

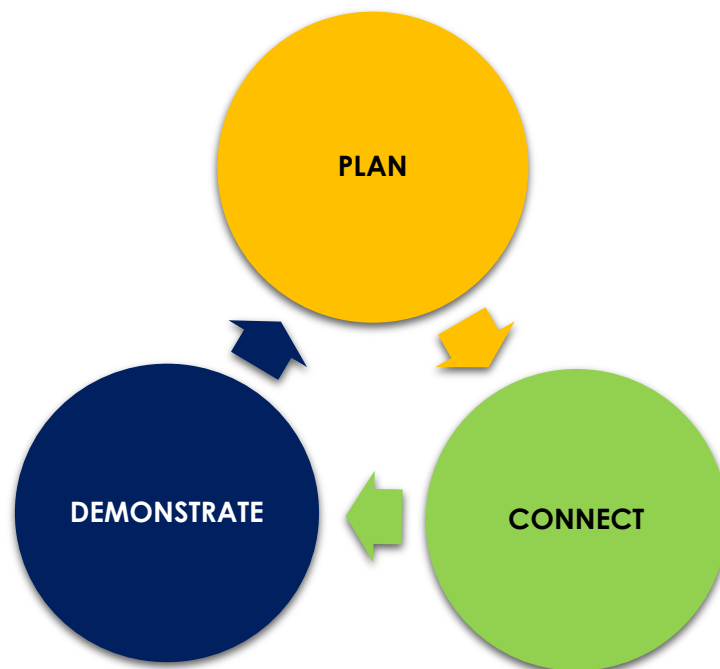


# **Marking Policy**

September 2021  
Review date – September 2022

## Overview

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



## Demonstrate

The Demonstrate task is an independent activity at the end of a learning sequence (see below for frequency of tasks). 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 what pupils have understood in a sequence of learning. The Demonstrate task should be a pre-planned activity that has relevant challenge but is also scaffolded where necessary.

## 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 pupils who have been successful in their Demonstrate activity.



## Expectations

This policy must be applied consistently across the school by all staff\*:

### 1. DEMONSTRATE

- Pupils must write the heading 'Demonstrate' before starting this activity.
- Pupils to complete a Demonstrate activity independently and in silence. This expectation must be made clear to pupils. Staff should adapt the Demonstrate task adding scaffold or challenge as appropriate.
- Pupils to leave books open after completing a Demonstrate task at the end of the lesson.
- There should be a Demonstrate task every week (unless the class is taught once a week, in which case the Demonstrate task should be fortnightly).
- The 'Connect' to this task will be a direct response to the feedback given. An obvious activity would be for pupils to redraft and improve an original Demonstrate task as their Connect activity using teacher feedback.

### 2. CONNECT

- The teacher must highlight the Demonstrate heading and grade the work, if appropriate.
  - i. **Green** = accelerated understanding – will require further stretch and challenge
  - ii. **Amber** = effective understanding – some misconceptions will need addressing
  - iii. **Red** = limited understanding – significant further support required
- Staff must ensure they have created an appropriate Connect starter activity for the next lesson following Demonstrate. This must be completed by pupils in **purple pen** under the heading 'Connect'.
- 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 pupil to meet the objective of the previous lesson.

### 3. FREQUENCY

- Demonstrate tasks must be completed and highlighted **every week** (unless the class is taught once a week, in which case the Demonstrate task should be fortnightly).

- 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 pupils and should be checked by the teacher.
- At times, for example when pupils are working on extended writing pieces, the Connect task may be to address SPaG marking on an existing piece of work.

#### 4. LITERACY

- Staff must address literacy (SPaG) misconceptions. Staff **and** pupils should be encouraged to address SPaG errors during lessons (through self and peer-assessment). The class teacher should also identify specified SPaG errors (there will be a specific focus identified by the Literacy coordinator) when reading through selected Demonstrate activities. This should be done weekly. The following codes should be used when addressing SPAG errors.

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

#### 5. PROUD

- Staff should have high expectations of pupil work using PROUD. This should be addressed at all times both during a lesson and during the marking of books.

<b>Pen</b>	Use an appropriate pen for writing
<b>Ruler</b>	Underlining titles or used for drawing
<b>Oops</b>	Looking for mistakes
<b>Underline</b>	Dates and titles
<b>Draw</b>	Use a pencil for drawing

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

- **English** – Pupils are set Demonstrate tasks fortnightly in KS4 and every three weeks in KS3 that are marked in detail by the teacher and feedback is given for pupils to Connect and address misconceptions. Accuracy (SPaG) errors are also addressed in these pieces. Demonstrate tasks are pre-planned and embedded into the Scheme of Learning and outlined on Medium Term Plans by the HoD and KS3 lead. Extended written tasks are planned weekly, and these are self or peer assessed.
- **ICT** – In KS3 Demonstrate tasks take place fortnightly and KS4 weekly, however, these are completed online using Microsoft Teams.
- **PE** – Teacher assessment in practical PE lessons is a verbal process using “Me in PE” when pupils discuss the social, physical and organisational aspects of PE and reflect on their own resilience and how to improve their performance.
- **Performing Arts / Music / Technology** – Lessons are predominantly performance / practical based – Demonstrate and Connect are used verbally throughout and are implemented at identified points on the scheme of work for each project and recorded in the pupils’ work booklet.
- **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.
- **Life** – Lessons are predominantly focused on developing oracy skills with a written Demonstrate task at the end of each unit. This is marked and feedback given to ensure an understanding of the key concepts taught.