



**MERCHANT
TAYLORS'
SCHOOLS**

For Boys and Girls
aged 4 to 18 years

Marking Policy

Marking Policy

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Merchant Taylors' School Marking Policy - Overview

Rationale

Marking is the principal means of feeding back to pupils about their progress. It is therefore a central aspect of the learning process. We recognise that the depth and frequency of marking may vary across subjects, so the marking policy offers a broad framework within which each department will operate its own bespoke marking arrangements, reflecting the broad principles of the School's marking policy. These principles are:

1. The marking expectations on staff must be manageable.
2. Feedback from marking must be meaningful to pupils in terms of explaining next steps.
3. Marking should motivate pupils by rewarding achievement and encouraging them to want to improve.

Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To indicate how pupils can improve and extend skills.
- To enable staff to plan future work appropriately.
- To share expectations.
- To encourage pupils to reflect on their performance.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

Requirements

Years 7-9

- Marking must be based on departmental skills/levels grids which are stuck into exercise books and signed off by staff.
- Boys must be reminded to record their levels of achievement in their Learning Logs.
- Alphanumeric marks are not required (except in summative termly assessment tests).
- Merit stickers should be issued for excellent quality of work and/or very high effort. These should be stuck into Learning Logs.
- HTA grades must be based on a summative test common to the whole year group.
- Work should be collected in for marking regularly.
- No more than two pieces of written work should accumulate before marking takes place.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.
- Self marked or peer marked work should also be checked by the teacher.

Middle School

- Marking is to be based on GCSE assessment criteria which is made known to the pupils.
- Marks should be given in line with assessment criteria.
- Commendations should be issued for excellent quality of work and/or very high effort.
- HTA grades must be based on a combination of summative tests and routine work.
- Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

Sixth Form

- Marking is to be based on A2 level assessment criteria which must be made known to the pupils.
- Marks should be given in line with assessment criteria.
- HTA grades must be based on a combination of summative tests and routine work.
- Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

Responsibilities

- HoDs are responsible for writing and implementing departmental marking policies.
- Each department will hold at least one work sampling meeting in each academic year to share good marking practice. A member of the Senior Management team will be invited to the meeting and will make a written summary which will be kept on record for future ISI reference.
- The Academic Office will sample work from each year group once a year. This will be done by the Academic Deputy Head and the Director of Studies together with an invited HoD.
- Form Tutors and Group Tutor in Years 7-9 should oversee Learning Logs and ensure that boys keep them up to date.

Maths

Years 7-9

All pupils have a set of marking descriptors in the front of their exercise books.

Mark	Descriptor
0	Work has not been submitted on time. You should expect a late slip to be issued.
1-2	Work is largely incomplete and needs to be repeated. You need to see your teacher. You may be issued with an incomplete work slip.
3-4	You have made a good effort with this piece of work, but there are large gaps in your understanding. You will either need to attend clinic or see your teacher individually.
5-6	It is clear that you have tried hard with this piece of work, but there are certain areas of misunderstanding. You might have repeated one error throughout the piece of work. Misunderstandings may be cleared up through in-class assistance, or you may need individual help through clinic, or with your teacher.
7	Your work shows that you understand this topic. You have made an effort to show your workings clearly and fully. Perhaps you have made a few numerical slips when calculating answers. You are progressing well and should now complete corrections.
8-9	Well done! You have completed your work to a high standard and have made an effort to show your workings clearly. You have shown a secure level of understanding.
10	Perfection! Work is clearly presented, using correct methodologies. There are no mistakes – a true Mathematician!

- At the end of each unit, pupils sit a standardised test assessing all work from that unit.
- Depending on the length of the unit, pupils should expect to sit a test every 3-4 weeks.
- In order to prepare for each assessment, pupils complete a revision/practice test activity. Students are encouraged to take responsibility for their revision and are reminded that revision in Mathematics is about doing questions, rather than just reading things over.
- Pupils receive a percentage score for each test, and these are sent home for a signature so that parents/guardians are aware of how their son is progressing.
- As part of our Departmental commitment to pupils becoming self-aware of their own learning needs, students complete a reflective task, documenting their own progress with topics covered and any self-identified action points in order to boost their learning further.
- In addition to the written feedback that pupils receive on homework tasks the Mathematics Department prides itself on providing individual verbal feedback. This allows us to explain areas of misconception and to address issues accordingly. The Department runs two lunchtime Maths clinics per week, which pupils can access for themselves, or they may be asked to attend if a particular need is identified by their teacher.

GCSE

Year 10

- During the year the Department will set 7 end of topic assessment tests common to all sets. These are devised by the Department and marked according to common criteria.
- The top 2 sets may also be set past paper questions in line with practice in Year 11.
- Work is collected in weekly in lower sets and bi-weekly in higher sets.
- Peer and self marking is used in higher sets, less so in lower sets.
- Work is checked regularly in class.

Year 11

- Work is based mainly around topic booklets which include past papers.
- Each teacher works through the past papers at a pace appropriate to their set. There are no common points of assessment.
- The past papers are marked according to exam board markschemes.

Sixth Form

- All work set is based on topic booklets which include past paper questions.
- Work is set and collected for marking on a weekly basis.
- Each teacher has autonomy over the pace of work but will provide grades for HTA based on past paper questions marked according to A Level criteria.

Clinics

- A key feature of marking and assessment in the Maths Department is the provision of personalised help in lunchtime and after school clinics.
- Boys often volunteer to attend clinics but are also frequently told to attend and sanctioned if they fail to do so.

Work sampling

- The department will meet regularly to share good practice and standardise marking.
- The Academic Office will sample exercise books and folders of different year groups in rotation.

English

“I see a lot of teachers who don’t have the first idea of base principles. Marking is an intrinsic part of an English teacher’s job and you must find a way to enjoy it. I am somewhat odd in that I love doing it. It’s a joy to engage with their learning and to watch them progress through the exercise book.” (Phil Beadle)

Basic Principles of Marking:

- Marking should be used as a means of offering personalised guidance on steps for improvement and for setting targets
- Work should be annotated and the assessment focus made clear in advance
- Comments should look to create a dialogue with the student and emphasise tangible steps for improvement
- All boys, irrespective of their Key Stage, should have some work marked on a fortnightly basis
- Work sampling and departmental meetings will address frequency, clarity and thoroughness of marking as well as expectations on the amount of written work expected in books or folders.

