

Subject	Year	Policy
<b>All subjects adhere to the School Marking Policy (Appendix 1) unless stated below</b>		
Art	KS3	At KS3 students are given assessment marking sheets at the beginning of projects and work will be marked towards the end of the project so students have time to reflect, adapt and improve in light of self, peer and teacher comments and targets. Students work will also be reviewed in the middle of a project to check progress
	KS4	At KS4 students are given Criteria sheets which are linked to assessment criteria. These will show a learning conversation/ tutorial between student and teacher. Criteria sheets show current grades and expected target grades with agreed targets by student and staff. All students will know their 4LP and what they need to do to achieve. We will be adopting a similar sheet to that used in Maths. This will enable students to track their own progress and see it visually.
English	KS3	Follow the School Marking Policy + students have two assessments per term / topic which is marked and fed back. Feedback includes both literacy and key skills the student would need to target in the DIRT* and in their next given opportunity in subsequent work. Student feedback in green – Teacher marking in purple
		Follow the School Marking Policy + students complete a series of mini mock exams at the end of the unit. They have one marked piece either at the start of the unit or in the run up to their assessment which is peer marked and checked / enhanced by the teacher. Student feedback in green – Teacher marking in purple
Humanities	All years	See Appendix 2
ICT / Business Studies.	KS3	Students will complete 6 x 6 week projects. They will self-mark and peer assess during the units, then complete an assessment at the end of each unit or lesson 5. This will be formally assessed by their teacher and they will receive feedback on how to improve, they will then complete the DIRT tasks and reflect.
	KS4	Teaching is split into 2 distinct types. <u>Controlled assessment units</u> . Students will complete practice tasks to embed skills ready for actual tasks. Practice tasks will be assessed and feedback on how to improve given. This should happen every 6 – 8 lessons depending on the nature of the task. Once live Controlled Assessment tasks are being completed, students will not receive feedback but work will be formally assessed and students given their grades. <u>Theory lessons</u> . All KS4 courses have theory units. During teaching of these units assessment and feedback will be given every 6 lessons.
Maths	All years	See Appendix 3
MFL	All years	See Appendix 4

Music	KS3	<p>At KS3 student's work will be marked in several ways. At the outset of all practical tasks, students will be given clear success criteria and graded accordingly. Along the way, students will receive regular verbal feedback from the teacher and teaching assistant, and through verbal peer to peer assessment. They will also be required to complete speaking and listening tasks; structured reflection (DIRT) on practical tasks completed or analysis/appraisal of particular pieces of music. This will take the form of a presentation in a group or individually, but always to an audience. This process will consolidate student’s learning in music and provide a different opportunity to assess progress. In addition to specific music targets, students will also refer to those used in English for speaking and listening assessments. The aims here are several; to make the link between the skills needed for a successful performance in music and those for a presentation in English, explicit to students, and to give them another context in which to practise the skills of articulation – developing self- confident performers.</p>
	KS4	<p>At KS4 student's work will be marked in several ways. At the outset of all practical tasks, students will be given clear success criteria. As they progress through a task, students will receive regular, lesson by lesson, verbal feedback on progress made (WWW) and targets for improvement (HTI) They will be required to record this feedback as part of their music learning journal – this should be on a weekly basis and students will be responsible for updating this. When a UOL is completed, students work will be graded accordingly and marking will be in a written format - WWW and HTI. Students will be required to peer assess at certain points in any UOL - ‘magpie marking’ for example.</p> <p>Students will also be required to complete speaking and listening tasks; structured reflection (DIRT) on practical tasks completed or analysis/appraisal of particular pieces of music. This will take the form of a presentation in a group or individually, but always to an audience. This process will consolidate student’s learning in music and provide a different opportunity to assess progress. In addition to specific music targets, students will also refer to those used in English for speaking and listening assessments. The aims here are several; to make the link between the skills needed for a successful performance in music and those for a presentation in English, explicit to students, and to give them another context in which to practice the skills of articulation – developing self- confident performers. Students will peer assess verbally and with teacher feedback to a given set of criteria. When a written evaluation or appraisal is called for, there will be written feedback from the teacher – WWW and HTI.</p>
PE	KS3	Verbal feedback as practical curriculum
	KS4	Appendix 1
Science	All years	Appendix 5

