School. It includes:-

- Clear learning objectives and success criteria that are effectively communicated and reviewed throughout a lesson
- Level of challenge clear and evident in work appropriate to students' targets
- Opportunities for self and peer assessment involving students in identifying strengths and learning targets thus activating students as owners of their own learning
- Written and oral feedback that is clear and concise giving specific advice for future progress
- 'Improvement Time' during lessons so that they are given opportunities to consider and act upon written feedback
- Questioning and dialogue that engages all learners and elicits evidence of learning.

Good assessment for learning makes:-

- An *accurate* assessment – knowing what the standards are, judging students' work correctly and making accurate assessments linked to school assessment criteria, age related expectations and GCSE Grade Criteria (use of identified assessments to ensure parity)
- A *fair* assessment – knowing the methods used are valid and provide all learners with access
- A *reliable* assessment – ensuring that judgments are consistent and based on a range of evidence (no grade should ever be entered in isolation so interim data entry should be consistent, formal and moderated, based on data stored in centralized mark books on Sims)
- A *useful* assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning
- A *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from interventions such as one-to-one tuition
- For *continuity* of assessment, enabling better transfer between years and schools.

Feedback is conducted live throughout the lesson, to challenge misconceptions and provide further support and challenge. This may take the form of written, verbal or whole class feedback. Whole class feedback may be appropriate if common misconceptions arise during a lesson.

2. Marking and Written feedback

All students have an “Expectations for work” guidance sheet in their planner, which is clearly explained by staff at the start of the academic year and reiterated as appropriate over the course of the year to ensure the very highest standards in terms of the presentation of their work. Students’ exercise books or folders should show evidence of progression in subjects to allow the students and parents to review their learning and set high standards. Clear marking and written feedback should be given regularly to ensure students are kept well informed as to how they are progressing.

All teachers should ensure their written feedback:-

- is based on clear learning objectives and success criteria (how they are to be successful in the lessons set against targets and grades)
- focuses on improving standards in the subject and could take the form of WWW (What Went Well) and IT (Improvement Time) or EBI (Even Better If)
- includes an Attitude to learning (ATL) score and subject specific marking codes according to their subject/faculty marking policies.
- is personalised and informs student target setting in the subject
- can be understood by students of all abilities
- clearly identifies next steps for learning and regular opportunities are provided for students to respond in future learning
- is given in red ink, pupils respond via Improvement Time in green ink.

All students should be able to:-

- Routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve. Lesson time should be devoted to giving students opportunities to act on the feedback given from prior learning
- Understand how feedback relates to their longer-term goals and can set their own targets for improvement
- Be clear in their work where they have improved in response to feedback. A green pen should be used by students to complete all improvements in their exercise books
- Carry out self (SA) and peer assessment (PA) regularly in lessons to develop their understanding of assessment criteria. This should be completed in green ink and labelled as such (SA / PA).

Following PIPs, pupils engage with their scores in each subject during review week. Each student records their PIPs in their planners. PIPs reflect students’ effort, behaviour, homework and organisation in a particular subject. KS3 students should enter their attendance, their ATL scores, an attainment grade and a progress descriptor. At KS4 pupils should enter their attendance, ATL scores, forecast grades and targets. All students will set termly targets and review them throughout the year.

The marking feedback record in their exercise books supports these judgements and links to whole school tracking of progress. However, in some instances, certain faculties may choose to use subject specific progress records which support both whole school and departmental assessment procedures. In some subjects, pupils’ progress is tracked electronically as work is stored in a centralised system.

3. Descriptors for Attitude to Learning for use in completing PIPs

Alongside current attainment, all students will receive a range of attitude to Learning scores. Students will be assessed on their: behaviour, effort, organisation, and homework where applicable. The summer report will include a detailed form report.

