



ST MICHAEL'S CATHOLIC COLLEGE MARKING POLICY 2023-25

1. Aims

For marking to be meaningful, manageable and motivating, leading to a point where students can answer the following two questions about any subject:

Please see JCQ “AI Policy”.

- What am I doing well in this subject?
- What do I need to do to improve in this subject?

2. Purpose

- To use the outcomes of marking and reviews to guide what teachers teach by informing planning.
- To give each student feedback about the quality of their work and the next steps they need to take.
- To enable teachers to measure student progress, effort and understanding.
- To promote high standards of literacy across the college.
- To encourage students to reflect on their work and take independent responsibility for improving their own learning.

3. Marking procedures

- Books or folders should be reviewed every 4 – 7 lessons depending on the number of lessons delivered a week. Book/folder reviews will not require written comments or acknowledgments in books but must lead to feedback tasks/activities in the next lesson which are clearly evidenced in green pen.

At KS3

Minimum expectations

- English, Maths, Science and RE (3 lessons a week): review once every 2 weeks, evidence of feedback in every 3 weeks
- History, Geography, MFL, DT (2 lessons a week): review every 3 weeks, evidence of feedback in week 4
- PE, Music, ICT, Drama, Art (1 lesson a week): review every 4 weeks, evidence of feedback in week 5.

At KS4 and 5

Minimum expectations

- Review work/books/folders every 2 weeks with evidence of feedback every third week.

- A department 'book review' sheet, linked to subject criteria, should be kept by the teacher and may act in lieu of a separate plan for the feedback lesson/tasks.
- At least one task a half term at KS3 and two a half term for KS4 and 5 should be marked diagnostically, in line with the department's guidelines. This may look dissimilar for different departments but will lead students be able to answer the two questions in the aims. Where these assessments are written, they must include marking for literacy.
- Formative reviews and summative assessments should be used together to inform whether students are on track to meet progress targets and this information will be entered onto the system as per the assessment cycle.
- General literacy marking in books/folders should be done in green pen through peer and self-assessment and clearly evidenced in books/folders as part of regular practice. The code below is suggested but can be adapted by departments as required.
 - sp: correct this spelling.
 - ^: you have missed something out
 - //: start a new line/paragraph
 - ?/: signifies that something does not make sense
 - p: punctuation
 - c: capital letters
- The marks for summative assessments should be kept by the teacher for monitoring.
- Issues around presentation or quality of work are acted on in the lesson following a book/folder review. Expectations about the presentation of work are consistently high in all subjects and across key stages.

4. Monitoring and Evaluation

- Students should be able to answer the two questions about any of their subjects.
- Half termly monitoring and book looks by Heads of Department / Leaders of Learning / SLT as per monitoring and evaluation schedule.
- Half termly monitoring by SLT through line management.
- The Principal will assess the overall impact of the policy termly through discussion at SLT and Middle Leader meetings and interviews with staff and students.
- The quality of student work, marking and feedback will be reviewed as part of the SLT review process.
- Annual self-evaluation by Leaders of Learning, Heads of Department and SLT.
- Annual Report to Governors' Curriculum Committee

July 2023



Signed:
Chair of the Curriculum Committee

Date: 26th September 2023

Review Date: June 2025

APPENDIX A: Methods of Feedback and Assessment for Learning


While there is no requirement for written comments on reviewed work, feedback will still be happening in some form. Feedback can take varied forms depending on the subject, content and context of lesson. Here are some examples of the ways feedback can be given and teachers can gather formative assessment information.

- Peer scoring of spellings / concepts / definitions.
- Peer evaluation of work using a checklist of criteria.
- Self-evaluation of work using a keyword checklist.
- Self-check answers line by line with a ruler, correcting from a model answer.
- 'Live' marking using dots/highlighters/coloured card while students are working.
- Whole class oral feedback on strengths and improvements.
- Critique work under the visualizer as a class or in groups.
- Class scoring of a pupil's work on certain criteria.
- Numbered targets for redrafting/re-doing.
- Model work is photographed/scanned and shared.
- Mini whiteboards to answer questions.
- Online quizzes with instant scores and feedback.
- Exam percentages/grades with a rubric.
- One-to-one or group coaching while the rest of the class works.
- Pupils write shared online work and comment on each other's.
- Questions that challenge misconceptions given and answered individually at the bottom of work.

APPENDIX B: sample Book Review Feedback sheet


Departments can use these or develop their own in line with curriculum or content needs.

WORK TO PRAISE AND SHARE	NEED FURTHER SUPPORT
PRESENTATION	BASIC LITERACY/SKILL ERRORS
MISCONCEPTIONS AND NEXT LESSON NOTES	


History Marking Crib Sheet

Date _____ Class _____

Praise:	Missing/Incomplete Work:	SPaG Errors:
Cause for Concern:	Misconceptions:	Presentation:
D.I.R.T Questions	Actions:	


Polaroid Moments: