

Formative (ongoing) Assessment and Marking (including support for literacy)

Students' written work needs to be regularly **progress-checked** by the class teacher, via both informal marking and 'TEAM' marking. Informal marking includes short, simple, developmental comments at regular intervals throughout the academic year.

Work that is **TEAM**-marked should be marked in a formal way and may include attention to issues around literacy (SPaG) as well as subject-specific matters. Staff can **TEAM**-mark homework or classwork as they judge appropriate but a minimum number of **TEAM**-marked assessments must take place over the academic year.

Summative marking (to underpin the termly CAP reports)

With the move to 100% exam-based assessments in Year 11, it is essential that we increase our usage of summative tests, not only to inform our termly CAP reports but also to ensure students are used to sitting tests in preparation for the Yr11 exams in future years. To this end there should be a classroom-based test on a half termly basis. These tests should be graded and matched against the life-without-levels descriptors that departments have agreed with the Deputy Head (Standards).

Staff record-keeping

Staff should keep records of the following: (electronically or in exceptional cases, hard copy)

1. The base and aspirational targets for each student taught, including details of pupil premium, More Able, SEN etc
2. All **TEAM**-assessed work – including details of the task set and grade awarded of T, T+ or T-.
3. All grades awarded for summative tests

These records form a part of the annual appraisal process and therefore should be submitted to Nicola Griffiths at 3 key points in the year. These will be returned to staff within a week of submission date.

Setting and recording of homework

All homework should be recorded on '**Show My Homework**' and **does not need to be duplicated elsewhere.**

- Homework is set once every week in the **core** subjects of English, Maths and Science at KS3 and once every week in **all** subjects at KS4 and KS5.
- At KS3, non-core subjects set homework once every fortnight

(Minimum) Marking expectations over the course of the academic year...

- 10 pieces of classwork or homework to be formally marked against **TEAM-marking** guidelines over the course of the academic year. Non-core: 5 pieces at KS3.
- 6 summative assessments over the academic year, to inform termly CAP reports. These may overlap.
- Students' written classwork to be regularly checked and informally marked- this may include SPAG.

TEAM Marking – 3-way approach that utilizes the teacher, the student and the peer.

1. *Students* - how can we get students to take more ownership of learning, reflect on staff marking and make small and regular improvements?
2. *Peers* - can be a learning resource who can help their learning partners to engage with the marking.
3. *Teacher* – how can we support the School’s literacy drive? How can we maximise the impact of our formative marking?

Teacher’s ‘TEAM’ marking

- Within the text of the homework submitted, (or classwork, if being ‘TEAM’-marked) the expectation is to:
 1. Identify strengths - by double ticking the best bits of the work.
 2. Underline/circle and put a **P or G** next to 1 or 2 key sentences which need(s) improving for **SPaG**.
In addition, ring up to 4 (**Sp**) spelling mistakes.
- Immediately beneath the student's completed work, write the acronym.

TEA(M) marking (teacher)

T - Put the grade awarded as T, T+, T- (on target, exceeding target and heading towards a higher and more aspirational target, below target). Add in an optional positive staff comment.

E – An effort score of 1-4 (1 - excellent, 2 - good, 3 – needs improvement, 4 – cause for concern)

A - Write at least 1 ‘action’ for the student to do in the ‘**Review time**’ which will improve their work if they were to resubmit it. *e.g. Please re-draw the graph under paragraph 2, with correct labelling on the axis.*

(M) – Is optional for students to complete, according to dept needs. My response (student only to complete)

Student and peer together – ‘Shared Review time’

(Short and focused, after **TEAM**-marked work is handed back, at the start of lesson for approximately 5 minutes)

T - Discuss the double ticks and how this helps towards meeting or exceeding target

E – Reflect on the effort put in

A - Share ideas about how each could address their focus for action, including **SPaG** issues.

(M) - My response (Be prepared to share what you discussed with rest of class, if teacher requires.)

Student only – ‘Personal Review time’

(Start of lesson, after peer review)

T - Teacher written

E – Teacher written and reflected upon by the student

A - Teacher written, discussed with peer

M - My 3 responses: 1) **Sp** errors- up to 4 spelling mistakes are corrected, 2) My attempt at correcting the **P or G** errors. 3) My written **action** in response to the teacher’s comment and challenge.

Potential areas for **ACTION** that the class teacher could evidence –

Subject specific...

1. Knowledge and/or incorrect use of subject terminology, even non-use of terminology.
2. Student understanding - lack of work completed, misunderstood question, hap-hazard reasoning
3. Analysis - poor understanding of data, graphs, failed to use more than 1 source so unbalanced response; did not link to established truths in other subject areas etc
4. Evaluation - did not use balance of advantages and disadvantages or costs/benefits. Drew a conclusion but did not cite enough or any evidence.
5. Presentation of work - underlining of titles, paragraphing, scale of drawings, crossings out

Literacy Action points (**SPaG**):

- 1 Rewrite the sentence I have put **P** or **G** next to. (See most common errors below)
2. Rewrite the incorrectly spelt words I have put **Sp** next to or have circled or underlined.
3. Help students to develop their vocabulary by asking them to rewrite a sentence or paragraph using an alternative word to the one they have overused.

Literacy support – You can use **P** or **G** for the following, with underlining to highlight the error:

10 common **P** and **G** errors for us all to highlight –

- When students mistakenly use commas instead of full stops.
- Encourage students to use commas correctly.
 - a) Compound sentences — two complete thoughts combined by a conjunction, *i.e. I got to the station late, but luckily, the train hadn't arrived yet.*
 - b) series or list, *i.e. The band was loud, angry, and abrasive. Or, My grandmother is good at making brownies, telling jokes, and playing Scrabble.*
 - c) Introductory clauses — material that introduces a complete thought, *i.e. Before going to the gym, I enjoy reading a good book.*
- The incorrect use of the apostrophe. Apostrophes indicate one of two things: Possession or letters missing, as in "Sara's iPad" and "it's" for "it is" (second "i" missing). They don't belong on plurals. When you have more than one of something there's no need to add an apostrophe. Same thing with your last name. If you want to refer to your family but don't want to list everyone's first name write "The Johnsons" not "The Johnson's." Years also shouldn't have apostrophes. For example, "1980s" is correct but "1980's" is not.
- Failing to capitalise words at beginning of sentences.
- Grammatical errors - Incorrect use of "their", "there" and "they're".
- "your" instead of "you're"
- its instead of it's ("Its" is a pronoun. For example, 'The cat ate its dinner'. It's is short for "it is".)
- Using "should of", "could of", "would of" when it should be "should have", "could have"
- "Alot" versus "a lot". "Alot" isn't a word.
- Lose versus loose. (Lose is a verb, meaning "fail to win". Loose is an adjective meaning "not tight").