Key Stage 3

- Boys will predominantly write in green A3 exercise books; we would encourage word processed work to be stuck in
- HTA grades will be generated on the basis of a common skills-based test or series of tests
- The assessment foci should be based on the skills grids and level criteria in all boys’ books
- There is no obligation for all work to be graded – comment-based marking has its place
- Boys will also have a separate English department marking guidance sheet outlining the importance of presentation, of grading in forms other than levels (where appropriate) and the importance of corrections
- Mark books, either on-line or hard copy, will evidence progression and development
- Speaking and listening assignments may also be assessed in relation to skills descriptors or other grades – comments on performance and grades may be pasted in boys’ books.
- Notes should be ticked through

GCSE

- It is likely that mark schemes relating to specific questions and papers will be employed throughout the course – boys should be familiar with the terminology of these and the assessment focus of each question (for example, if QWC is assessed). At the start of the course it is more likely that colleagues will want to revert to broad alphabetical grading but should graduate to mark scheme requirements as boys become more au fait with the specific demands of questions.
- Individual pieces of work should not be based on the new numerical grading – these are summative levels
- Comment-only marking is perfectly acceptable given specific feedback relating to skills tested.
- Boys should be clear on the distinction between Section A and Section B on the English Language papers in terms of assessment.
- Notes should be ticked through

A Level

- Assessment Objectives should be included gradually in marked feedback
- Comments should be detailed enough to enable boys to return to the text/theorists for review
- For NEA in English Literature the drafting and feedback process should be agreed in advance
- Boys will be provided with appropriate stationery – there is no policy on whether exercise books or lever arch files should be used.
- Notes should be ticked through.

Quality Control

- Departmental meetings may explore marking of a particular year group as well as an overview of texts and skills covered.
- HoD will review books termly, focusing mainly on Key Stage 3
- Work Sampling by Deputy Head Academic will take place every half term – year group to be published.

Literacy

Stand-alone Literacy lessons in Year 7 do not obviate the need for English teachers to focus on quality of written communication, including spelling, punctuation and grammar. It is not expected that all errors will be corrected through Key Stage 3 and where appropriate to the assessment focus at GCSE and A Level, but all patterns of error should be addressed in the marking and may form the basis for additional sessions with boys or even whole class teaching where common errors are evident across the group (eg homophones, comma splicing).

The following key should be used to identify recursive literacy errors:

SP in margin and word underlined – spelling error – boys should be encouraged to correct as appropriate

P in margin and corrected – punctuation error – boys should be encouraged to correct patterns of error

// in body of text – new paragraph needed

GR in margin and corrected– error in grammar, tense or agreement

SEND AND EAL

Please refer all concerns over boys to Head of Learning Support – do not promise pre-screening or screening and do not label as dyslexic or dyspraxic on the basis of intuition. Please be aware of a boy's IEP and comments relating to marking and assessment.

Refer any concerns over EAL to HoD who will follow-up.

Biology

The Department of Education has recently stated that 'unnecessary marking is one of the leading causes of teacher stress'. Marking is designed to be manageable, meaningful and motivational. The skills based curriculum in Years 7-9 is focused around the progression of skills and we should be using this as an aid to our marking. We must help the boys to identify where they are in their learning and how they can improve. The boys do respond to comments, particularly if they indicate how they can progress.

We should be concerning ourselves with the marking of:

- *The development of practical write ups; particularly describing and explaining results*
- *The correct use of scientific language*
- *Accurate understanding*
- *Literacy*

Requirements:

Years 7-9

- Tasks should run alongside the skills grid, identifying the particular skill being addressed and the level that the boys have reached. Feedback should identify a way in which they can improve.
- Alphanumerical marks should only be used in tests and in set questions that require a mark.
- Marking should not be left to accumulate. When possible, a set piece of work should be returned by the following week.
- Literacy issues should be addressed, correcting spelling and grammar errors. Any errors in spelling of key words should be highlighted.
- Verbal feedback to discuss key problems identified by the marking can be used as a starter activity.

Middle School

- Class notes should be checked for completeness and the securing of key information. Formal comments are not necessary, just acknowledgement. Any missing notes should be identified.
- At least one examination question/set of questions should be set fortnightly; whether it be in class or homework. It should be marked according to the GCSE criteria.
- Boys should be set a practical write up, focussing on background research and a fully described and explained conclusion. Clear written targets must be set for 'How to Improve'.
- Verbal feedback is essential on 'common errors' or 'things done well'. This can be used as a starter.
- Literacy issues remain being addressed.

Sixth Form

- Notes and other exercises (summary questions, textbook work) should be checked. In depth marking is not required.
- Boys should be working through examination questions weekly, marking to be returned fortnightly.
- Verbal feedback should be used to go over any identified issues and problems with understanding.
- Essay questions should be set on a monthly basis. This should be organised by staff sharing the classes.
- Literacy should be checked, particularly in use of key terms and during essay style questions.

Work Sampling:

- Book sampling will take place on a termly basis, led by the Senior Management team.
- Our department will hold a work sampling meeting each year to share good marking practice. This will involve one member of Senior Management team sitting in on the meeting and taking notes in order to keep for future reference.

Chemistry

In general

All set work must be marked by the teacher. Peer marking must be kept to the minimum and must always be checked by the teacher before marks are recorded.

Year 8 Use appropriate HW to mark with the grid. All other work is marked with grades, adopting 1-9 with <90% = 9, <80% = 8 <70% = 7 etc

Year 9 Use appropriate HW to mark with the grid. All other work is marked with grades, adopting 1-9 with <90% = 9, <80% = 8 <70% = 7 etc

Years 10/11 Mark all HW with new scales (<90% = 9, <80% = 8 <70% = 7 etc). Grade boundaries for tests will be agreed on.

Years 12/13 Mark all HW using UMS boundaries <90% = A*, <80% = A <70% = B, etc. Grade boundaries for tests will be agreed on.

Physics

The purpose of this document is to provide guidance on best practice when marking and assessing pupils work. Staff should use their professional judgement on how to implement these ideas into their teaching and assessing.

1. The purpose of assessment

- Monitor student progress
- Provide feedback on progress
- Set targets (target = prediction + challenge)
- Motivate students
- Determine grades
- Assess student strengths and weaknesses

2. The characteristics of assessment

The content of the assessments (the knowledge and skills assessed) should match the teacher's educational objectives and instructional emphases and be meaningful in the eyes of the pupils.

Expectations for student performance should be clear. The assessment should be free of extraneous factors which unnecessarily confuse.

Assessment for learning enables teachers and pupils to decide where pupils are at and where they are going next.

3. The nature of assessment

Establish a wide range of different cognitive tasks and assessments in the context of the subject, e.g. problem solving, comprehension, presentations, practical and observation. Summative assessment tests are used to produce data for termly assessment grades.

Spelling of technical terms should be marked in all pieces of work.

4. Feedback on assessment

Written feedback is to be given for project based work and presentations. The nature of the feedback will be positive in its tone, wherever possible, and appropriately constructive. It is **not** necessary to provide a numerical mark or grade for such work. However, such numerical assessment data should be kept by the teacher to assist with HTAs and monitoring of attainment.

