



Merchant Taylors'
School

Marking and Feedback Assessment and Recording Policy MTGS

Policy owner:	Assistant Head – Curriculum and assessment
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Assessment and Recording Policy

1. 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:

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

2. 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.

3. Requirements

3.1. Years 7-9

- House points should be issued for excellent quality of work and/or very high effort. These should be recorded on 3Sys.
- 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. Girls' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.
- Self-assessed or peer assessed work should also be checked by the teacher.



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3.2. Years 10 and 11

- 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.
- Merits should be issued for excellent quality of work and/or very high effort. These should be recorded on 3Sys.
- 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. Pupils' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

3.3. Sixth Form

- Marking is to be based on A level assessment criteria which must be made known to the pupils.
- Marks should be given in line with assessment criteria.
- Merits should be issued for excellent quality of work and/or very high effort. These should be recorded on 3Sys.
- 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. Pupils' academic targets should be considered when making this judgement.
- Work should be marked for literacy using common symbols.

4. Responsibilities

- HoDs are responsible for writing and implementing departmental marking policies.
- Each department will hold at least one work scrutiny meeting in each academic year to share good marking practice.
- SMT will sample work from each key stage once a year. This will be done by the Academic Director and the Teaching and Learning post holders, and members of the SMT, together with an invited HoD.
- Heads of House and Form Tutors should ensure that time allotted in the Year Plan is used for Academic Reviews; allowing students to self-reflect on progress summarised in reports and grade cards.

5. Peer assessment and Self-assessment

- MTGS moved towards developing and increasing the use peer marking, self assessment and DIRT marking throughout the academic year 2021-2022. This was



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through a HOD drop down day where the focus was on assessment and the use of it in schools.

- Continued review of the process takes place through academic management committees, TeachMeets and the T&L Committee. Please see an example in the appendix below.

6. During remote learning:

- As a guide, in any 3 lessons with a class there should be a theory lesson, a catch-up/task-centred lesson and a consolidation/assessment lesson (where assessment can take the form of a quiz, verbal questions, self-marking test or more rigorous test.)
- One piece of homework in every 3 lessons should be given substantial feedback
- HOD are expected to monitor standard of remote lessons by being added as a co-owner of some tasks on Firefly and observing lessons/parts of lessons remotely.



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Marking and assessment is based on developing the key knowledge and skills required for success at all key stages and beyond.

- Is based on the high expected standards of students – *Ambition. Character. Excellence.*
- Is based heavily on formative feedback and allows all students to succeed, reflect, develop and grow.
- Incorporates summative assessment to support this ongoing formative feedback. (DIRT marking)

Formative Assessment Marking

1. Targeted Questioning. (Verbal and Written)	
2. Hinge Questions – planned questioning, often multiple choice, to tackle misconceptions and check pupils' understanding.	
3. Low Stakes Testing- Retrieving and tracking whether students remember key information.	
4. Peer to Peer Quizzing.	
5. Self-Quizzing.	
6. Class Discussion.	



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7. Key Assessed Pieces using whole class feedback sheet. (DIRT?)	
8. Live Marking	

Summative Assessment Marking

Purpose: To judge the extent of pupils' learning of the material.

Type of Assessment	How do you use the data? What purposeful feedback do you give? To what extent do the students have time to reflect? (DIRT) When do you consider changes that need to be made? What amendments do you make?
1. End of unit Synoptic Assessment	
2. Internal Mock Exams	
3. End of Year Assessment	



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Considerations for the next academic year:

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