Effort
4 Student demonstrates an exceptional attitude to their learning and is a role model for other students
3 Student demonstrates a positive attitude to learning and works hard
2 Student who needs to improve their attitude to learning, is inconsistent and should aim even higher to fulfil their potential
1 Student whose attitude to learning is causing serious concern, neglect their school work and are falling behind
Behaviour
4 Student behaves impeccably and inspires others to learn
3 Student behaves well which helps themselves and others to learn
2 Student sometimes behaves in a way which prevents themselves and or others from learning
1 Student regularly behaves in a way which prevents themselves and or others from learning
Homework
4 Student meets all deadlines and completes all homework to a very high standard
3 Student completes homework on time and to a good standard
2 Student sometimes misses deadlines and does not always complete homework to their full potential
1 Student frequently misses deadlines and rarely completes homework
Organisation
4 Student shows exemplary organisation
3 Student is well organised and typically brings the necessary equipment to lessons
2 Student sometimes forgets to bring the necessary equipment to lessons
1 Student frequently forgets to bring the necessary equipment to lessons

4. Moderation procedures

All teachers are responsible for maintaining the quality of assessment and feedback in their classroom through on-going evaluation of their assessment systems. It is monitored and evaluated by staff through performance management, formal and informal observations, teaching and learning review meetings, curriculum reviews and work scrutiny.

Purpose of moderation

- To verify that assessment is accurate within and across subjects
- To ensure that all work is appropriate for the ability level of pupils
- To provide the necessary level of stretch and challenge
- To ensure that appropriate age related subject expectations have been planned for in order to raise standards
- To ensure that information given to parents is accurate and consistent
- To verify that assessment is consistent with other schools.

Internal moderation procedures

- All subjects/faculties complete internal moderations of pupil work, assessment progress grids and data inputs prior to each data entry
- All Directors of Learning and Subject Leaders complete regular planned for work scrutiny according to the assessment calendar and whole school Quality Assurance cycle.
- SLT are responsible for monitoring the quality of assessment and feedback in their areas as outlined in the assessment calendar
- Directors of learning and Heads of Year review the data post Pips to monitor standards
- The school has GCSE examiners in the following subjects; English, Mathematics, Spanish, Drama, RE, History, PE and Geography.

External moderation procedures

- All Directors of Learning and Subject Leaders attend meetings with trust schools at which the external moderation of KS3 assessment progress grids and GCSE work sampling takes place
- Subjects of concern are paired with other schools to moderate work.
- All Directors of Learning and Subject Leaders use exam board training and moderators' feedback to moderate GCSE work to raise standards and standardise assessment.
- Subjects operate their own moderation process in conjunction with the exam boards, local schools and subject staff.

5. Individual Faculty and Subjects Marking and Written Feedback Procedure

Design & Technology Subjects

- ✓ Teachers must ensure that every pupil is tracked and assessment scores are recorded centrally on One Drive.
- ✓ All workbooks / portfolios must clearly display marks/scores/grades.
- ✓ Specified tasks are set and marked a minimum of once a half term at KS4 and after each mark, targets/improvement time questions are given as appropriate.
- ✓ At KS3, work is marked at the end of a topic/project with continuous verbal feedback given throughout.
- ✓ Work is marked with an ATL score. At KS3 with the Bronze – Platinum range of grades and at KS4 either 9-1 or Pass-Distinction* depending on the course.
- ✓ Evidence of peer/self-assessment is used as appropriate.
- ✓ At KS4 a minimum of 1 assessment is completed each half term, which can be exam questions, topic test etc. Tasks should have assessment criteria as appropriate and a teacher comment when marked.
- ✓ All assessments to be included securely in the folder/book and recorded by the pupil on the tracking grid with the grade/band.
- ✓ There should be evidence of positive praise in the form of comments, stickers etc.

English and Communications

- *Workbooks*

Contents:

- ✓ Workbooks should have a sticker on the front with pupils' target band / grade (except Year 9 terms 1 and 2)
- ✓ Marking codes should be used
- ✓ PIP tracker sheets
- ✓ AR tracking sheets / Star reader test results
- ✓ PA / SA should be labelled by pupils and acknowledged by staff
- ✓ Notes should be labelled – these do not need to be marked for SPAG.

- ✓ Significant pieces of work should be awarded an ATL grade. These will be identified in the SOW. WWW/EBI should be offered in relation to these pieces of work, but are not needed for every activity completed by pupils. This is a chance to offer praise and reward effort with achievement points/ stickers.

