Islamiyah Girls High School

Marking Policy

Document Control

This document has been approved for operation for:	Islamiyah Girls High school
Date of last review :	September 2023
Date of next review :	September 2024
Review Period :	1 year
Owner:	Islamiyah Girls High School
Approved by:	Governing Body

1 Teaching and Learning Team's Vision

1.1 Islamiyah School Mission Statement

"Providing educational excellence in an Islamic environment to inspire, nurture and enable our young British citizens to serve and positively contribute to society as a whole."

1.2 Our Ethos

"The ethos of the school is one of equality of opportunities for young British Muslim girls enabling them to understand and become integrated into, rather than isolated from, British society of which they are members."

1.3 Our Vision and Aims

1.3.1 "Offer a broad and balanced curriculum, alongside a positive understanding of Islam, to equip every pupil with skills to be a successful learner, confident individual and responsible British citizen."

1.3.2 *"Provide pupils with a safe, secure and stimulating learning environment, which develops their intellect and talents as independent learners giving pupils the confidence to believe that their aspirations are achievable."*

1.3.3 *"Encourage and enable each pupil to develop moral integrity, a sense of social responsibility, respect for themselves and others."*

1.4 The following policy is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

1.4.1 To Promote Learning and Raise Progress
"The most important role of teaching is to promote learning and to raise pupils' achievement."
OFSTED

1.4.2 To Aid Young People's Development
"It is also important in promoting students' spiritual, moral, social and cultural development."
OFSTED

1.5 The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at Islamiyah School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education.

1.6 It is designed to ease the workload of teachers and students, whilst simultaneously encouraging independence, confidence and progression.

1.7 The aim is to maintain uniformity across the school to maximise effective teaching and learning.

1.8 Regular monitoring takes place at Islamiyah School to ensure that high standards are always met to achieve the best outcomes for the students.

2   Marking, Assessment and Feedback

2.1   Rationale and Key Principles

2.1.1   It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning intentions.

2.1.2   This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

2.1.3   The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

2.2   Marking has two purposes:

2.2.1   Pupils act on feedback to make progress over time.

2.2.2   It informs future planning and teaching.

2.3   Secure Overview

2.3.1   Teachers must have a secure overview of the starting points, progress and context of all.

2.3.2   A secure overview means that the information in the progress tracker is understood.

2.3.3   This includes prior attainment data, how the pupil is doing in your subject compared to others and how the pupil has done in the subject prior to you teaching them.

2.3.4   Teachers should understand the pupil's overall strengths and weaknesses, in examined courses it is advised to have a learning and revision checklists.

2.3.5   Teachers should be aware of the context of each class because of the relationships formed with them, in line with the behaviour policies.

2.3.6   Pupil welfare should be kept in mind with due attention to staff briefings and any updates.

2.3.7   Without a secure overview, it is impossible for classroom teachers to form the first wave of intervention and deliver 'Quality First' teaching.

2.3.8   Marking provides excellent feedback to the teacher as to whether pupils have learnt what they have been taught.

2.4   Marking

2.4.1   Marking must be primarily formative, may be selective, and include the use of feedback and reflection which clearly shows what the pupils must do to improve.

2.4.2   Primarily formative means that the focus of marking must be showing pupils how they can improve.

2.4.3   A summative mark/level/grade often means pupils spend their time comparing how they have done with their classmates and not on improving their mark.

2.4.4   The purpose of selective marking is to enable a more precise focus on areas for development, and ensure progress within them.

2.4.5   When pupils have many corrections to make it can be difficult for them to know where to start, and they need guidance to work through it. Used well, selective marking enables faster progress over time.

