



**Newton British Academy
Barwa City**

Secondary Marking Policy

Policy Date: May 2024 – June 2027
Reviewed: June 2024

**“An international community of learners striving for
excellence and celebrating success”**

Introduction

Newton British Academy believes that Marking should be consistent and bespoke to each learner. To this end the policy lays out guidelines for the teachers and management to follow to meet the marking needs for learners to make the necessary progress.

Aims:

The aim of this policy is to embed the following key principles, consistently across all subjects, at key stages 3, 4 and 5. It is also intended to give teachers guidance as to the purpose, frequency and quality of marking expected to help all pupils make good progress and reach acceptable levels of attainments across the board.

Key Principles:

The feedback and marking policy are based on the principles that:

- Students have the right to be given feedback on their work and **advice for their future learning.**
- Feedback informs all stakeholders in the **learning process of the progress made** and feeds into the next cycle of planning for teaching and learning.
- **Regular marking** keeps the teacher well informed about individual needs and abilities within the class and helps to raise standards.
- **Quality feedback and the subsequent actions taken visibly shows the learning and progress taking place over time.**
- It provides students, parents, and teacher's instant access to assessment data.

This Marking and Feedback Policy is divided into two parts:

Part A: Marking procedures for classwork and homework activities.

Part B: Marking procedures for Assessment of Learning / AOL (Summative Assessments)

Part A: Marking procedure for classwork and homework activities.

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Therefore, reinforcing what the children have learnt and identifying the next steps.

The agreed guidelines for the marking of classwork and homework procedures are:

- **Teachers mark with a purple pen** and care should be taken to preserve the integrity of students' work.
- **Green pen is used by the students to respond** to the feedback from teachers during reflection time. Reflection time is vital and should be either incorporated during lesson time or as a homework activity.
- Moderation of books will be done in a pink pen by the Head of Departments or the Secondary Management Team.
- **Every teacher must mark their class books at least once in two weeks.**
- Each piece of work will not always be marked, more time must be dedicated to marking significant pieces of work.
- Teachers will comment on any major examples of pupil misunderstanding and provide appropriate correction strategies.
- Marking will include verbal and written feedback.

- **Self-assessment and Peer-assessment** is a fundamental part of the marking and feedback of students' work. Self-assessment and peer- assessment is not a substitute for teacher marking, it is in addition to the teacher marking that must happen at least once in 2 weeks.
- Students work should be graded according to the following criteria:
 - **KS3 = 9 - 1 standardised (see appendix A).**
 - **KS4 & 5 A-U or 9-1 as per examination specifications.**
- Subject teachers are expected to maintain a high level of presentation, spelling and grammar from their students. Obvious spelling and grammar mistakes should be corrected whether in homework or class work. If several spelling mistakes have been made staff should identify the key subject specific words for correction. **(appendix B identifies the marking codes that will be affixed either at the front or back of student books to ensure consistency across all subjects and key stages.)**
- Ensure that enough space is left after each lesson within a student's book so that the teacher can provide feedback and the students can reflect on the feedback provided.
- **Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them using a range of group and individual strategies as they progress through school.**

All marked worked will adopt the following procedure:

- Teacher marking will be clear and appropriate to the needs of each individual student. Comments must be bespoke.
- Self-assessed and Peer-assessed work should be clearly identified.
- **What Went Well (WWW)** should be identified and praised.
- **Even Better IF (EBI)** should be used to highlight areas that the students need to approve on.
- **The use of the yellow box (highlighter) technique or teacher feedback grid should be used. (see appendix C)**
- If a QR code is used a yellow box must be placed below and students must respond to the teachers comments/targets
- Teachers are encouraged to use the QR codes to mark books. As this creates a platform for more alternatives to marking. Where teachers can upload.
 - Voicenotes, images, videos and other forms of communication for the benefit of the students.
 - Where a teacher finds the student is not responding to the QR codes then the teacher will need to mark the books by hand with WWW and EBI.

Frequency of Marking and Feedback:

This policy aims to create a balance between providing regular feedback and maintaining a manageable workload for teachers, while also recognising the importance of key stages 4 and 5 where more frequent feedback is required. To ensure consistent and effective assessment practices, here are the expectations for the frequency of marking:

Key Stages 4 and 5:

Marking is an essential and integral part of being a teacher, teachers must mark the students' work thoroughly to understand what progress their students are making. Marking should inform planning and hence consequently deal with misunderstandings, gaps in knowledge and the need for greater differentiation as is appropriate to the needs of the students.

Teacher marking and feedback provided every week for all subjects. **Bespoke teacher marking is needed to give students clear direction on what it is that they must do in order to improve their grades in the subject. Deep marking must relate to exam board expectations, criteria, skills and knowledge accumulation.**

Significant pieces of work must be graded as per examination board grading. Yellow Box- Students must respond in a meaningful way to the teachers marking to show that they understand what is needed in order for them to improve their grade.