The main thrust of the final written comment should relate mainly to the specific learning point being assessed in the task set.

Wherever possible, ticks and comments of praise are used in the body of pupils' work.

Comments, corrections and indicators of mistakes in the body of the pupil's assignment should be selectively judicious. Over-corrected work – a sea of red ink - de-motivates pupils.

Physics Assessment Sheets are to be glued into students books for use on selected pieces of work where formative assessment is employed. For example, graphical work may be given feedback in this manner and the student is expected to use the sheet to reflect on their work. It is expected that the sheets be used two or three times per term. The rationale here is the quality of the feedback, not the quantity.

Year 8 and 9 work should be assessed using the skills grid and referenced accordingly in the body of the work. When a teacher is confident that a student is consistently demonstrating a particular skill they should tick/stamp this on the grid in the student's book.

Work sampling will occur in departmental meetings throughout the year with the focus defined by the HoD. The purpose of this is not to produce a homogenous way of delivering feedback but to share good practice and develop marking.

5. The frequency of assessment

Lower school homework should be set no more than once a week and be of length between 20 and 40 minutes. It is **not** necessary to set homework every week and some pieces of work may be extended over several weeks e.g. project posters or presentations.

Middle school homework should be set once a week and be of length 30 minutes to an hour. Again, it is **not** necessary to set homework every week and some pieces of work may be extended over several weeks e.g. project posters or presentations.

Sixth form homework should take the form of two pieces of work a week, each of at least an hour's length. This represents the **minimum** expectation for students studying A level Physics and should be supported by reading around the subject plus calculations from relevant texts. **All practical work should be assessed using the competencies outlined in the AQA Practical Handbook and recorded using the spreadsheet in the shared drive.**

Exercise books/worksheets will be collected in for marking at regular intervals. It is recommended that all assessed worksheets are stuck into exercise books along with relevant feedback.

Work will usually be returned in the next lesson.

6. Marking Scheme

When assessing examination material questions teachers should use the appropriate marking guidelines and grade according to these, although it is not necessary to grade any piece of work where feedback has been given. For Sixth form work/tests the following grade boundaries should be used;

A* - 90%	A - 80%	B - 70%	C - 60%	D - 50%	E - 40 %
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Any student who is underachieving should be highlighted to HOD, along with any pupil who is producing work at a high level.

7. Rewards

Lower school students should be awarded merit stickers for producing work of a high standard **or** representing a significant level of effort on behalf of that student. This can apply to classwork (both written and oral) or homework tasks.

Middle school students should receive commendations for outstanding work, either in the course of their lessons or in homework tasks. For exceptional effort and dedication, teachers may wish to send a Physics postcard home congratulating the student. The Head of Department and the Head of Middle School should be notified of this achievement.

Modern Foreign Languages

Rationale

Marking is the principal means of feeding back to pupils about their progress. It is thus a central aspect of the learning process. The Department recognises that the depth/frequency of marking may vary across different activities and year groups, so our marking policy offers a broad framework which also reflects the broad principles of the School's marking policy, which are:

1. The marking expectations on staff must be manageable.
2. Feedback from marking must be meaningful to the boys in terms of explaining next steps.
3. Marking should motivate pupils, by rewarding achievement and encouraging them to want to improve.

Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To indicate how pupils can improve and extend skills.
- To enable staff to plan future work appropriately.
- To share expectations.
- To encourage pupils to reflect on their performance.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

Requirements

Lower School

Pupils at Key Stage 3 follow our bespoke courses. In each year group the teaching is split into language modules and each language module is formatively assessed. Every half-term, pupils also complete a Vocabulary Builder which attempts to interweave topic specific vocabulary and examination skills into the Language Modules.

• Formative Assessment of the Language Modules

The teacher grades the worksheet for each module (A+ to E). We use this alphanumeric system as a short-term motivator for the boys to encourage them to revisit their errors. Initially, the mistakes are not corrected by the teacher but simply highlighted. Common-placed misuses of language are compiled as a collection for class discussion and correction. Occasionally, a written comment is needed to push the pupil in the right direction and, where needed, the teacher offers personalised verbal feedback, and even one-to-one tuition during a lunchtime clinic.

The pupils are encouraged to revisit any work with which they are unhappy to improve their grade; only their best attempt is recorded in the markbook. Merit stickers should be issued for excellent quality of work and/or very high effort (ie upon attaining A+). These should be stuck into Learning Logs.

Work should be collected in for marking regularly (each language module takes around five lessons to teach and assess).

• Summative Assessment of the Language Modules

Periodically summative assessments are completed under exam conditions and are graded (A+ to E) by the teacher.

• Formative Assessment of the Vocabulary Builders

The language modules are interspersed with Vocabulary Builder activities that culminate in an extended, creative task. The assessment of such tasks is purely formative and comment based. No mark is awarded. Aside from the creative task, the work is generally self-marked (although this will be checked by the teacher every half-term).

- **Summative Assessment of the Vocabulary Builders**

At each assessment point the pupils are summatively assessed using GCSE past paper questions pertaining to the topic vocabulary.

Middle School

Pupils at Key Stage 4 follow our bespoke courses. Although all four skills (Listening, Speaking, Reading, Writing) are routinely practised, in Year 10 the predominant focus is on Writing and in Y11 the predominant focus is on Speaking.

Pupil workbooks are routinely self-marked and common-placed misuses of language are compiled as a collection for class discussion and correction. Work should be collected in regularly and checked by the teacher.

For 'extended pieces' we operate a draft/re-draft system focussing on Style, Content and SPAG which are formatively marked.

- Version 1.0 is marked for accuracy and base-level content
- Version 1.1 (where necessary) is an accurate version of Version 1.0.
- Version 2.0 The teacher now offers additional guidance on which language structures and content to include in order to meet the requirements for the highest band at GCSE.
- Version 2.1 (where necessary) is an accurate version of Version 2.0

Initially, the mistakes are not corrected by the teacher but highlighted and the pupil is prompted and guided to revisit the error. Where needed, the teacher offers personalised verbal feedback, and even one-to-one tuition during a lunchtime clinic. Any practice exam questions are marked based on GCSE assessment criteria made known to the pupils.

Alphanumeric marks should be given in line with assessment criteria.

Commendations should be issued for excellent quality of work and/or very high effort.

HTA grades must be based on a combination of summative tests and routine work.

Work should be marked and feedback given before further work is set.

Any work that, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered in making this judgement.

Work should be marked for literacy using common symbols.

Sixth Form

Pupils at Key Stage 5 follow our bespoke courses. Pupil work booklets are routinely self-marked and commonplace misuses of language are compiled as a collection for class discussion and correction. Work should be collected in regularly and checked.

The marking of extended pieces focuses on Style, Content and SPAG.

Any practice exam questions are marked based on A-level assessment criteria that must be made known to the pupils.