- *Assessment Books*

Contents:

- ✓ Assessment books should have a sticker on the front with pupils' target band / grade (except Y9)
- ✓ Assessment Tracking sheets
- ✓ Marking codes should be used
- ✓ Frequency: Assessments should be marked twice each half term. Pupil reflection sheets should be completed and IT evident in green pen.
- ✓ Pupil assessment scores should be entered onto Arbor following completion.
- ✓ All assessments should be fully marked for SPAG
- ✓ For shared groups, staff to negotiate assessment marking responsibilities at the start of the year.

- *Work Scrutiny*

The following will be monitored:

- ✓ Quality of PA / SA
- ✓ Frequency of marking / praise / rewards
- ✓ Consistency of delivery of schemes of work
- ✓ IT developing key assessment skills
- ✓ Tracking / reflection sheets to be fully completed by staff and pupils
- ✓ There are several GCSE examiners in the English Faculty.

- *Marking codes*

Reading codes

- E – Evidence
- EQ – Embed quotes
- AQ – Analyse quotes
- EE – Extend explanation
- Z – Zoom in
- WM – Writers' methods
- ST – Subject terminology
- WI – writers' intent
- ER – Effect on reader
- CX – context
- COM – Comparison
- L – Link to other parts of the text
- KW – Use key words from the question in your answer
- INT – Interpretation of the text
- CF – Clear focus
- AC – Alternative comments
- EV – Evaluation
- DM – Discourse markers

Writing Fiction codes

- NT – Narrative techniques
- DT – Descriptive techniques
- VO – Vary Openers
- AB – Ambitious vocabulary
- S – Structure
- PE – Punctuation for effect
- PFE – Paragraphs for effect
- C – Characterisation
- IO – Intriguing opening
- DE- Dramatic ending
- CO – Cohesion
- SS –Vary sentence structures
- T – Tense
- MD – More detail

SPAG codes

- Sp – Spelling error
- P – Punctuation error or punctuation missing
- T – Tense (you are switching between past and present tense).
- CP – Capital letters
- // - New paragraph
- ^ Missing word
- ? Does this make sense?
- F – Fragmented sentences (missing a supporting verb).
- WW – wrong word (homophone errors).
- SS –Vary sentence structures
- VO – Vary Openers

Writing Non-fiction codes

- P – Purpose
- A – Audience
- F – Form
- DM – Discourse markers
- TO – Tone
- PT – Persuasive techniques
- CF – Clear focus
- AB – Ambitious vocabulary
- PE – Punctuation for effect
- PFE – Paragraphs for effect
- MD – More detail
- SS –Vary sentence structures
- VO – Vary Openers

Humanities

- *KS3*

Pupils follow a 2 year KS3 programme of study in Year 7 and 8. They have 3 periods of Geography and History over a fortnight cycle and 2 periods of RE. (A maximum of 7/8 lessons a half term in RE and 11/12 lessons in Geography and History)

- *KS4*

Pupils follow a 3 Year programme of study in Geography and History and RE in Year 10 and 11. They have 4 periods over a fortnight cycle. (A maximum of 14/16 lessons) Current Year 9 follow a 2 Year study with 5 periods over a fortnight cycle. (18/20 lessons)

- *Marking and Feedback*

- ✓ Teachers must ensure that every pupil is tracked and assessment scores are recorded centrally on Arbour.
- ✓ All books must have a tracker/assessment grid clearly evident at the front of the
- ✓ Books / workbooks are marked a minimum of once a half term (KS3) and twice a half term (KS4) and after each mark a set of Targets/Improvement Time questions are given. Coded marking is used where directed by the subject leader.
- ✓ Where appropriate, each piece of work/lesson has an ATL score recorded with a simple reason why attached (this may include a **code**).
- ✓ Evidence of peer and/or self-assessment is evident at least once a half term.
- ✓ At KS3 and KS4 a minimum of 1 assessment is in place every half term. (This can include a test, longer marked exam question, extended homework, and creative task with clear success criteria attached).
- ✓ All assessments are recorded and stuck in the exercise books, clearly dated. They should have a Band/ percentage / grade attached to it.
- ✓ The assessment should have a teacher comment, pupil self-reflection and target(s) for next time. (Targets can be written by teacher or pupil).
- ✓ All books should have evidence of rewards – stickers / stamps / positive praise.

- *Work scrutiny*

Geography has several GCSE examiners.