\*DIRT – Dedicated Independent Reflection Time



## Appendix 1 - Lakers School Marking Policy

Consistent high quality marking and feedback will:

- Celebrate achievements
- Help students accelerate their progress
- Clarify learning targets
- Be manageable
- Be fit for purpose
- Offer a variety of feedback

### Non-Negotiable

Basics:

Code	Means
<b>WWW</b>	<b>What Went Well</b>
<b>HTI</b>	<b>How To Improve</b>

Literacy:

Code	Means
<b>SP</b>	There is a spelling error on the line
<b>L</b>	There is a punctuation/grammatical error on the line <i>For example, the use of: ! . , ? Capital Letters</i>

Minimum once per month/term depending on contact hours:

- Teacher marking each book
- Team book trawl/check
- DIRT task set by teacher
- Student completion of DIRT task and literacy errors

What is marked

- Focus marked book (specific tasks showing application, exam questions, assessment) –marked by the teacher
- Notes book – self/peer assessed in green pen

Presentation:

<b>DUM</b>	<b>Date Underline Miss a line</b>
<b>TUM</b>	<b>Title Underline Miss a line</b>
	<b>Everything Legible</b>

## Appendix 2 - Humanities Marking Policy

Consistent high quality marking and feedback will:

- Celebrate achievements
- Help students accelerate their progress
- Clarify learning targets
- Be manageable
- Be fit for purpose
- Offer a variety of feedback

### Non-Negotiable

When appropriate:

Code	Means
<b>WWW</b>	<b>What Went Well</b>
<b>HTI</b>	<b>How To Improve</b>

Literacy:

<b>SP</b>	There is a spelling error on the line
	There is a punctuation error on the line
<b>P</b>	<i>With focus to Capital letters and Full stops</i>

Just 3 literacy corrections per page of focused marking

**Key stage 3**

Minimum once per topic/unit teacher to mark a specific task/assessment

**Key stage 4**

Minimum twice a term

Teacher to mark specific task- assessment, exam question

- **Teacher mark specific task**
- DIRT task set by teacher
- Student complete DIRT task
- Students make Literacy correction
- Team book trawl/check

**Good practice**

- Differentiated DIRT task
- Opportunities of extended writing
- Use of success criteria to help model answers
- Writing frames to help with structure.

**Students mark in green**

Teacher to ensure that it is clear to differentiate between students and teacher work.

**Presentation:**

Everything Legible

## Appendix 3 – Maths Marking Policy

Consistent high quality marking and feedback will:

- Celebrate achievements
- Help students accelerate their progress
- Clarify learning targets
- Be manageable
- Be fit for purpose
- Offer a variety of feedback

### Non-Negotiable

When appropriate:

Code	Means
<b>WWW</b>	<b>What Went Well</b>
<b>HTI</b>	<b>How To Improve</b>

Literacy:

Code	Means
L	Literacy Error Found – Student to correct

Book monitoring once per term plus detailed test analysis:

- **Teacher mark specific task**
- DIRT task set by teacher
- Student complete DIRT task
- Students make Literacy correction
- Teacher marks/comments on DIRT task

