



St Mary's College



Marking and Presentation of Work Policy



The Mission of St. Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

St Mary's College Marking Policy

The core principles are:

- All students will receive written feedback about their work once every three weeks
- Written feedback is predominantly encouraging and constructive and written in green on the marking template
- It should be personalised
- The learning outcomes are the reference point for all written feedback
- In the scheme of work there will be identified pieces of work to be marked in detail

Aim

To ensure that all students have their work marked in such a way that it improves their future learning, consolidates and improves their learning and builds self esteem.

Objectives

To enable written feedback to be an effective tool for promoting learning for all students

To develop an interactive process that confirms when students are on the right track and then lets them know what needs to be done to improve and make progress.

Rationale

To prompt all students to respond to the written feedback given by the teacher.

We recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process.

The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. It is then essential that the student is prompted to improve their learning.

Marking is most effective when the student knows how far they have been successful in completing the task and what they need to do further to achieve it.

Marking should focus on how well and effectively students present their work. It is not always appropriate to put grades or marks on student work as academic research has shown that the grading of work can have a negative impact on students.

Expectations

Teachers are expected to ensure that:

- ***all students receive written feedback at least once every three weeks. The type and extent of written feedback necessary may vary from subject to subject;***
- ***written feedback is predominantly encouraging and constructive, written in green pen on the template provided;***
- ***written feedback should be personalised;***
- ***the learning outcomes are the reference point for all written feedback; students are told exactly what is expected from their written work and how they can achieve success;***
- ***identified pieces of work are marked in detail. Not all work can or should be marked in detail. Within each unit of work departments will identify a finite number of key pieces of work for more in depth quality marking.***
- exemplar work is provided as often as possible so that students are able to understand the standards that are expected;
- peer and self assessment are regularly used to enable students to become immersed in and confident with the assessment criteria;
- formative comments will be given that show what has been done well and what still needs improvement and shows the student how to improve their performance and move them on in their learning ;
- teachers should only put marks and grades on work if it is judged that these will motivate and encourage students or when necessary (e.g. an assessment exercise); wherever possible they avoid putting grades or marks on student work as academic research has shown that the grading of work has a negative impact on student learning and motivation. Even if clear formative comments accompany the mark, students are likely to ignore the teacher's diagnostic comments that relate to the original learning outcomes.
- over the course of a term when marked work is returned to a class, time is set aside to allow each student to respond to the teacher's comments and improve their understanding. Also spellings noted on the marking template must be written out 5 times each by the student .
- evidence of marking is noted in their teacher planners.
- they plan to use a variety of methods to help students improve their work (including peer and self assessment, light touch marking and oral feedback);
- rewards are given in line with school policy when students have improved their work and made progress in their learning. [it is good practice to use merits (KS3), praise postcards and commendations for the PTS (KS4)].

Heads of Department must ensure that

- the department marking policy enables the Whole School Marking Policy to be effectively implemented;
- all department areas have a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail;
- department marking is planned over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given;
- the impact of the department marking policy is monitored by conducting regular work scrutinies;
- opportunities are created each term to moderate key assessment activities to ensure consistency;
- students and teachers have easy access to level and grade descriptors that are understood by all students [it is good practice for these to be prominently displayed in classrooms and in front of exercise books]
- a well planned system of rewards is planned to ensure that students of all abilities are motivated to learn and are able to access rewards;
- the marking within the department motivates students and has a positive impact on self esteem
- the teachers' records of marking are accurate and up to date
- whenever a student loses their book or folder it should be reported by e mail to the Head of Year
- when marking student books work not completed to the appropriate standards must be commented on

SLT must ensure that;

- they monitor the implementation of the Whole School Marking Policy via the regular Link meetings;
- they evaluate the implementation of the policy and provide diagnostic feedback on how formative marking across the school can be further developed.

Planners

Each teacher will be provided with a Mark book / Planner which must be kept up to date: **They can be called in at any time – not necessarily at the end of each half term.**

Planning is an integral part of the assessment process. Teachers are expected to write for each lesson – outlining expected outcomes and lesson content. NQT's will be expected to plan extensively and less experienced teachers can expect to have their planning work scrutinised to a higher degree than those with greater experience.