3   Marking Styles

3.1   Summary of Key Principles for Marking

3.1.1   Marking and feedback should:

3.1.2   Be manageable for teachers and accessible to students;

3.1.3   Relate to the learning objectives and success criteria;

3.1.4   Give recognition, praise and rewards for achievement, effort and presentation

3.1.5   Offer clear strategies for improvement;

3.1.6   Be regular and return to pupils promptly in order for the feedback to be relevant.

3.1.7   Allow specific time for pupils to read, reflect and respond to marking;

3.1.8   Inform future planning;

3.1.9   Use consistent codes across the school, particularly for literacy and numeracy where appropriate;

3.1.10   Ultimately be seen by pupils as a positive approach to improving their learning.

3.1.11   Marking codes will be displayed in each classroom to ensure pupils have clear access to them

3.2   How do we mark pupils' work?

3.2.1   Pupil work needs to be marked in a visible colour

3.2.2 - Regular marking provides feedback and opportunities for improvement

3.2.3 - Marking should be proportional to curriculum time

3.2.4- Frequency of marking is adjusted based on lesson frequency

3.2.5- Time taken to mark should align with time spent on feedback

3.2.6- Engagement with feedback is necessary for impact

3.2.7- Marking alone does not guarantee compliance with teaching and learning policy

3.3   Formative feedback/marking (see appendix)

3.3.1   This may be done via acknowledgment marking/tick and flick.

3.3.2   Not all work needs to be graded.

3.3.3   Formative marking can also refer to marking that helps pupils to improve with comments provided.

3.3.4   Teachers may want to: highlight examples of where the pupil has met the learning intention; highlight areas of the work which could be improved through targets; provide a focused comment which should help the pupils to 'close the gap' between what they have achieved and what they could have achieved.

3.3.5   In order for the marking to be formative, the information must be used and acted on by the pupils.

3.3.6   Time should be given during the following lesson for pupils to read and then make focused improvement based on the suggestion. A feedback sheet may be used here.

3.4   Summative feedback / marking

3.4.1   This is associated with work where grades, levels or scores can be given.

3.4.2   This can also be marked by the pupils, as a class or in groups.

3.4.3 pupils should be given information on their progress compared to their targets at least once per term.

3.5 What other styles of marking do teachers use?

3.5.1 **Acknowledgement Marking** – Also known as 'tick and flick' marking, this helps teachers to acknowledge work completed. This allows the teacher to receive feedback directly from the pupils' work to enhance their own teaching strategies. Marking in this manner for a class would provide the ability to fine-tune instruction and provide whole class feedback for common errors and misconceptions. Tick and flick is not done for the sake of appearances but to recognise and highlight effort, presentation, spelling etc.

3.5.2 **Verbal feedback (code = VF)** - It is important for pupils to have verbal feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the learning objectives/intentions and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning. Verbal feedback may be done alongside acknowledgment marking.

3.5.3 **Self-assessment (code = SA)** - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.

3.5.4 **Peer-assessment (code = PA)** - once a marking process has been modelled with the class, pupils sometimes mark the work of their peers. This allows them to develop their own critical capacity.

3.6 Literacy and numeracy issues

3.6.1 Maths and English should be corrected in a way which is appropriate to the needs of the pupils.

3.6.2 It may be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process.

3.6.3 Pupils may be given time to complete corrections.

3.7 Presentation of work

3.7.1 It is important that pupils are encouraged to present their work in an acceptable and professional manner.

3.7.2 Work that fails below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.-

3.7.3 The following are minimum expectations for written work:

3.7.3.1 Title and date at the start of each new piece of work underlined;

3.7.3.2 Black ink to be used by pupils; a blue coloured pen should be used to indicate where pupils have been involved in the marking or assessment process with the SA or PA codes if necessary;

3.7.3.3 Mistakes should be crossed out using one single line. No correction fluid to be used.

4 Frequency and monitoring of marking

4.1 Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of the subject.

4.2 However, the following guidance will be insisted on when marking is identified as an issue of concern for a particular teacher or department.

4.2.1 Subjects where pupils have four or more lessons per week: at least one example of formative assessment every two weeks.

4.2.2 Subjects where pupils have less than four lessons per week: at least one example of formative assessment every three weeks.