Good practice

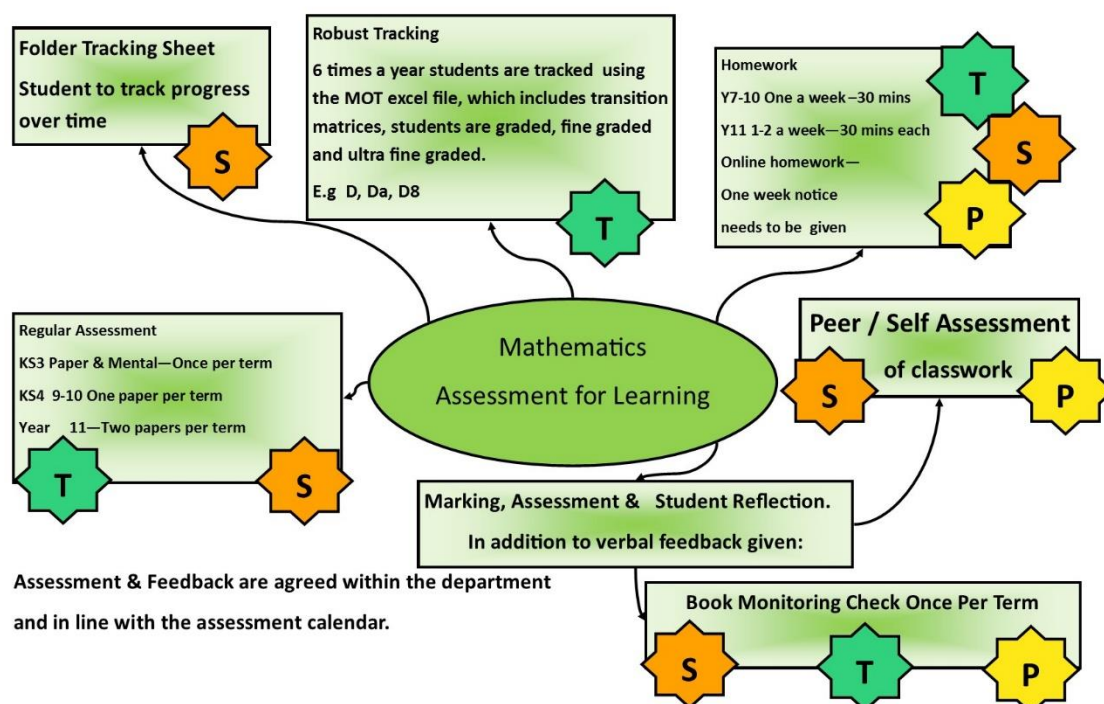
- Differentiated DIRT task
- Use of success criteria to help model answers
- Writing frames to help with structure.

Teachers mark in Purple

Students mark in green

Presentation: Date and title underlined

Everything Legible



**Appendix 4 - MFL Marking Policy**

Consistent high quality marking and feedback will:

- Celebrate achievements
- Help students accelerate their progress
- Clarify learning targets
- Be manageable
- Be fit for purpose
- Offer a variety of feedback

Code	Means	
<b>WWW</b>	<b>What Went Well</b>	
<b>HTI</b>	<b>How To Improve</b>	

**Literacy:**

Code	Means
<b>L</b>	<b>Literacy Error Found – Student to correct</b>
<b>SP</b>	<b>Spelling error – corrected by teacher in the first instance, by student on subsequent occasions</b>

- Just 3 literacy corrections per page

**KS4: Minimum once per month**

**KS3: minimum once per term**

- **Teacher mark specific task**
- **DIRT task set by teacher**
- **Student complete DIRT task**
- **Students make Literacy correction**
- **Teacher marks/comments on DIRT task**

**Good practice**

- **Differentiated DIRT task**
- **Opportunities for extended writing**
- **Use of success criteria to help model answers**
- **Writing frames to help with structure.**

**Teachers mark in Red**

**Students mark in green**




**Presentation:**

**Date and title underlined    Everything Legible**

**Appendix 5 – Science Marking Policy**

Consistent high quality marking and feedback will:

- Celebrate achievements
- Help students accelerate their progress
- Clarify learning targets
- Be manageable
- Be fit for purpose
- Offer a variety of feedback

Code	This Means
<b>WWW</b>	<b>What Went Well</b>
	<b>Work shows that the student has met the success criteria and learning progress has been made.</b>
<b>HTI</b>	<b>How To Improve</b>
	<b>Close the Gap Indicates a task set specifically to develop a skill or a question to meet a learning target</b>
	<b>Gap Closed! Progress Made Well done!</b>

Code	Literacy Marking
<b>Sp</b>	<b>Spelling error – Class teacher will write the correct spelling in the margin, practise writing the word three times.</b>
<b>P</b>	<b>Punctuation Error, add the correct punctuation.</b>
<b>G</b>	<b>Read through your text and adjust your wording.</b>

At least once a month, students can expect written feedback that may include:

- Detailed marking of specific tasks.
- Personalised and specific closing the gap advice, tasks or questions.
- We expect every student to act of all feedback, including literacy marking.
- The teacher then reviews the close the gap activity to identify progress.

**Teachers mark in red**

- **Students review learning in green**

**Presentation:**

**Date and title underlined Everything Legible**