The following will be monitored:

- ✓ Quality PA / SA
- ✓ Frequency of marking / praise / rewards
- ✓ Consistency of delivery of schemes of work
- ✓ IT developing key assessment skills
- ✓ Tracking / reflection sheets to be fully completed by staff and pupils

- *Geography Marking Codes*

Code	Comments your teacher may make
ATL	Attitude to Learning...
WWW	What went Well...
EBI	Even Better If...
TO	To Improve you need to...

Code	What does it mean? What do I have to do now?
CP	Use a capital letter
U	Underline your title/date/sub-heading
T/D	Add a title/date to your work
Sp	Correct the spelling and write the word out 3 times
?HW	Incomplete/no homework
IT	Improvement time task – please correct/finish/add to your work in GREEN
REW	Re-Write your point sentence so it flows and makes sense
SK	Stick your worksheet here
©	This is copied – use your own words.
😊	Fantastic work – keep it up!

Code	Geography extended writing and skills
PEEL <u>P</u>oint, <u>E</u>xplain, <u>E</u>vidence, <u>L</u>ink.	Make a <u>point</u> , use a connective to <u>explain</u> , add facts/info as <u>evidence</u> and <u>link</u> back to the question. <i>Connectives: because, therefore, so, which means, as a result of...</i>

SEE Social, Economic, Environmental.	Explain your point to give the social (people/quality of life), economic (money/trade/resources/employment) and environmental (natural world) impacts on this issue/idea/concept.
GR1/2/3	1. Make sure all your graph axes are labelled; 2. The graph has a title and is 3. Plotted accurately.
KO	What knock-on effects would there be from this? Can be positive or negative.
SUS	How sustainable is this? Is it good for the environment, is it affordable, is it usable for all?

- *History Marking codes*

What are you doing well?	
KW	Good use of key words
DW	Thoughtful and detailed work
EP	Excellent presentation
R	Good evidence of research
K	Good use of knowledge to support your points.
CE	Clear explanation given
U	Good understanding shown.

General targets	
ME	More effort required – you must produce detailed responses.
CP	Use capital letters.
U	Underline the date/title/subheading
SP	Correct the spelling and write the word out three times.
T/D	Add a date and/or title to your work.
KT	Read the question carefully. Make sure you understand the key terms – describe (say what you see), explain (use examples), etc.
E	Back up your answers with clear examples from your own knowledge.
©	Put work into your own words, this is copied.

IP	Improve presentation of your work.
?HW	Incomplete or missing homework
//	Set work into paragraphs.
DC	Double check your information as there are some mistakes.
SK	Stick your worksheet in here.
☺	Keep up the fantastic work!
History focused targets	
CO	Write in chronological order.
NOP	You need to consider the usefulness of either the Nature, Origin or Purpose of the source.
I	Inferences need to be clearer – it should be what you can learn from the source – not what it tells you directly.
IP	Use quotes from the interpretations to support your point.
S	Use quotes from sources to support your points.
PEEL <u>P</u>oint, <u>E</u>xplain, <u>E</u>vidence, <u>L</u>ink.	You need to write in PEEL paragraphs. Make a point , use a connective to explain , add facts/info as evidence and link back to the question. <i>Coectives: because, therefore, so, which means, as a result of...</i>
J	Judgement needed in a conclusion OR improve your judgement – you need to clearly answer the question with reasons for your decision.
3	A 3 rd point needed on 12 and 16m essays.
T	Work on the timing of your answers so you complete the exam paper.

Languages

- *Exercise books*
 - ✓ Marking should check for spelling errors, grammar mistakes, organisation and presentation issues (loose sheets, dates, titles etc.) Appropriate feedback will be provided.
 - ✓ There should be examples of Peer and Self-assessment which should be labelled with PA or SA and marked with GREEN pen.
 - ✓ All staff marking will be done in RED pen with exceptional work marked in GOLD.
 - ✓ Longer pieces of writing will be marked with:
 - An **attitude to learning** mark (ATL1, ATL2, ATL3 or ATL4)
 - A **'What went well'** comment (WWW)
 - An **'Improvement Time'** (IT) or **'Even better if'** (EBI) comment
 - Improvement Time should be completed in GREEN.
 - Staff may choose to use a Coded Marking system to reduce time
- WWW

