

Marking Policy

Dear Families

Please read through our new marking policy. In summary, it means:

- teachers give feedback twice per term in all subjects in Year 10 and in most subjects in Years 7-9. Exceptions are Art, PE, Drama, RE, Citizenship, Music and ICT: because these subjects only see students once per week in Years 7-9 they give feedback once per term
- all students should have a Feedback Grid in their books or folders, or a sticker in their planners
- feedback should cover what went well, next steps for progress, should give a level or grade for the current work and an Attitude to Learning grade
- the level or grade for the current work reflects how well they are doing on this topic and is not their overall level or grade for the subject as a whole



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It is our professional responsibility to provide regular and high-quality feedback to students on how well they are doing and what they need to do to improve. Feedback is provided verbally in class, through peer and self assessment and by teachers responding to and annotating students' work.

To ensure consistency and to enable parents and other stakeholders to access this feedback, all teachers adhere to the following routine:

- Work on every page of every student's book (or equivalent) is acknowledged by the teacher through a tick or other sign of appreciation, on an ongoing basis (including AtL grades MHSX).
- Twice per term every student's work is "deep marked". Teachers will engage in detail with the work, annotate it helpfully and give feedback to the student in writing or verbally. The outcomes of this feedback will be summarised in the

Feedback Grid, to be found in the front of every students' book, or via a Feedback Sticker in the planner. At KS3, as they teach students once per week, Art, PE, Drama, RE, Citizenship, Music and ICT will deep mark once per term.

- Students and teachers then work together to act on the advice given as Next Steps to Progress.

Current attainment levels or grades are given in the box titled **Level/grade for this work...** This wording recognises that students' progress is complex and that they have strengths in different aspects of a subject. For example, a Maths student can be working at L6a in Shape and Space and L5b in Number. Global levels or grades are communicated three times per year via the Reporting system. The only attainment marks/grades given should be either National Curriculum Levels (including sub-level as *a, b* or *c*, with *a* being the highest) or KS4 grades (including sub-grade as 1, 2 or 3, with 1 being the highest). Although this does not mean that every little piece of class work or homework should receive a grade or level, students should have work levelled or graded twice per term for all subjects (except Art, PE, Drama, RE, Citizenship, Music and ICT, in which levels are awarded once per term at KS3).

Feedback in the **What Went Well** box should focus on how well the students are currently learning, highlighting both successes and improvements that have been made. This leads to greater learning gains and higher self-esteem than general comments such as 'well done' (Black & Williams 1998). Actions in the **Next Steps to Progress** box should be subject or topic-specific and manageable (SMART). Next Steps relating to behaviour, attendance or other non-curricular matters should be communicated by other means.