Alphanumeric marks should be given in line with assessment criteria.

HTA grades must be based on a combination of summative tests and routine work.

Work should be marked and feedback given before further work is set.

Any work that, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.

Work should be marked for literacy using common symbols.

Work Sampling

One departmental meeting every term will be used to carry out a work sampling exercise across a range of year groups and abilities in order to share best practice.

History and Politics

Staff in the department must always ensure that the marking they undertake is manageable, meaningful and motivational. It is recognised that in our subject the improvement of written work is our principal aim. Our curriculum is designed to be coherent across the whole school and progression is part of a process which runs from Year 7 to Year 13. Research in the department shows that boys value clear targets based on the skills grids, individual verbal feedback and literacy marking. As such we concern ourselves with the marking of:

- Historical skills
- The accuracy of historical knowledge
- Literacy

Requirements

Years 7-9

- All tasks in department textbooks identify key skills and marking must give feedback based on the levels achieved
- Alphanumeric marks are only used in HTA tests
- No more than 2 pieces of written work should accumulate before marking takes place
- Individual verbal feedback is strongly encouraged but it is not necessary to record this
- Lesson time should not be used for self- review and improvement exercises – these are more appropriately completed for homework
- Common literacy symbols must be used

Middle School

- Notes and other exercises which do not test examination skills should be checked for completeness using the file check templates. Deep marking of these tasks is not required
- At least one exam question must be set every fortnight, marked according to GCSE criteria
- Boys should be encouraged to complete exam questions in timed circumstances whenever possible
- Clear written targets must be set for the improvement of exam questions
- Individual verbal feedback on exam questions is essential but it is not necessary for teachers to record this advice
- Common literacy symbols must be used

Sixth Form

- Notes and other exercises which do not test examination skills should be checked for completeness by using the file check templates every half term. In-depth marking of these exercises is not required
- Boys must complete an exam question every week on average. Classes are shared so this must be organised between staff
- Exam questions should be marked and returned to the boys within one week
- Common literacy symbols must be used

Work Sampling

One departmental meeting every term will be identified by the Head of Department to carry out a work sampling exercise across a range of year groups and abilities in order to share best practice.

Geography

During this period of evolution of specifications and curricula the Geography Department will aim to keep up to date with relevant changes in order to assess the work of boys in an appropriate fashion. Assessment at GCSE and A Level is going through some morphology therefore the departments obligations to marking will be reviewed in light of updates from the DFE as well as the examination boards. Crucially the way we mark in the Lower School must be developed with key stage progression in mind, therefore reflection upon details outlined in the skills and levels grids for Year 7- 9 must be reconsidered when necessary.

Marking must be both valuable and manageable and support the teaching and learning processes taking place in the classroom and beyond. Marking should be completed in a style that is understood by the boys so they have an awareness of their successes and areas for development. It is imperative that marking is purposeful and department staff are able to manage the quantity of marking.

The department is committed to supporting literacy and numeracy development through marking.

Marking should be frequent and can occur in a number of styles.

Requirements

Year 7-9

Alphanumerical marks will be used during formative assessments and for some key pieces of work, boys are likely to get between three and six alphanumerical marks throughout a year of study.

Each half term assessment must be assessed by the class teacher. Once marking has taken place marks should be recorded on internal mark sheets. Moderation and grade distribution will then occur and HTA grades will be allocated alongside effort levels.

Skills grids are integrated into schemes of work and naturally teaching follows the progression of skills outlined in these grids. The lower school assessments have also been built with skills in mind so therefore it is not always required for department teachers to tick the skills grids, it is however necessary to ensure skills are covered within the year of study. Boys are expected complete some self-reflection termly to assess the skill coverage per topic.

Marking should not accumulate and boys should receive some detailed feedback at least twice per half term. This can be verbal, written or via the electronic avenue of Firefly.

GCSE

Marking of routine work is likely to take place to ensure boys are up to date and have thorough supporting notes. Examinations should be marked as per examination awarding body and the department will move towards the use of 1-9 grading once the culture has been experienced both within the department and for when the school is ready to shift towards the new exam grading system.

Level marking will occur for extended responses and alphanumerical marks will be used when appropriate.

Examination questions/sets of questions should be set frequently; whether it be in class or homework. It should be marked according to the GCSE criteria.

Boys should be offered advice on how to improve their work. Verbal feedback is essential on 'common errors' or 'things done well'. This can happen in the classroom setting.

A Level

Notes and routine work (summary questions, textbook work) should be checked. In depth marking is not required.

Boys should be working through examination questions frequently. Marking on these should be given back accordingly. Essay questions should be set at least once per half term per class teacher.

Verbal feedback should be used as common practice to go over any identified issues and problems with understanding.

Work Sampling:

Book sampling will take place in line with the whole school policy and also on a termly basis, led by the Head of Department and supported by the Senior Management team. The department will hold a work sampling meeting in each of the Christmas and Summer terms to share good marking practice. This will involve one member of Senior Management team sitting in on the meeting and assisting with an audit of the quality of departmental marking.

Classics

Staff in the department must always ensure that the marking they undertake is manageable, meaningful and motivational. Teachers are expected to retain records in marks books or Excel spreadsheets. Grade boundaries will be discussed and agreed as a department. Boys value clear targets based on the skills grids, individual verbal feedback and literacy marking. As such we concern ourselves with the marking of:

- linguistic skills through translation and comprehension
- the accuracy of historical knowledge
- literacy and quality of written communication

Requirements

Years 7-9

- Marking must be based on departmental skills/levels grids, stuck into exercise books.
- Boys must be reminded to record their levels of achievement in their Learning Logs. Form Tutors and Group Tutor in Years 7-9 should oversee Learning Logs and ensure that boys keep them up to date.
- Alphanumeric marks will be used for HTA tests and vocabulary tests completed at the end of each stage.
- Merit stickers should be issued for excellent quality of work and/or very high effort. These should be stuck into Learning Logs
- HTA grades must be based on a summative test common to the whole year group
- Work should be collected in for marking regularly. No more than two pieces of written work should accumulate before marking takes place.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgment.
- Common literacy symbols must be used.
- Self-marked or peer marked work should also be checked by the teacher.
- Individual verbal feedback is strongly encouraged but it is not necessary to record this.
- Lesson time should not be used for self-improvement exercises – these are more appropriately completed for homework.
- Levels should be accompanied with comment where specific reference will be made to strengths, weaknesses and targets for improvement
- Department to use the same annotations and abbreviations to highlight errors (e.g. T for tense, nom. = nominative etc)

Middle school

- Marking is to be based on GCSE assessment criteria which is made known to the pupils (e.g. OCR's 'impression' marking model for Latin and Greek)
- Alphanumeric marks should be given in line with assessment criteria.
- Commendations should be issued for excellent quality of work and/or very high effort.
- HTA grades must be based on a combination of summative tests and routine work.
- Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.

- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Academic targets should be considered in making this judgment.
- Work should be marked for literacy using common symbols.
- Boys should be encouraged to complete exam questions in timed circumstances whenever possible.
- Clear written targets must be set for the improvement of exam questions.
- Individual verbal feedback on exam questions is essential but it is not necessary for teachers to record this advice.
- Common literacy symbols must be used.

Additional guidance for Latin/Greek

Sentences/clauses in grammatical exercises to be allocated 5 marks each, using OCR model below:

Translations should be done under exam conditions but we will decide as a department whether to give forewarning or allow dictionary use for certain tests.

Marks should be accompanied with comment where specific reference will be made to strengths, weaknesses and targets for improvement.

Marking should be positive, along the lines of public examinations (we have relevant GCSE marks schemes; see 'impression marking' model below). In the case of simple tests (eg vocab) the inclusion of some easy questions will fulfil the same function of letting a pupil get credit for what he knows, as opposed to merely being penalised for what he does not know.

Poor English should always be corrected. In some instances, it will have to be penalised; a missing or misplaced apostrophe means a genitive has been mistranslated.

OCR's 'impression' marking model for translation work

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear.
1	No continuous sense; isolated knowledge of vocabulary only.
0	No response or no response worthy of credit.

Additional guidance for Classical Civilisation

At GCSE level all work should be marked according to guidelines as set out by OCR. Specimen papers are already available, and show the sorts of questions students will be asked, for example:

<http://www.ocr.org.uk/Images/315241-unit-j199-11-myth-and-religion-sample-assessment-material.pdf>

Until the 9-1 system becomes clearer, teachers should be wary of reinterpreting numerical marks as a numerical grade, or awarding a numerical grade instead of a numerical mark.

Where there are 2 sets in a year, teachers should meet regularly to compare approaches to marking, and whenever possible share tasks and mark schemes to ensure some coherence of approach.

Below GCSE, teachers should follow the information in the relevant skills-grid.

Sixth form

- Marking is to be based on A2 level assessment criteria which must be made known to the boys at the start of the course.
- Alphanumeric marks should be given in line with assessment criteria.
- Notes and other exercises which do not test examination skills should be checked for completeness. In-depth marking of these exercises is not required.
- Exam questions should be marked and returned to the boys within one week. Work should be collected in regularly.
- Work should be marked and feedback given before further work is set.
- HTA grades must be based on a combination of summative tests and routine work.
- Any work which, through clear lack of effort, fails to meet a minimum standard should be repeated and re-marked. Boys' academic targets should be considered when making this judgement.
- Common literacy symbols must be used.

Additional guidance for Latin/Greek

With small sets, the testing and/or marking of things learned by rote can often be done orally.

All translation should be done on alternate lines, as required in the examination.

Exercises based on A Level questions should be marked along the lines laid down in the A Level marking scheme.

Other exercises can be marked in any appropriate way, but as a rule pupils should be told what the mark indicates in terms of A Level grades.

Work sampling

One departmental meeting every term will be identified by the Head of Department to carry out a work sampling exercise across a range of year groups and abilities in order to share best practice.

Computer Science

Subject Specific Aims of Marking

- To facilitate the acquisition of ICT skills in Year 7 and 8 by utilising skills grid based assessment so that teachers may quickly establish the level of learning taking place by pupils.
- To enable a smooth transition from Years 7 and 8 to Year 9 and through to GCSE and beyond where pupils become motivated by success in summative assessments.
- To enable pupils to progress when engaged in the failure based learning experience that is computer programming; where they will make many mistakes before attaining the correct solution. This allows them to form thorough knowledge of the necessary programming techniques through trial and error based learning.
- To recognise and reward the progression, attainment and levels of effort made by all pupils in many different types of task relative to their level of ability and targets.

Requirements

Years 7-8

- The objectives and therefore the assessment of exercises and projects conducted by boys should be clearly identifiable within the skills grid with progress signed off by staff. Grids should then either be stuck into books or an electronic version used.
- Alphanumeric marks are not usually required except when the style of exercises demands it and in summative tests conducted at the end of a particular unit of work.
- HTA effort grades are based on pupils' application and effort in classwork and work completed at home.
- Work should be collected in for marking regularly but this is dependent upon the size/style of the project being completed by pupils.
- Work should be marked for literacy if appropriate using comments on spelling, grammar and the correct use of technical terminology.
- Verbal Feedback becomes increasingly important when pupils are developing program code and make too frequent errors. Staff should be able to steer pupils in the right direction through their feedback without spending time marking code and algorithms after each error.

Year 9

- The objectives and therefore the assessment of exercises and projects conducted by boys should be clearly identifiable within the skills grid with progress signed off by staff. Grids should then either be stuck into books or an electronic version used.
- Marking may be loosely based on GCSE assessment criteria which is made known to the pupils and GCSE style grades given for this work.
- Alphanumeric marks are not usually required except when the style of exercises demands it and in summative tests conducted at the end of a particular unit of work.
- HTA attainment grades are based on pupils' performance in summative tests at the end of units or completion of practical programming projects using GCSE style assessment criteria.
- Verbal feedback and observations from staff are required where pupils are engaged in the practical computing activities where written feedback is not appropriate. As code can contain many errors feedback from staff allows pupils to be coached through a problem quickly.

- Work should be collected in for marking weekly but this is dependent upon the size/style of the project being completed by pupils.

Middle School

- Marking is to be based on GCSE assessment criteria which is made known to the pupils.
- Alphanumeric marks should be given in line with assessment criteria for written exercises
- Practical assessments should be completed and assessed as close as possible to GCSE non-examined assessment criteria
- Note taking, diagram creation and/or algorithm planning should be checked by teachers for completeness and understanding
- At least one piece of classwork or homework should be a set of GCSE style questions in order to allow learning and practice of examination technique
- Feedback on assessments, classwork and homework is essential in order for pupils to gain an insight into common errors, exam tips and programming techniques which will all be vital for success at GCSE. This should be given upon return of marked work each week
- As well as SPAG assessment it is vital that teachers ensure pupils gain a solid grasp of appropriate technical terminology which will be highlighted in necessary assessments

Sixth Form

- Marking is to be based on A Level assessment criteria which is made known to the pupils
- Alphanumeric marks should be given in line with assessment criteria for all exercises
- Note taking, diagram creation and/or algorithm planning should be checked by teachers for completeness and understanding
- The vast majority of assessment that takes place each week should be in the form of examination questions but it may be more appropriate for pupils to be assessed by completion of practical programming assessments. If this is the case the assessment criteria should be made clear to pupils initially as well as the timescale for completion
- Feedback (verbal or written) on assessments, classwork and homework is essential in order for pupils to gain an insight into common errors, exam tips and programming techniques. This should be given upon return of marked work or programming assessment
- As well as SPAG assessment it is vital that teachers ensure pupils gain a solid grasp of appropriate technical terminology which will be highlighted in necessary assessments

Sampling of Work

- HoDs are responsible for writing and implementing departmental marking policies.
- Each department will hold a work sampling meeting in each of the Christmas and Easter terms to share good marking practice. A member of the Senior Management team will be invited to these meetings and will make a written summary which will be kept on record for future ISI reference

Economics

Economics is unique at Merchant Taylors' Boys' School in that it is only taught at A-level and therefore in the Sixth Form. All tasks should be designed to test Economic Skills, Knowledge and Literacy

Notes and hand-outs should be checked at regular intervals to ensure that they are complete and sufficiently well organised.