1	excellent accuracy
2	you have written in detail
3	excellent use of adjectives
4	you have expressed opinions
5	you have used tenses appropriately
6	you have used a range of connectives
7	you have used intensifiers
8	fabulous effort, try an extension task

- *EBI*

1	take care with spelling - corrections x3
2	you need to add more detail (think w's)
3	use a variety of adjectives (use displays)
4	express your opinion more
5	add another tense to your work
6	add more connectives to add fluency
7	add an intensifier e.g. très/assez
8	use model sentences to improve accuracy

- *Beat the blues/grammar coding*

ACC	missing accent or wrong direction
V	check your verb endings
T	check the tense
SP	spelling is incorrect
G	check the gender and/or if it is un/une/des/ le/la/les
AGR	check agreement
^	you are missing a word
WR	wrong word
GR	grammar

- *Formative/Summative assessments*

- ✓ Formative and summative assessments will be marked with a score and an **attainment** mark (KS3 - platinum, gold, silver, bronze or foundation) or an **attainment** grade (KS4). Results will be entered in SIMS
- ✓ After Summative assessments, pupils will reflect on their work, complete a review and write their own 'WWW' and 'EBI' comments.
- ✓ Feedback sheets using GCSE criteria will be given to Year 10 & Year 11 pupils after Speaking assessments and Year 11 after Writing assessments
- ✓ All marks and grades will be filled in on the tracking sheet at the front of exercise books
- ✓ Formative assessments will be stuck in exercise books. Summative assessments will be kept in files or document wallets.

- *Work scrutiny*

Spanish has a GCSE examiner.

The following will be monitored:

- ✓ Frequency of marking / praise / rewards
- ✓ Evidence of PA / SA in books
- ✓ Spelling, organisational issues, grammar errors addressed in books
- ✓ ATL grades, WWW, IT comments and pupil responses evident
- ✓ Tracking sheets completed in front of books

Mathematics

- *Key Stage 3:*

Students in Year 7 will sit a baseline assessment on entry in September. This will resemble a set of SATs papers and is designed to provide the faculty with accurate information about the relative strengths and areas of development of each student when they arrive at Greenbank High School. These results, along with their KS2 maths and quantitative CATs scores will also support the DOL and assistant DOL in setting the pupils before the October half-term.

Students in Years 7 and 8 will sit end of topic tests throughout the year and an end of year examination. Topic tests will cover specified units of work and will be based on exam questions. They will provide the department with effective data to track the performance and progress of each student across the year groups. They will also play a part in helping to inform set changes throughout the year. We aim to ensure that all students are placed in a set that is most appropriate to their needs. Students will be expected to complete IT and a review sheet at the end of each topic test.

The end of year examinations will be based on exam questions. The questions are likely to focus mainly on concepts taught during that year, but will also include assumed knowledge from previous years.

All students will be set two 30 minute homeworks a week. Teachers will mark a students' work regularly and give appropriate feedback. They will ensure that each pupil has one piece of homework marked every two weeks school, using WWW and IT/EBI to provide students with specific feedback as well as opportunities to build upon and enhance their understanding. At the end of each set of marking, staff will also provide an ATL grade. All other work should be either self or peer assessed, using the codes SA or PA in their books to highlight the method of marking, and improvement time completed.

Teachers will mark in red pen and students will then follow up on action points in written form in their books using green pen.

Teachers will keep a clear, accurate record of the results achieved during formative assessment. Topic tests and end of year examinations will be recorded in SIMs. These marks will form the basis of data entry and will be entered according to deadlines outlined by the school calendar.

Marking in exercise books will be scrutinised at various points in the year by the SLT/DOL. All members of the department will participate in marking scrutiny, with best practice being shared and advice acted upon when given. SLT/DOL will be looking for the following when completing a book scrutiny:

- ✓ Consistency in the delivery of the scheme of work
- ✓ Evidence of SA/PA marking
- ✓ Whole school literacy policy being adhered to – identification of spelling errors etc
- ✓ Praise and rewards evident
- ✓ ATL grades clearly presented with WWW and EBI/IT comments at least once a fortnight.
- ✓ End of topic tests marked by the teacher and IT completed by the pupil, along with a review sheet
- ✓ High expectations of work and presentation evident in pupils' books

- *Key stage 4:*

Students in Year 9 and 10 will complete end of topic tests throughout the year and an end of year examination. Topic tests will cover specified units of work and will be based on exam questions. They will provide the department with effective data to track the performance and progress of each student across the year groups. They will also play a part in helping to inform set changes throughout the year. We aim to ensure that all students are placed in a set that is most appropriate to their needs. Students will be expected to complete IT and a review sheet at the end of each topic test.