4.3 Summative – For each year group, there are:

4.3.1 Mid-year examinations which take place before the end of the first term.

4.3.2 End of year examinations take place during the third term.

4.3.3 There may be end of unit assessments completed more frequently depending on individual subjects.

4.4 Monitoring

4.4.1 Up to four monitoring sessions will take place each academic year.

4.4.2 These sessions may take the form of formal 'book looks' using the template provided at the end of this policy which highlights how judgements were finalised.

4.4.3 Focus of this will be on departments where concerns have been raised; therefore these teachers can expect a 'book scrutiny' once per half term (Appendix ?).

4.4.4 This will be supported with the 'Teacher's Support' template (Appendix ?). This is designed to be a more collaborative strategy which promotes self and peer reflection.

4.5 Pupil; and Parent Involvement

4.5.1 The views of pupils about marking and assessment will also be sought as part of a pupil voice subject review.

4.5.2 Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their daughter's school books, support them in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged through use of the student planner.

Feedback Sheet

The following feedback sheet is to be completed **by students after every half-term assessment**. A feedback lesson is to be delivered after every half-term assessment, in which the teacher will go through the paper whilst students jot down corrections. Each student will also fill in a feedback sheet to show progression in learning. These feedback sheets will be printed on **yellow paper** to ensure visibility in books.

The feedback sheet for every department will look different according to the needs of their subject. **(See Appendix A for the basic format of the feedback sheet from the Maths department)**. Each department must have a structure to their sheet that includes the following:

1. Student name, class, teacher

2. IGHS logo

3. Box to write their end- of- year target grade

4. Box to write the achieved grade in that assessment.

5. Three bullet points for students to complete of 'what went well'

6. At Least one target in 'even better if'. This target must be a question they got wrong in the assessment. These targets must be **SMART.**

Sometimes people's goals are too vague or students lack commitment or get demotivated because their goals appear too difficult to reach. Setting SMART goals can make that goal seek - and be - more achievable. Targets provide focus or act as stepping stones towards the final goal.

Goals that are SMART are:

o **S**pecific – state exactly what will need to be done

o **M**easurable – clear what success will look like

o **A**ccepted – decided on by all participants in the process

o **R**ealistic – know it is practical – steps *can* be taken to do it

o **T**ime bound – state when it will be achieved

Examples of SMART targets

In this example, Person A's target is 'I want to be fit' and Person B's target is 'I want to compete at the Paralympics'.

	Person A	Person B
S	I will increase how much exercise I do	I will attend a Para-swimming talent identification
M	I will do an average of 60 minutes of moderate intensity activity a day	I will swim the 50 m freestyle in under one minute
A	I can see myself doing it/I'm going to do it with a friend	My times are close to the selection criteria/my coach and I agree
R	I can do it by walking daily and going to the gym twice a week	I can do it by improving my technique
T	I will achieve it by the end of this summer term	I will attend next year's talent identification day

7. A written example of the target they chose previously in the 'even better if' box.

This example is to be chosen by students from their assessment- they must write the question and the corrected answer.

8.   A question for the students to complete according to the target chosen. The teacher must create a document that includes similar questions for each question in the assessment. This document can be displayed on the board so that students can jot down and complete the similar question in the lesson. The teacher must then go round ticking the question when completed correctly, to show that students have learnt from their mistake made in the assessment. This is to ensure progression is shown throughout the year.

It is essential that a feedback sheet be completed thoroughly and precisely, to aid student progression and inform future planning and teaching. This feedback sheet ties in with the progress tracker sheet that every student will have stuck in their books.
Approved by:

Mrs. Yaasmin Mubarak   Mubarak Patel
Headteacher   **Chair of Governing Body**

Date: September, 2023   September, 2023

Appendix A

Feedback Sheet		
Name:	Class:	Teacher:

<table>
<tr><td></td><td>Target Grade:</td><td>Achieved Grade:</td></tr>
<tr><td colspan="2">What went well?
1.
2.
3.</td><td>Even better if...?</td></tr>
<tr><td colspan="2">An example to help you:</td><td>A question for you to do:</td></tr>
</table>