Boys should be given assignments on a weekly basis and these should be marked and returned within seven days, and certainly before another assignment is set.

The main bulk of assignments set should be directed towards examination questions. A copy of the exam board mark scheme should be given to every boy when his work is returned so that they can better understand where they have got things right and where they need to improve.

All returned assignments should be discussed in class and verbal feedback given. It also gives the boys a chance to identify any problems they may have.

Art & Design

Staff in the department must ensure that the marking they undertake is purposeful and facilitates progress; the aim is to provide students with helpful and accurate feedback so that they can improve their work and take ownership over their education. The department believes that boys value individual verbal feedback, clear targets based on the skills grids, and detailed written feedback on large projects.

We concern ourselves with the marking of:

- Art and Design skills
- The use of Art-specific key words

Requirements

Years 7-9

- Tasks identify key skills and marking should give feedback based on the levels achieved
- Alphanumeric marks are only used in HTA tests
- No more than two pieces of practical work should accumulate before marking takes place
- Individual verbal feedback is strongly encouraged especially over a double lesson. Educational stamps can be used to record verbal feedback
- Starter and plenary tasks can be used for self- review and improvement exercises
- At least one peer and self-assessment to be completed by students and reviewed by teacher per topic
- Pages in homework booklets should be marked and feedback provided to students every half term
- Errors in spelling of key words will be highlighted
- Homework and/or additional tasks should be set by staff on Firefly

Middle School

- Work should be marked according to AQA GCSE criteria
- Starter and plenary tasks can be used for self- review and improvement exercises
- Clear written targets must be recorded in the back of sketchbooks for the improvement of Unit 1 (coursework)
- Individual verbal feedback is essential and should take place every double lesson
- Students should be encouraged to complete at least one double page spread within their Unit 2 sketchbook every week
- Errors in spelling of key words will be highlighted
- Homework and/or additional tasks should be set by staff on Firefly
- Staff should encourage students to attend an Art clinic at least once a week

Sixth Form

- Work should be marked according to Edexcel A level criteria
- Starter and plenary tasks can be used for self- review and improvement exercises
- Clear written targets must be recorded in the back of sketchbooks for the improvement of Unit 1 (coursework)
- Individual verbal feedback is essential and should take place every double lesson
- Boys should be encouraged to complete at least one double page spread within their Unit 2 sketchbook every week

- Errors in spelling of key words will be highlighted
- Homework and/or additional tasks should be set by staff on Firefly
- Staff should encourage students to attend an Art clinic at least once a week

Work Sampling

One departmental meeting every term will be used to carry out a work sampling exercise across a range of year groups and abilities in order to share best practice.

Definition of unsatisfactory work, which will need to be redone by the student

- Work has been clearly plagiarised and includes very little/no original work by the student.
- Work is clearly unfinished.
- Work has failed to follow the instructions given by the teacher.
- Work appears to have been rushed or shows a clear lack of effort.

R.S. & Philosophy

Staff in the department must always ensure that the marking they undertake is manageable, meaningful and motivational. It is recognised that in our subject the improvement of written work is our principal aim. Our curriculum is designed to be coherent across the whole school and progression is part of a process which runs from Year 7 to Year 13. Research in the department shows that boys value clear targets based on the skills grids, individual verbal feedback and literacy marking. As such we concern ourselves with the marking of:

- Philosophical skills
- Correct use of subject specific terminology
- The accuracy of religious and philosophical knowledge
- Literacy

Requirements

Years 7-9

- All tasks in department textbooks identify key skills and marking must give feedback based on the levels achieved
- Alphanumeric marks are only used in HTA tests
- Books will be marked at least once every 4 weeks
- Individual verbal feedback is strongly encouraged but it is not necessary to record this
- Lesson time should not be used for self-review and improvement exercises – these are more appropriately completed for homework
- Common literacy symbols must be used
- Stamps are used for ‘Good’, ‘Homework incomplete’, and ‘Student response’ – the latter means an extension or further answer is required. ‘Homework incomplete’ and ‘Student response’ will be reviewed when books are next marked.

Middle School

- Notes and other exercises which do not test examination skills should be checked for completeness using the file check templates. Deep marking of these tasks is not required
- Exam style questions will be set and marked regularly according to GCSE criteria – especially 12 mark essay questions (preferably once or twice a fortnight)
- Boys should be encouraged to complete exam questions in timed circumstances whenever possible
- Clear written targets must be set for the improvement of exam questions
- Individual verbal feedback on exam questions is essential but it is not necessary for teachers to record this advice
- Common literacy symbols must be used

Sixth Form

- Notes and other exercises which do not test examination skills should be checked for completeness by using the file check templates every half term. In-depth marking of these exercises is not required
- Boys must complete an exam question every week on average. Classes are shared so this must be organised between staff
- Exam questions should be marked and returned to the boys within one week

- Common literacy symbols must be used

Protocol for re-submission of unsatisfactory work

- Work must be repeated if any of the following apply:-
- It has been clearly plagiarised and includes very little/no original work by the student
- It contains little or no relevant historical fact or detail
- It is clearly unfinished
- It fails to follow the instructions given by the teacher
- It appears to have been rushed or shows a clear lack of effort
- A student response is required (see above)

Design & Technology

Marking Guidance

Overall, marking is the principal means of providing feedback to students. It needs to be clear, diagnostic and manageable. Ideally, it provides students with encouragement, targets for improvement and assists teachers with future planning.

Years 7-9

- Students are provided with ‘success criteria’ statement grids, to highlight performance and set targets for improvement
- Each project offers a different set of progressive skills, knowledge and understanding that the student should aspire to.
- As well as summative assessment, students are able to receive feedback and act to improve through formative feedback.