The end of year examinations will be based on exam questions. The questions are likely to focus mainly on concepts taught during that year, but will also include assumed knowledge from previous years.

All students will be set five 30 minute homeworks a fortnight. Teachers will mark a students' work regularly and give appropriate feedback. They will ensure that each pupil has one piece of homework marked every two weeks, using WWW and IT/EBI to provide students with specific feedback as well as opportunities to build upon and enhance their understanding. At the end of each set of marking, staff will also provide an ATL grade. All other work should be either self or peer assessed, using the codes SA or PA in their books to highlight the method of marking, and improvement time completed. Several members of the faculty completed their Performance Management on "Marking and Feedback" and are trialling coded marking.

Teachers will mark in red pen and students will then follow up on action points in written form in their books using green pen.

Teachers will keep a clear, accurate record of the results achieved during formative assessment. Topic tests and end of year examinations will be recorded in SIMs. These marks will form the basis of data entry and forecast grades and will be entered according to deadlines outlined by the school calendar.

Pupils in Year 11 will complete a practice paper every 3 weeks and teachers will mark and complete a diagnostic feedback sheet for each of their pupils, highlighting their strengths and areas for development. Students will keep these papers in their "Pathway to success" folders and diagnostics will be entered into the maths shared area, so that the teacher and DOL can monitor the progress of classes and individuals throughout the year. Intervention classes can be then set up based on the results

- *Work scrutiny:*

There is a GCSE examiner in the Mathematics Faculty

The following will be monitored:

Marking in exercise books will be scrutinised at various points in the year by the SLT/DOL. All members of the department will participate in marking scrutiny, with best practice being shared and advice acted upon when given. SLT/DOL will be looking for the following when completing a book scrutiny:

- ✓ Evidence of SA/PA marking
- ✓ Whole school literacy policy being adhered to – identification of spelling errors etc
- ✓ ATL grades clearly presented with WWW and EBI/IT comments at least once a fortnight.
- ✓ End of topic tests marked by the teacher and IT completed by the pupil, along with a review sheet
- ✓ High expectations of work and presentation evident in pupils' books
- ✓ Use of praise and rewards by the teacher when feedback is given

Science, Physical Education and Dance

- *Exercise books – all years*
 - ✓ Marking should check for spelling errors, scientific misconceptions, organisational issues (loose sheets etc.) Appropriate feedback to be provided when such issues arise.
 - ✓ There should be examples of Peer and Self-assessment – this should be completed at the front of books.
 - ✓ At the end of each set of marking, staff will provide an ATL grade. The ATL grade will relate to the effort put in over the last 5/6 lessons.
 - ✓ There is no requirement to provide a WWW/EBI at this stage – unless the teacher feels it is necessary. This may be an opportunity to provide praise to the pupils.
 - ✓ All staff marking to be done in RED pen.

- *End of topic tests – all years*
 - ✓ Tests to be marked within two lessons of completion. A score and grade will be provided on the tests.
 - ✓ Pupils will then complete a review sheet (generic sheets will be available from September, with more in-depth documents being produced throughout the year.)
 - ✓ Staff will go through the test with the pupils and they can then correct the questions they got incorrect. These corrections will be in GREEN pen.
 - ✓ When complete, pupils will then fill in the review sheet identifying which aspects of the test they did well, and when which aspects they need to improve. Next to these aspects, the pupils should then link it to a code:

- *Marking codes*
 - M – Mathematics
 - A – Application of knowledge
 - R – Reading or Writing
 - K – Knowledge
 - S – Scientific enquiry
 - ✓ Pupils will then complete IT in relation to these areas of weakness. Suggestions for improvements are on the review sheets. They will write down what they are doing to improve and then when finished, they will tick off to show completion.
 - ✓ Review sheets should then be stuck in their exercise books at the end of each unit of work. Tests can then be stored in files or document wallets.