Key Stage 3:

- Subjects that are taught twice a week (Humanities, French, and ICT):
 - Teacher marking and feedback provided once every 3 weeks (6 lessons).
 - There must be evidence and examples of verbal feedback, peer assessment, and self-assessment provided every second lesson, in green pen.
- Subjects that are taught once a week (Qatar History, Citizenship, DT, and Art):
 - Teacher marking and feedback provided every 4 weeks (4 lessons).
 - There must be evidence and examples of verbal feedback, peer assessment, and self-assessment provided every second lesson, in green pen.
- Core subjects (Arabic, English, Mathematics, and Science):
 - Teacher marking and feedback provided once every 2 weeks.

Disciplinary action will be taken against those members of teaching staff who do not comply with the marking criteria as outlined in this policy. Marking is an essential part of a teacher's role and responsibility in order to help raise positive academic outcomes.

Part B: Marking procedures for Assessment of Learning / AOL

- Assessment of Learning or Summative Assessment refers to formal tests and examinations.
- There are two types of AOL: Internal and External assessments.
- The timeframe for the AOL assessments is usually:
 - at the end of a unit
 - mid-term assessments
 - end of term assessments
 - externally at the end of the IGCSE course
 - externally at the end of the AS level course
- **Subject Teachers will monitor student performance and track their progress.** This helps to identify patterns, set realistic targets, and improve the level of attainment of the students. It also represents a key element in the process of identifying areas of concern and planning the successful intervention strategies to meet the individual targets.
- **The completed assessments must be marked and standardised using the British Curriculum key performance indicators or examination syllabus criteria.** These marks will then be converted into percentages and a further standardisation will be performed to convert them into 9-1 Level grades for Key Stage 3 and either 9-1 or A*- U for Key Stage 4 and 5, depending on the examination board.
- Students' assessment results should be recorded formally by the subject teacher and entered onto a Departmental Assessment Tracker that is available and shared with the Secondary Management Team.
- **Through Quality Marking, students should have an accurate view of their current level of performance. They will also have the target grade level that they must aim to achieve by the end of the academic year. The target grade must be evident in their subject books.**

Marking of assessment papers

The agreed guidelines for the marking of Summative Assessments (AOL) are:

- Teachers mark the assessments with a purple pen.
- Students' use a green pen to do the necessary corrections on the assessment paper.
- HODs use a pink pen to do the moderation of the identified sample.
- Teachers have 3 working days to complete the marking of their assessment papers.
- Standardised techniques for marking the assessment papers should be adopted by each department in line with the external IGCSE / AS level marking guidelines per subject.
- Guidelines for general marking techniques:
 - Each correct answer gets a tick (3 ticks = 3 marks).
 - The marks awarded for the question is written on the right of each question.
 - The total marks awarded for each page is tallied on the bottom right of each page.
 - Marks are added up for each section, and then totalled for the overall grade of the student.
 - The total mark, percentage and grade are written on the front page of the exam paper.

Appendix A: Key Stage 3 Grade Boundaries

Grade	Percentage
9	96 – 100%
8	90 – 95%
7	80 – 89%
6	75 – 79%
5	67 – 74%
4	58 – 66%
3	50 – 57%
2	40 – 49%
G	30 – 39%
U	0 – 29%

Appendix B: Marking codes to be used.

Secondary Marking Codes	
CL	Capital letter needed
FS	Full stop needed
P	Punctuation is incorrect
G	Grammar is incorrect
SP	Spelling error in underlined word: please find the correct word and edit in your green pen
S	Something does not make sense. Read your work carefully and check for mistakes
^	Missing word in sentence Add an interesting word or improve a word
+	Conjunction missing. Please add it in
//	New paragraph
✓✓	Excellent use of vocabulary/clauses/ figurative language

Maths/Science Specific

Notation	Description
UN	Units
W	Show working
F	Formulae
M	Method correct but mistake in arithmetic

Appendix C: Reflection time examples.

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End of mid-term assessment:

15/15 100% (9) well done ☺

Name: Jona Jousset Class: 908

Year 9 Geography Class Test

1. Define the key term "erosion" (5 Mark)

the actual location of a country, composed of the physical characteristics to the landscape specific to the area

2. List 3 countries that border Russia (3 Marks)

North Korea

SA

WWW: I was able to answer all the questions and get the full mark. I understand the distribution of biomes.

EBI: maintain the same level/grade. I will continue making revision flash cards for each topic, and focus on topics I find more difficult.