	Design skills and Knowledge	Practical/ Making skills and Knowledge	Evaluating skills and Knowledge	Technical skills and Knowledge	Health and Safety
Foundation	<p>Generated 1 rough drawing/idea</p> <p>Generate a rough final design</p> <p>Write a specification with little detail</p>	<p>Work with some tools/equipment, demonstrating little or no skill/precision/accuracy</p> <p>Follow instructions with continued support.</p> <p>Produce a finished product</p>	<p>Make a simple judgement on what went well with your work</p>	<p>To have basic knowledge and understanding of how to follow instructions, selection of correct tools and equipment to use.</p> <p>Identify basic equipment, materials/components</p>	<p>Work under continued direction from teacher and or assistant.</p> <p>Know a few health and safety rules when using tools/equipment</p>
Basic	<p>Generated 1 idea with some annotation/labels to explain the idea and little creativity shown.</p> <p>Generated a rough final design with some annotation/labels to explain the changes made</p> <p>Write a specification with some detail</p>	<p>Work with some tools/equipment demonstrating some skill.</p> <p>Follow instructions for short periods with some help given.</p> <p>Produce finished product with some precision and accuracy.</p>	<p>Make a simple judgement on what went well with your work and what could be improved</p> <p>Set a basic target</p>	<p>To have some knowledge and understanding of how to follow instructions, selecting correct tools and equipment to use</p> <p>Identify and describe some appropriate equipment, materials and components</p>	<p>Work with some independence for short periods of time needing to regularly refer to the teacher for help or approval</p> <p>Know some health and safety rules when using tools/equipment</p> <p>Demonstrate how to use some tools/equipment correctly and safely</p>
Intermediate	<p>Generated 2 ideas with good annotation/labels to explain the idea and some creativity shown.</p> <p>Generated a final design with good annotation/labels to explain the changes made</p> <p>Write a specification with medium level of detail</p>	<p>Work with a range of tools demonstrating good skill.</p> <p>Follow instructions for short periods with no help.</p> <p>Produce finished product with good level of precision and accuracy.</p>	<p>State some new skills learnt</p> <p>Make a judgement on what went well with your work and explain why</p> <p>Make a judgement on what could be improved with your work and explain why</p> <p>Set an achievable target</p>	<p>To have good knowledge and understanding of how to follow instructions and use tools and equipment correctly and safely.</p> <p>Identify, explain and explore most appropriate equipment, materials and components</p>	<p>Work with little help and greater independence, demonstrating sustained focus for longer periods. Teacher needed for approval or discussion of work/ideas at times</p> <p>Have good knowledge of most health and safety rules when using tools/equipment</p> <p>Demonstrate how to use most tools/equipment correctly and safely</p>
Emerging	<p>Generated 2 ideas with detailed annotation/labels to explain the idea and a lot of creativity shown</p> <p>Generated a final design with detailed annotation/labels to explain the changes made</p> <p>Write a detailed specification</p>	<p>Work with a range of tools demonstrating great skill.</p> <p>Follow instructions for independently with confidence.</p> <p>Produce finished product with high level of precision and accuracy.</p>	<p>State most new skills learnt and carry out tests</p> <p>Make a detailed judgement on what went well with your work and explain why. Stating any changes made from design idea(s) to finished product and why (if applicable)</p> <p>Make a detailed judgement on what could be improved with your work and explain why</p> <p>Set a target to stretch themselves</p>	<p>To have great knowledge and understanding of how to work with appropriate tools, materials and equipment.</p> <p>Identify, explain and explore all appropriate equipment, materials and components, understanding the different characteristic</p>	<p>Work independently with sustained focus, exploring and investigating different techniques.</p> <p>Has a full awareness of all health and safety rules when using tools/equipment</p> <p>Demonstrate a safe working practise with regards to themselves and others when using a range of tools/equipment</p>

Use this chart to assess and highlight your progress and set personal targets for improvement

Marking Code	What this Means	Student Response
WWW	What went well	
EBI	Even better if	Complete the task the teacher has specified
	Respond to feedback here	Respond to feedback here
NAQ	Not answering the question	Re-read the question and redraft your answer
RTWQ	Read the Whole question	Re-read the question and redraft your answer
^	An idea or an important point is missing	Add the idea/point
<u>Text underlined</u> with a ✓ or X	Indicates correct/incorrect point	Change incorrect points
FAF	Find and Fix your mistakes	Look for mistakes in your work and correct
?	Can't read/I don't understand you	Redraft work
SP	Spelling mistake	Copy the correct spelling 3 times in the margin
P	Punctuation missing or incorrect	Correct the error
/	Start a new sentence	Correct the error
//	Start a new paragraph	Correct the error

Years 10-11

- Marking is based on GCSE assessment criteria made known to the students.
- 1-9 feedback in line with GCSE is given, with teacher targets for improvement
- Peer and self-assessment is encouraged.
- Students work from project booklets, checked regularly and homework tasks set using 'Firefly'.

Numerical Descriptors					Grade
1-2	3-4	5	6-7	8-9	
You have demonstrated little knowledge and understanding	You have demonstrated some good understanding and concepts from the topics	You have demonstrated a very good understanding of the concepts	You have demonstrated some excellent knowledge and application	You have demonstrated an outstanding level of understanding and in depth application	
Teacher Target – To improve your work you could...					
read up on what knock down fittings are and the benefits to the manufacturer					[]
think carefully about how affordable self assembly furniture has improved the lives of the people who have purchased it. What does not happen now that happened in the 1950s.					[]
read the information of CAD/CAM/CAE carefully and ensure you understand the differences					[]
ensure you understand the advantages and disadvantages of CAD/CAM in industry					[]
aim to improve the quality of your written responses; spelling, grammar and punctuation					[]

Year 12-13

- All A Level work is assessed according to AQA assessment criteria.
- All students are made aware of assessment criteria
- All theory lessons are objective led and will be followed up with an examination type question/s
- Verbal feedback on practical work is common practice.
- End of term/topic tests are rigorously adhered to.
- Portfolio sampling is on-going
- Intervention strategies will be used for students who do not maintain an appropriate standard for the course or predicted grade.

Music

The nature of our curriculum is divided between very 'hands-on' and creative activities (which generate little written work), and listening/contextual tasks when the aim is to encourage focused, perceptive listening and the development of sustainable, reasoned opinions.

Years 3 - 6

Almost all activities are in groups - and feedback will be entirely verbal, with much encouragement, and generous use of the Junior School merit system for individual contributions.

Year 7 / 8

Practical activities include composing, improvising and performing; for the most part these are group activities, with three or four boys working together. Verbal feedback is given during the creative process, highlighting good ideas, suggesting improvements or new ideas, and encouraging the less musically experienced boys to be actively involved with appropriate suggestions. Whilst feedback might need to highlight weaknesses for improvement, the aim is always to encourage and involve all boys regardless of their instrumental experience.

The final performance of composition tasks can be recorded (audio only, or video as well) using an iPad. This is then self and peer-reviewed, with a round of applause from the rest of the group.

