
Belfairs Academy



Marking and Assessment Policy

2023- 2024

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Belfairs Marking and Assessment Policy

This policy defines and governs how class and homework is marked at Belfairs Academy and is to be read in conjunction with the Assessment Policy.

It defines how staff interact and communicate with students in written form (marking). It defines this process as:

- 'Summative Assessments', those conducted at the ends of Schemes for Learning or at the three fixed dates in the Belfairs Academy Assessment Map
- 'Formative Assessments', those assessments used by the teacher to gauge progress as learning occurs
- Marking – the marking of work that is conducted during lesson but is not necessarily a formal assessment as outlined in the assessment policy

It prescribes how student work is to be reflected upon and improved.

1. Policy Aims

The aim of this policy is to provide a consistent approach by staff and experience for students for the marking of student work and assessment with students having both an assessment folder and a exercise book (**See Appendix A**).

The aim of this policy is to ensure that the marking of student work and assessment is regular practice and drives progress through embedded formative assessment.

The aim of this policy is to engage students with their work through reflection, improvement and understanding of teacher marking to drive their progress.

It aims to ensure that staff demonstrate to students that their work is both valued and of value.

2. Principles

- Marking emphasises praise and improvement, providing evidence of a student's strengths and areas for development.
- It assesses if teaching has been effective.
- It informs planning and personalisation.

3. Subject Leaders

- Subject Leaders (SLs) are expected to monitor Quality of Written Feedback (QWF) through regular work scrutiny, in addition to directed monitoring, and provide feedback within 48 hours.
- SLs are required to organise the moderation of marking practice.
- SLs are to ensure that students are provided with copies of the fundamentals for all units of study.
- SLs are expected to provide Personalised Learning Checklists (PLCs) for each unit of work **(See Appendix B)**.
- SLs are expected to provide assessment criteria for students.
- SLs are expected to provide opportunities for self and peer-assessment, identified in their Schemes for Learning.

4. Staff

- Staff are expected to assess work regularly to promote learning.
- Homework is expected to be assessed and returned promptly to support learning.
- Staff are expected to mark summative assessments by the deadline and provide prompt feedback after completion.
- Formative assessments are to be marked using raw marks and should include a wide variety of methods to evaluate student comprehension, learning needs, and academic progress.
- Summative assessments are to be marked and the result expressed as a percentage. Results must be recorded in trackers and in data drops.
- Staff must give students opportunities to reflect on their work, suggest improvements and redraft where appropriate using Success and Target **(See Appendix C)**.
- Staff are expected to mark for spelling, punctuation and grammar (SPaG) **(see Appendix D. Please note: MFL have their own marking guidance)**.
- Staff are expected to date and initial a student's book in the case of an absence from the lesson

5. Students

- Students complete formative assessments in their exercise books.
- Students complete summative assessments at least 3 times per academic year (one of which will be a PPE).
- Students are given opportunities to reflect, comment and improve their work. This should be clearly shown using green pen.
- Students are expected to conduct self and peer-assessment where appropriate.
- Students are expected to track their progress through the fundamentals and PLCs. The Fundamentals should be stuck in the front of their books.

- Students are expected to keep their work neat and legible **(See Appendix E)**.

6. Monitoring

- SLs monitoring of QWF will be monitored by the Teaching and Learning Team
- Teaching and Learning will also conduct work scrutiny, once every half term.
- Work scrutiny will cover all or individual points of this policy, and may also focus on individual students, sub groups, year groups and subjects.
- Staff can expect feedback within a week of the scrutiny.

We believe that students benefit from encountering the same marking methodology from subject to subject.

All subjects are therefore required to use this marking policy and the associated marking formats.

Appendix A: Use of assessment folders and exercise books

We use two books for each student. (The term 'books' also refers to 'folders')

The intention is to support teachers with their marking load by distinguishing between work which requires a more in-depth approach and that which it is acceptable for a less stringent approach. Not all work can or should be marked in detail. The work students carry out is simply being divided into two books (no more work is being expected). The two books are:

- a. Assessment books – holds all the assessments, Success and Target marking tasks (although sometimes these may make more sense in the exercise books), those tasks which have been highlighted in the learning schemes as requiring in-depth marking.
- b. Exercise books (this is not a rough note book – presentation is just as important in both books.) There should be no loose papers; all work to be dated and have a clear title and 'Homework' or 'classwork' should be indicated in the margin.

In practical subjects in Years 7 and 8, there will only be one book (as the main focus is the practical) and this book will contain all the homework, target setting, assessments, fundamentals and PLCs.

The marking in the exercise book may be less detailed:

- There will be targets / corrections if the student has misunderstood a topic or their notes are incorrect or not detailed enough to help them in future tests/tasks/revision.
- Peer and self-assessment will also be seen in this exercise book.
- Marking for SPaG will be evident

- Success and Target will be evident to promote progress.

In the exercise books, teachers are expected to employ a range of strategies to ensure that progress is evident and assessment develops learning.

Appendix B: PLCs

Extended Essay PLC				Test 1 Score/ date	Test 2 Score/ date
I am able to write an introduction about this piece					
I am able to write 3 facts about the melody					
I am able to use examples from the piece to support my facts about the melody					
I can describe the structure of this piece					
I can provide a brief explanation about how the piece changes between sections					
I am able to write about the key signature/ tonality for this piece					
I can identify when any changes in the key signature occur and write about it					
I can use the word 'enharmonic equivalent' correctly in my essay					
I can discuss the chords used and the cadences used within the piece					
I can describe the dynamics throughout this piece and identify key points to discuss					
I am able to write about the time signature and tempo changes eg <u>ritenuto</u>					
I can describe any changes in texture throughout the piece and provide examples					
I can write about techniques composer has used specifically for the piano, for example pedal markings					
I can identify at least 3 things in this piece which are typical of the Romantic period					

Personalised Learning Checklists (PLCs) are a method of students self-assessing their confidence in learning based on the fundamentals. They will be evident at the end of each summative assessment, as well as at the start of every new unit in the exercise book.

The version above is a student version and shows the 'Red', 'Amber' and 'Green' columns where students identify where they are in their own learning using the RAG rating system. The test scores are optional to show further progress.

Appendix C: The school approach to marking is to use Success and Target:

	Example
Success	Great effort. You have clearly outlined your view. Grade 4.3.
Target	Plan your answer so you can include a concluding paragraph. Adding conclusions will move your work to a Grade 4.6.

The teacher will plan for response and action time and will ask the students to improve their work in response to the feedback given.

The Success and Target approach embeds an expectation that students will reflect on their learning and respond to marking. In addition to this marking approach, it is

expected that students will be provided with opportunities to assess their own work and performance as well as peer-assess.

Those subjects who take BTEC, CTEC or Cambridge Nationals at 13 - 19 will use the exam board documentation in place of Success and Target paperwork as these demonstrate the same outcomes.

Appendix D: SPaG Marking Guidance

C	Capital letter
Sp in margin	Spelling error – word is circled or underlined
//	New paragraph is required
P	Incorrect / missing punctuation
WW	Wrong word has been used
↑	Word missing
?	Meaning unclear, doesn't make sense

MFL SPaG Marking Guidance	
Sp in margin	Spelling error – word is circled or underlined
R	Register – who is completing the action // subject verb agreement
Conjug.	Ensure your verb and subject are in agreement
TT	Time travel – wrong tense used
WO	Word order
Agr	Agreements – check accuracy , singular vs pl / masculine vs feminine
↑	Word missing
Squiggle under word	Meaning unclear, doesn't make sense

Appendix E: Student Expectation

Date written out in full and underlined

Classwork or Homework

Title underlined