Erosion/Transportation/Degradation

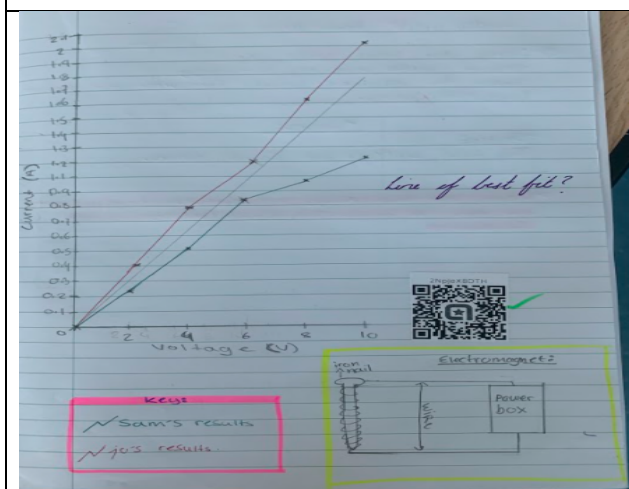
How did pebbly the pebbles reach the beach?

> Paddy was once a cliff, he is now a pebble. This is because of Erosion, Erosion is the wearing away of land. Erosion then causes the cliff to break apart. After the piece of the cliff breaks off it then floats around in the water, it is transported by the waves. When constructive waves form (the swash is stronger than the backwash) so more material is carried up the beach. The pebble is then deposited on the beach, more pebbles do the same and it forms a beach. This is what causes your feet to hurt while your walking across the beach from all the shells and rocks.

WWW: You have included detail on erosion and waves well done.

EBI: How was the pebble transported along the beach? Explain in your own words, using the diagram of longshore drift to help.

The waves on the beach break at a certain angle due to the direction of the wind. Material is then thrown on the beach in the swash. The material then gets pulled back into the beach due to the influence of gravity. The material moves along the coast in a zig-zag movement.



P12

In paragraph 12, the father describes the road as unkind and.

WWW: There is a great effort made here to follow the grade 9 response structure. excellent use of analytical verbs and transitional phrases. Your response is also well structured.

EBI: - This question requires you to demonstrate understanding of language and its effects. Therefore, pick out/look out for figurative language/phrases. If they are singular words, identify which word group it belongs to, e.g. adjective, verb, etc.

Write a 2 level analysis, focusing on language technique for the following phrase: "My bottle creaks as I squeeze it."

The line, "My bottle creaks as I squeeze it", suggest that the old man is very thirsty considering how hard he is squeezing the bottle. The verb 'squeeze' implicitly refers to using a lot of force to drink the water, referring to how thirsty the man is. It can also mean that the father already finished most of the water in the bottle since he has to use a large force to drink water implying that he's thirsty and not used to

Printed Examples

Yellow box (reflection time)

17/9/2023 - 21/9/2023

Date: 20/9/23 - Week 4
Topic: Characterisation
Year Group: 9

Feedback

WWW:	Very good at creating suspense with certain forms of characterisation.
EBI:	You need to not mention emotions directly. Through STEAL you can create clear indirect characterisation. - See the table.

Yellow Box:

Focus on the little boy being excited example. How can you show excitement indirectly.

The young boy had a joyous grin on his face. He whistled an upbeat tune, skipping across the road. In a few hours, all of his best friends would come to his house and celebrate together for his birthday party. He wondered what to wear, swinging the grocery bag back and forth.



Student Feedback

WWW: You have demonstrated good understanding main themes.
(1) understanding main themes.
(2) Your responses in class were confident and correct.

22/9/23.
EBI:

You do need to improve your sentence structures as they are awkward.

Try using the following illustrative verbs.

- suggests Steinbeck uses pathetic fallacy in
- reveals Chapter 1 with the carp in
- highlights the water which indicates
- indicates danger.
- portrays

Baseline corrections

$$1(a)(i) = B$$

4 (ii) = change kHz to Hz

$$12,000 = 12,000,000$$

$$v = 1.5 \times 12,000,000 = 300,000,000 \text{ m/s}$$

$$6(ii) = C$$

WWW - You have a clear understanding of the work and most work is done very neatly

EBI - When you make a mistake, do the whole calculation as corrections, not just the answer.

Complete the class question:

A car is travelling at a constant speed of 60 km/h. It then accelerates at 900 km/h² to 120 km/h. How much distance did the car travel whilst it was accelerating?

S. Find

$$U = 60 \text{ km/h}$$

$$V = 120 \text{ km/h}$$

$$A = 900 \text{ km/h}^2$$

$$T = -$$

$$2as = v^2 - u^2$$

$$\frac{120^2 - 60^2}{(2 \times 900)} = 6 \text{ km} \checkmark$$