Listening tasks will focus predominantly on programme music, which already has its own 'story', or 'picture' providing the focus for the music. Much of the analysis will be verbal, with leading questions focussing the attention to specific aspects of the music. Feedback is verbal. Subjective comments are very much encouraged, but once a boy has offered an opinion, he will be asked to substantiate and support it. Again feedback takes the form of a discussion.

When there is a worksheet to direct the listening to specific aspects, it will usually be self-marked during the discussion after the music has been played a number of times. There will be further listening and discussion of any points which cause issues.

Merits should be issued freely, for effective involvement in both practical and listening tasks.

Year 9

Composition activities continue to be in groups. Performances of composition will be self and peer-reviewed. Then a global mark for the group, in line with GCSE assessment criteria will be given at the end of the task. This reflects the level of difficulty, accuracy, stylistic features and communication.

Performances will be either solo or ensemble. Each pupil's individual performance will be assessed using the GCSE criteria (although it has to be accepted that the level of difficulty might not be at the standard required for the actual GCSE). In the case of an ensemble, each pupil will be marked individually on their performance.

For HTAs, the assessments of individual tasks will be added together and moderated to produce a grade which appropriately reflects a boy's overall attainment.

GCSE / A-level

Performance

One performance (either solo or ensemble) is undertaken each half term. In the Middle School, following self- and peer-review using a GCSE marking grid, an accurate mark will be given in each of the areas in the GCSE criteria. This will be explained verbally, so all pupils appreciate how the criteria are applied.

The same practice applies to the Sixth Form, although it is good practice to record performances, and provide the boy with a copy to listen to, and refine their performance when they practise. (DropBox is used to exchange files.)

Composition

Compositions are undertaken over a considerable period; there is verbal feedback given every time there is one-to-one review. A mark according to GCSE criteria is given when the composition is finished. There is two-way discussion about how to make future compositions more effective, coherent, successful, etc.

At A-level, each harmony exercise is marked as it is completed, during the lesson, indicating parallel/consecutive fifths and octaves, falling leading notes, and unprepared dissonance, *etc.* Inappropriate progressions and inaccurate voicing is highlighted, and better suggestions given. This will usually be both on the written score, with a colour, **and** aurally at the piano. Exercises completed at home will be similarly marked one-to-one in class.

Listening tests

Practice listening tasks will usually involve a single exam type question, focussing on one piece of music, and a specific skill - *eg* melodic dictation, rhythmic recognition, performance discrimination, etc. This will be self, or peer-marked immediately after the task is completed. Once a term, a longer test, with a series of excerpts of music will be taken (*eg* the RenRec series), and these will be marked according to the detailed mark scheme for each test, and returned at the following lesson. If appropriate problem questions will be discussed, with repeated, directed listening - stopping and starting the recording if appropriate.

Boys should undertake an exam style question (the ten mark context question) regularly - at least weekly once the initial detailed analysis has been done. This will be marked according to the AQA mark scheme, putting answers into the appropriate band.

PE

This policy is to be used for all work where appropriate. When marking exam style questions the OCR mark scheme will be applied.

Mark	Grade	Attainment
9	A**	Superb – Pupil has gone the extra mile. Couldn't be any better
8	A*	Excellent
7	A	Very good – the work shows you have a good understanding and have presented the work in the correct manner.
6	B	MTS – the minimum standard expected. Solid work – good level of understanding
5	B/C	Fine but lacking commitment. Some mistakes or lack of detail. Still gaps in knowledge or work not organised in the required way.
4	C	Ok but clearly not working hard enough – there has been some effort made
3	C/D	Errors or clear gaps in work - REPEAT OR CORRECT
2	D	Weak or minimalist - REPEAT OR CORRECT
1	E	Poor – lots of gaps in work – little effort - REPEAT – Incomplete work slip
0	U	Work has not been submitted on time - REPEAT – Late slip issued

Organisation of work

It is imperative that pupils produce work of a high standard throughout the course. All the work done throughout the year will create a file that will be used for revision. If work is unsatisfactory or incomplete it will impact on the quality of revision. Pupils are to be reminded of this on a regular basis.

Basic expectations for written work

- Work must be legible for both teacher and pupil – If not it should be typed up
- All work done on paper must be placed into a plastic wallet and filed away
- Booklets must be kept in folder
- If work is deemed unsatisfactory it must be amended
- If a pupil misses any work for any reason they must take responsibility for catching up
- Intervention - If substandard work is consistently being produced

Effort

1. Working very hard indeed. Passionate about the subject
2. Working hard Often makes an enthusiastic contribution in lessons and works consistently hard
3. Doing only enough to get by Half-hearted effort,
4. Inadequate effort Uncooperative, unresponsive, possibly disruptive.

GCSE

Boys do most of their work in booklets linked to each topic of the course. These booklets are easy to follow and link in with the text book.

Exam style questions are always linked to the information and the end of each booklet.

Boys have the opportunity to assess their own work and highlight areas of weakness. (This helps formulate revision topics at the end of the course)

Notes are checked on a weekly basis and exam style questions marked by teacher. Peer and self-marking is sometimes used.

GCSE OCR mark schemes are used where appropriate

A Level

Pupils create a file of notes based around PowerPoints and hand-outs.

Work is marked on a weekly basis

Teachers have autonomy over the pace and style of lesson.

A Level OCR mark scheme used where appropriate

Work Sampling

The Academic Office carry out random work sampling throughout the year across all age groups

At GCSE we hold a 'mock' moderation day to allow all members of the department to standardise our practical marks.

GCSE and A Level course work is primarily marked by GTS and SPC but samples of work will be standardised across the department.

Clinics

Lunch time clinics (Wednesday) will be arranged for pupils who are regularly underperforming or for pupils who need to catch up. **Parental contact will be made.**

Other students can drop into these clinics if required

Drama

- All drama staff must aim to provide students with constructive and helpful feedback. Clear targets must be set with both written and verbal feedback.

10/9 - Excellent - working extremely hard. Has gone above and beyond. Demonstrated an outstanding level of understanding.

8/7 - some excellent knowledge with application but more detail to raise the mark.

6/5 - Good understanding with some application. Has understood some concepts but lacks detail

4/3 - Little understanding with minimal application. Repeat work.

2/1 - Unsatisfactory - slip to teacher or parent.

GCSE

- Must be marked in line with specification material
- Boys are marked on performance with both verbal and written feedback from both teachers and peers
- One on one feedback is essential for feedback on performance
- H/W - additional tasks must be set
- Pupils will be filmed and will watch back footage for assessment.

A-Level

- Must be marked in line with specification material
- Boys are marked on performance with both verbal and written feedback from both teachers and peers
- One on one feedback is essential for feedback on performance
- H/W - additional tasks must be set
- Pupils will be filmed and will watch back footage for assessment.