



**Newton British Academy
Barwa City**

Secondary Marking Policy

Policy Date: June 2021 – June 2024
Review Date: June 2022

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

MARKING AND FEEDBACK PROCEDURES

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 pink pen by 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 standardized (**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 different marking codes**)
- 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**)

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, dependant 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.
- ❖ Standardized 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

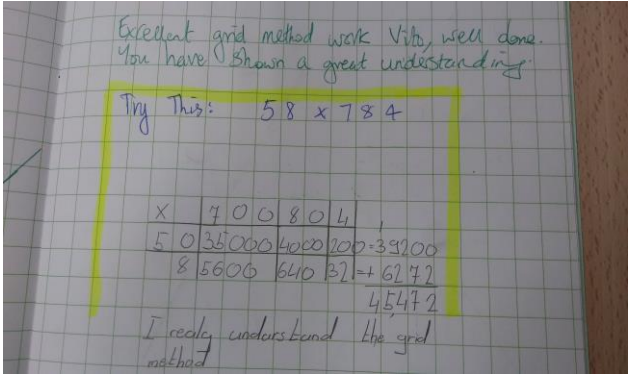
Grade	Percentage
9	96 – 100%
8	90 – 95%
7	80 – 89%
6	77 – 79%
5	73 – 76%
4	65 – 72%
3	56 – 64%
2 (E)	50 – 55%
2 (F)	40 – 49%
G	30 – 39%
U	0 – 29%

Appendix B: Different marking codes to be used.

Caps	Caps a capital letter is missing
SS	Look for a problem with sentence structure
P	Look for punctuation problems
G	Which tense was needed, past, present, or future
V	An opportunity for more ambitious vocabulary was missed
sp	Check the spelling again

// Where should the new paragraph have started

Appendix C: Reflection time examples.

Teacher Feedback Grid	Yellow box (reflection time)										
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="191 348 730 380">Teacher Feedback</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 380 363 436">Score/Grade</td> <td data-bbox="363 380 730 436"></td> </tr> <tr> <td data-bbox="191 436 363 495">WWW</td> <td data-bbox="363 436 730 495"></td> </tr> <tr> <td data-bbox="191 495 363 554">EBI</td> <td data-bbox="363 495 730 554"></td> </tr> <tr> <td data-bbox="191 554 363 711">DIRT Time</td> <td data-bbox="363 554 730 711"></td> </tr> </tbody> </table>	Teacher Feedback		Score/Grade		WWW		EBI		DIRT Time		 <p>Excellent grid method work Vito, well done. You have shown a great understanding.</p> <p>Try This: 58×784</p> $ \begin{array}{r} \times 400804 \\ 503600040020039200 \\ 8560664032+6272 \\ \hline 45472 \end{array} $ <p>I really understand the grid method</p>
Teacher Feedback											
Score/Grade											
WWW											
EBI											
DIRT Time											