- *Work scrutiny*

The following will be monitored:

- ✓ Evidence of PA/SA in front of books
- ✓ Identification of spelling, organisational issues, misconceptions addressed in books.
- ✓ ATL grades clearly presented with frequency of grades to match the policy.
- ✓ Tests corrected by pupils
- ✓ Completed review sheets stuck in books

Physical Education

- GCSE workbooks – Year 9, 10 and 11

Pupils follow a three year programme of study. They have four lessons over a two-week period. One a week is theory and one is practical. Some theory lessons may take place in a practical setting.

- ✓ Books should be marked every three theory lessons. This generally is either once/twice per topic (per half term) depending on the topic length.
- ✓ Marking should check for spelling errors (especially of key words), misconceptions and ensuring all work is completed and up to date. Appropriate feedback to be provided when such issues arise.
- ✓ There should be examples of self - assessment and improvement time being completed by pupils.
- ✓ At the end of each set of marking, staff will provide an ATL grade. There will be no current grade provided. The ATL grade will relate to the effort put in over the last three theory lessons the evidence being in the workbooks. It may be appropriate to provide a mark if they have been doing exam style questions. After each ATL mark there should be a target or improvement time work for pupils to complete.
- ✓ All books should have evidence of rewards – stickers / stamps / positive praise/ achievement points.
- ✓ All staff marking to be done in RED pen.
- ✓ Pupils IT should be done in GREEN pen.

- *Marking Codes in PE*

//	New paragraph
CP	Capitals
P	Punctuation
Sp	Spelling
SSE	Specific sporting example
GI	Good introduction
CE	Clear explanation
CW	Command word
AO1	Knowledge and understanding
AO2	Apply knowledge to question or sport
AO3	Evaluate information using evidence
PEEE	Make a point; Explain the point; Example (sport or system); Evaluate with evidence

- *End of topic tests – GCSE*
 - ✓ Tests to be marked with a score and grade provided on the tests.
 - ✓ Staff will go through the test with the pupils and they can then correct the questions they got incorrect. These corrections will be in GREEN pen.
 - ✓ Pupils should file their tests alongside their booklets in PE folder to use as a revision aid.
- *Work scrutiny – checklist*

There is a GCSE examiner in the PE department.

The following will be monitored:

- ✓ There is evidence of self- assessment and improvement time.
- ✓ That identification of spelling errors, misconceptions and ensuring all work is completed addressed in books.
- ✓ ATL grades are clearly presented regularly according to the policy.
- ✓ That tests are corrected by pupils

Dance

- *Theory*

Work books/ Online Arts Pool (Year 11 only)

- ✓ Books marked every three lessons or at the end of each anthology work.
- ✓ Marking should check for spelling errors
- ✓ Appropriate feedback to be provided when such issues arise.
- ✓ Peer and Self-assessment – through quizzes, arts pool test and topic work, working as a group.
- ✓ At the end of each set of marking, ATL grade.
- ✓ If necessary, WWW/EBI or IT -This may be an opportunity to provide praise to the pupils.
- ✓ All staff marking to be completed in RED pen.

- *Practical – all years*

- ✓ Mini practical assessments throughout term for all years. Formative assessment to monitor pupils learning and provide ongoing feedback that can be used to improve pupil's learning- initial grade given with opportunity to reflect, revise and improve
- ✓ Summative Assessment –Twice a year, (not including mocks) for Choreography and Performance assessment, marked to GCSE Standards- Pupils receive formal written feedback.
- ✓ Year 11- Choreography Showcase- Public performance acts as a 2nd mock exam. Ensures pupils have completed work with enough time to improve before the AQA submission deadline.
- ✓ Some Units for Year 9 and 10, All for Year 11 are recorded and the video used to provide feedback and improvements for pupils.

- *Work scrutiny – checklist*

The following will be monitored:

- ✓ That identification of spelling, **organisational issues**, and misconceptions are addressed in books.
- ✓ That ATL grades clearly presented with frequency of grades to match the policy
- ✓ That all tests are corrected by pupils

6. Review

This policy will be reviewed by the Assistant Headteacher for Assessment, Recording and Reporting bi-annually.