Marking Policy

September 2019

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DOCUMENT CONTROL

Who is this policy for?

This policy is for:

- De Warenne Academy Staff

## Protective marking

Not protectively marked.

Review date

This policy will next be reviewed before the end of September 2020.

Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	Sept 2018	Policy issued.	JHL

1. OVERVIEW

Demonstrate marking provides classroom teachers the opportunity to efficiently assess the progress of students and plan lesson sequences to further enrich student understanding. During a lesson, students will complete a Demonstrate task. The teacher will then highlight the task using a RAG rating. The following lesson, students will complete a Connect task to address misconceptions or to further enrich their understanding of lesson content. Students should be aware of the Demonstrate and Connect process and the impact it can have on their learning.
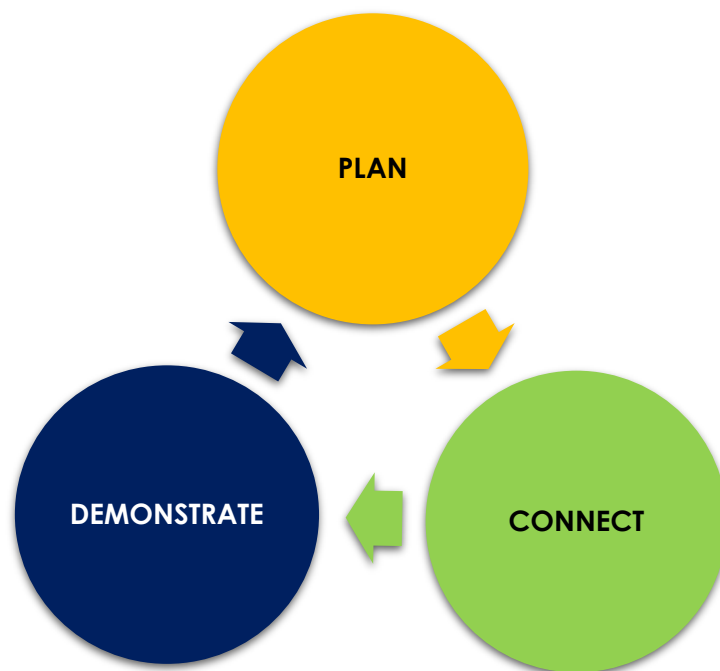
1.1. Demonstrate

The Demonstrate task is an independent activity at the end of every lesson. This should involve an exam or specification-based question that allows the class teacher to evaluate the progress achieved in a lesson. This activity should be challenging and assess the extent to which students have met the Challenge and Aspire lesson objective. The Demonstrate task should be a pre-planned activity that has relevant challenge but is also scaffolded where necessary.

1.2. Connect

The Connect task is an activity designed to address misconceptions or mistakes from the previous lesson's Demonstrate task. This is a planned starter activity that is differentiated according to the RAG outcomes from the previous lesson. Within this, there should be relevant tasks that address common misconceptions as well as stretch

and challenge to develop the learning of students who have been successful in their Demonstrate activity.

2. EXPECTATIONS

This policy must be applied consistently across the school by <u>all staff</u>*:

2.1 DEMONSTRATE

- Pupils must write the heading '*<u>Demonstrate</u>*' before starting this activity.
- Pupils to complete a Demonstrate activity independently. This expectation must be made clear to pupils. Staff should aim to differentiate the demonstrate task adding scaffold or challenge as appropriate.
- Pupils to leave books open on Demonstrate task at the end of each lesson at the request of the classroom teacher.
- Every half term there should be at least three demonstrate tasks that are marked by teachers with specific feedback given explaining how the student can progress. The 'connect' to this task will be a direct response to the feedback given. An obvious activity would be for students to redraft and improve an original Demonstrate task as their Connect activity using teacher feedback.

2.2 CONNECT

- The teacher must highlight the Demonstrate heading and grade the work, if appropriate.
  - o **Green** = accelerated understanding – will require further stretch and challenge
  - o **Amber** = effective understanding – some misconceptions will need addressing
  - o **Red** = limited understanding – significant further support required
- Staff must ensure they have created a differentiated Connect starter activity for the next lesson following Demonstrate. This must be completed by students in **purple pen** under the heading '*<u>Connect</u>*'.
- The Connect activity must be **self, peer or teacher assessed** in order to identify ongoing misconceptions, however teachers must plan the Connect activity so it enables the student to meet the objective of the previous lesson.

2.3 FREQUENCY

- Demonstrate tasks must be completed and highlighted **every lesson** and Connect tasks planned to follow on from this**.** For some subjects, many lessons at KS4 are double lessons, so it is an expectation that staff mark at the end of this double lesson. It is expected that Connect activities are peer or self-assessed by students and should be teacher assessed at least once a week (every three lessons).
- At times, for example when students are working on extended writing pieces, the Connect task may be to address SPaG marking on an existing piece of work.

2.4 LITERACY

- Staff must address literacy (SPaG) misconceptions. Staff and students should be encouraged to address SPaG errors during lessons (through self- and peer-assessment). The class teacher, when giving feedback on Connect activities, should also identify SPaG errors. The following codes should be used when addressing SPAG errors.

sp	A spelling error. Use a dictionary to check.
ww	Wrong word used.
p	Punctuation is either wrong or missing.
np//	New paragraph needed.
C	Missing or wrong use of capital.
?	This is confusing.
^	A word left out, or where you need to add more.

2.5 PRIDE

- Staff should have high expectations of student work through the use of PRIDE. This should be addressed at all times both during a lesson and during the marking of books.

Pen	Always write in **black**
Ruler	Straight lines and underlining
Include	Date and title
Draw	In pencil
Error	Draw a neat line through mistakes

*Some subjects outlined in this policy have a variation of the marking policy.

- **English** – independent marking policy.
- **KS3 PE** – Teacher assessment in practical PE lessons is a verbal process with grades recorded on SIMS and shared with pupils.
- **BTEC drama** – in KS4, lessons are predominantly performance based – Demonstrate and Connect are used verbally throughout and the marking of diaries drives the progress.
- **Art** - The majority of art lessons are practical, and verbal feedback is given throughout the lesson. Written work e.g. contextual research, is marked for SPAG. Demonstrate and connect is used at identified points on the scheme of work for each project. In KS4 lessons, written feedback will be given half-termly using the GCSE art assessment objectives matrix provided by the exam board.