



THE REGENT SECONDARY SCHOOL

Marking and Recording of Work Policy

Reviewed by the Assistant Principal (Academics): October 2024
Previous Review: August 2022
Next Review: October 2025
Approved by the Board: October 2024

Aim:

At The Regent Secondary School marking of work is carried out to provide meaningful feedback to the pupils about their own progress. Marking of work should help to promote pupils' learning.

Feedback is a central part of a teacher's role and is integral to support the development of students' progress and attainment. Marking and feedback should capture the dialogue between the teacher and student, highlighting communication centred around present performance or attainment, and improvement goals.

Policy Statement:

This policy is aimed at identifying the common ethos of marking and feedback within the school, whilst allowing individual departments to identify structures and methods that are appropriately placed at supporting students within their specific subjects.

This feedback is vital to students and important to their parents. Care should be given to the content, handwriting (yours and theirs!) and presentation of work. Effort should be rewarded as well as achievement.

Guidance:

Teachers should mark exercise books at regular intervals at least **once** per week according to the general guidance given here and any subject-specific issues as agreed by the Head of Department or Head of Faculty. Written work or other tasks should be marked or otherwise assessed and returned promptly.

It should take the following into account:

- All work generated by pupils should be valued and acknowledged by the teacher in some form. It should be marked and returned promptly.
- Work should be marked (ticks, crosses, comments, etc.) using **green ink**, so that teacher comments are easily identified when a child is reviewing work.
- Pupils do all their self-assessments and responses to teacher comments in **orange ink** for easy identification and uniformity.
- A tick alongside a piece of work should be done to acknowledge that a routine task has been satisfactorily completed.

- Independent work should be marked with clear and relevant comments and given a grade. Comments should:
 - be positive and constructive
 - relate to the subject content and key objectives
 - assist the student in making future progress.
- Written comments must be used sensitively and with discretion. Pupils (like adults!) can only assimilate a limited number of corrections at a go.
- Where grades are not given, comments should always be recorded against the work produced (generally work should have a score).
- In some cases, comments should lead to students correcting work, particularly if the content is to be used for revision. These corrections should be acknowledged when completed.
- Marking in subjects may also draw attention to presentation and corrections of spelling and grammar, particularly subject specific vocabulary or commonly miss-spelt words. Such corrections should be done sensitively and with consideration of the individual ability of the child.

Our intention is to create a highly motivated and positive culture of effort and success, and our marking procedures should be used as positive reinforcement encouraging improvements.

Additional issues related to specific subjects should be dealt with by subjects and the deviations should be understood by staff, students and parents.

A. MARKING CODES

Marking can be supported with the use of stickers, smiley faces, stamps or awarding merits. Our effective marking codes are as follows:

B. GRADING WORK

Independent work should be graded, and these grades recorded in the pupils' books and the teacher's mark book. The grades are an aid to formal assessment in end-of-term reports and should therefore follow the same structure.

There are three ways in which work can be graded:

- Letter grades can be awarded, based on subject-specific criteria. As a general guideline:

Grade A*	is awarded for work that is more than one level above the expected level.
Grade A	is awarded for work that is at least one level above the expected level.
Grade B	represents work that is slightly beyond the level expected.
Grade C	means that the student has achieved the expected level.
Grade D	is awarded for work that is slightly below the expected level.
Grade E	is awarded for work that is at least one level below the expected level.
Grade F	Is awarded for work that is more than one level below the expected level.

- By awarding a percentage

Grade A*	90% or more
Grade A	80 to 89%
Grade B	70 to 79%
Grade C	60 to 69%
Grade D	50 to 59%
Grade E	40 to 49%

Grade F	30 to 39%
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- Checkpoint attainment scores and descriptors are:

Category	50 marks Maximum	Category & Scores range description
Unclassified	0	Could not attain any level of achievement
Basic	1-10	Learners have generally shown a basic level of achievement. Whilst demonstrating a limited level of understanding, knowledge and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging.
Aspiring	11-20	Learners may show aspects of Basic performance and Good performance.
Good	21- 30	Learners have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content, but would benefit from a focus on the specific areas of the curriculum identified.
High	31-40	Learners may show aspects of Good performance and Outstanding performance.
Outstanding	41-50	Learners have generally shown an outstanding level of achievement. They have demonstrated a comprehensive level of understanding, knowledge and skills of the curriculum content, and should be very well prepared for the next stage of learning.

C. EFFORT

When awarding levels, there is no room for subjective judgement. Levels are directly linked to achievement. Effort is not inclusive of the achievement grade unless a statement relating to effort is specified in the key objective that is being assessed.

Teachers should recognise student effort by using the appropriate effort grade 1-5. General descriptors of typical behaviours are listed below:

Effort Grade	Descriptor
1	Produces well-presented work of very high quality both in and out of the classroom. Always meets deadlines and prepares thoroughly for assessments. Shows enormous enthusiasm for the subject and works independently to improve knowledge and enhance skills.
2	Mostly produces a high standard of work, both in and out of the classroom, and meets deadlines. Is thoroughly prepared for assessments. Shows enthusiasm for the subject and works to improve knowledge and enhance skills.
3	Produces good work when prompted and meets most deadlines. Preparations for assessments are inconsistent. Occasionally shows enthusiasm for the subject, does little independent work to improve knowledge or skills.
4	Can produce acceptable work, but the quality of work is variable, and is sometimes late or incomplete. Preparations for assessments need to be more thorough. Mistakes made through lack of concentration or taking shortcuts. Presentation is often poor.

5	Work is frequently incomplete and superficial and is often late. Makes little effort to prepare for assessments. Is easily side-tracked in lessons, and will avoid challenges as much as possible. Inattentive and careless.
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In some subjects where a personal response is required (such as PSHE) relevant comments may be more appropriate than grades, but valid assessment must also take place so that accurate reports can be written. Test results should be recorded as a percentage and where appropriate a grade.

D. HOMEWORK

Homework should be treated with caution and should not be used as formal assessment. The independence of work cannot always be guaranteed, and it is important that the teacher takes steps to ensure that the work presented is that of the student.

However, it is recognised that in some subjects, coursework will form part of the IGCSE assessment and students will need to be trained about the need to do homework themselves, without the assistance of peers, study teachers or other would-be tutors.

E. RECORD KEEPING

Each teacher must keep the following records:

Attendance Register

This is to be kept for each lesson. This is in addition to the register kept by the Form Tutor and serves as a useful means of monitoring absences. It enables the subject teacher to have an exact record of which students have missed specific lessons, assignments or tests.

Mark Book

A record of all assessments completed, or important tasks achieved. This can include homework grades, performance in practical tasks, test marks or any other type of assessment carried out. The record may simply show a tick to show that a task has been completed, such as reading an article or carrying out some internet research. It is important that each record is dated, and a brief note made of the nature of the task or assessment.

All the above can be recorded in the teacher's planner and as already mentioned, this should be kept in school and be available for inspection by the Principal, Deputy Principal, Head of Faculty or Inspectors.

Meeting Notes

In addition to the marks recorded in the teacher's planner, teachers should also keep a file containing records from meetings, workshops, staff memos etc.