Assessment information produced centrally must be shared with each pupil.

At Key Stage 3 departments must be able to identify pupil levels and provide targets for each pupil based on NC Levels. At Key Stage 4 each pupil must be given a GCSE / BTEC target based on prior attainment data. This must be shared and reviewed on a regular basis with each pupil. The Key Stage 4 monitoring system is an effective way to share assessment information with pupils and this progress **MUST** be counter recorded in planners.

The Marking template

| | |
|---|--|
|  <p>This work is good because..</p> |  <p>Don't Forget</p> <p>Date & Title Underline with a ruler Capital Letters Paragraphing Presentation of work Other</p> <p>Spellings Full Stops Full Sentences Joined up writing</p> |
|  <p>This would be even better if..</p> |  <p>Spellings to practise:</p> <p>I have read this and will try to improve my work</p> <p>.....</p> |

Expectations for the Presentation of Work

The following expectations will generally apply to most pupils but those students who have special educational needs will receive due consideration.

- All work produced by students, in whatever format, should be to the highest possible standards and use all appropriate equipment.
- All required equipment to ensure high standards of presentation is prescribed to students and consistently reinforced.
- A clear title and date should be provided for every lesson.
- Titles and dates should be underlined with a **pencil**.
- **Capital letters** at the **start** of all sentences.
- **Full stops** at the **end** of all sentences.
- Numbering or labelling of answers should be clearly inside the margin and writing begins outside of the margin.
- Clear and tidy presentation.
- No graffiti on or in exercise books.
- Teachers should ensure that work which doesn't meet the required standard of presentation is redrafted.
- Attention should be paid to spelling with mis-spelt (key) words requiring correction.

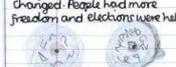
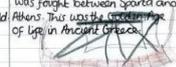
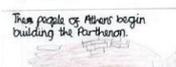
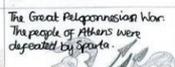
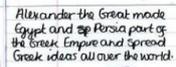
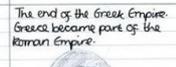
Unit 7K: Forces

Thursday 8th September 2011

What is a Force?

Learning Objectives:

- 1) To state what a force is and give examples.
- 2) To describe the effects a force can have on an object.
- 3) To explain the difference between mass and weight.

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| 1. 2000 - 1600 BC The people of Crete built many palaces. This was the start of life in Ancient Greece.  BRONZE AGE 5. 950 - 776 BC | 2. 1600 - 1200 BC The Mycenaean people moved to Greece and brought new ideas about art and building. Some ideas came from Crete.  BRONZE AGE 6. 776 - 479 BC | 3. 1200 BC A war was fought between Mycenae and the city Troy.  BRONZE AGE 7. 495 - 425 BC | 4. 1150 - 950 BC People from Ancient Greece lived in Asia Minor, around the Black Sea and in the Western Mediterranean.  IRON AGE 8. 460 - 447 BC |
| The first Olympic Games was held in 776 BC.  ARCHAIC PERIOD 9. 447 BC | The people of Athens won a battle with the Persians at Marathon in 490 BC. They won another battle in 479 BC.  ARCHAIC PERIOD 10. 431 - 404 BC | The government of Ancient Greece changed. People had more freedom and elections were held.  CLASSICAL PERIOD 11. 336 - 323 BC | The first Peloponnesian War was fought between Sparta and Athens. This was the end of life in Ancient Greece.  CLASSICAL PERIOD 12. 146 BC |
| The people of Athens begin building the Parthenon.  CLASSICAL PERIOD | The Great Peloponnesian War: The people of Athens were defeated by Sparta.  CLASSICAL PERIOD | Alexander the Great made Egypt and the Persia part of the Greek Empire and spread Greek ideas all over the world.  CLASSICAL PERIOD | The end of the Greek Empire. Greece became part of the Roman Empire.  HELLENISTIC PERIOD |