

English Marking and Feedback

KS4 mark criteria

- Teachers will mark books consistently in green pen.
- Students should receive a grade equivalent for practice examination questions.
- Students should have access to a copy of relevant marking criteria and be encouraged to use this to self and peer assess work.
- Students will have a book (s) for literature notes and a book for language work.
- Only independent extended writing will be assessed in their Proof of Learning books (blue) every 4 weeks or 16 lessons.
- Students are responsible for note taking in their notebooks. These books will not be marked by staff other than verbal feedback (see policy sheet) by staff, or peer assessment by students.
- Students should be given opportunity to reflect on and review assessed work (their own and others') and this should be in red pen.
- KS4 assessment logs should be stuck into students' book and completed after each assessment by the student.
- Mock examination/ assessment feedback should be diagnostic.
- Marking will take place per assessment schedule (see curriculum maps). This will ensure consistency of question and amount of feedback. Students should reflect on teacher feedback in red pen.
- 5 note books. Red-S/Spere, yellow-LOF, orange- poetry, blue- C/Carol, purple- language study.
- All students to have a thinner 32 page assessment book (blue).
- Aspirational targets will be put on front of all books.
- PP assessments will be marked first and Live Marking will begin with PP students before others.
- Appropriate feedback and targets will be highlighted on the topic feedback sheet that is stuck in immediately after the assessed piece of work.

The following SPAG (spelling, punctuation and grammar) symbols will be used for consistency by staff:

SP=spelling. The word should be circled, edited by pupils and added to pupil dictionaries

// = paragraph needed

P= punctuation error (teacher discretion whether to model correct punctuation or prompt a student action)

C= capital letter error

Gr= Grammatical error in sentence

^ = missing word

T= target to address

Proof of Learning Book

	<p>Your teacher wants you to improve your work by acting on the improvement code(s) they have set you.</p> <p>Follow these steps:</p> <ol style="list-style-type: none"> 1) Look at your coloured mark profile to see what your code means. 2) Look that code up in the 'keep calm and work on it' books 3) Aim to include what your improvement code suggests would make your work better. <p>Write your improvements in red pen</p>
	<p>Your teacher has noticed you have an incorrect spelling- try some strategies to correct:</p> <ul style="list-style-type: none"> • Look it up on Google • Ask a peer • Ask the teacher for help <p>Then, do the look, cover, write method three times</p>
	<p>Your teacher has noticed have either:</p> <ol style="list-style-type: none"> a) Missed a piece of punctuation b) Used the wrong piece of punctuation c) Used a piece of punctuation where you shouldn't
	<p>Your teacher has noticed you have not used paragraphing effectively/ accurately.</p>
	<p>Your teacher has noticed that you have either:</p> <ol style="list-style-type: none"> a) Not used a capital letter where you should b) Used a capital letter where you should not
	<p>Your teacher has noticed that you have missed a word from a sentence in your work.</p>

KS3 mark criteria

- Teachers will mark books consistently in green pen.
- Students should receive an improvement code which will correlate with the AWL profile.
- Students should have access to a copy of relevant of AWL marking profile that reflects their attainment on assessed work and be encouraged to use this to self and peer assess work.
- Students will have a book for classwork (buff).
- Only independent extended writing will be assessed in their Proof of Learning books (blue) every 4 weeks or 16 lessons.
- Student are responsible for note taking in their notebooks. These books will not be marked by staff other than verbal feedback (see policy sheet) by staff, or peer assessment by students.
- Students should be given opportunity to reflect on and review assessed work (their own and others') and this should be in red pen.
- KS3 assessment logs should be stuck into students' book and completed after each assessment by the student.
- In each term a main assessment for both reading and writing will be marked diagnostically and targets will be set.
- Marking will take place per assessment schedule (see curriculum maps). This will ensure consistency of question and amount of feedback. Students should reflect on teacher feedback in red pen.
- All students to have a thinner 32 page assessment book (blue).
- Aspirational targets will be put on front of all books.
- PP assessments will be marked first and Live Marking will begin with PP students before others.

The following SPAG (spelling, punctuation and grammar) symbols will be used for consistency by staff:

SP=spelling. The word should be circled, edited by pupils and added to pupil dictionaries

// = paragraph needed

P= punctuation error (teacher discretion whether to model correct punctuation or prompt a student action)

C= capital letter error

Gr= Grammatical error in sentence

^ = missing word

T= target to address

Live Feedback

	<p>Verbal feedback The teacher told you a way to improve your work- write down what they said.</p>
	<p>You were asked a question by the teacher- what was it?</p>
	<p>Your teacher has noticed you have an incorrect spelling- try some strategies to correct:</p> <ul style="list-style-type: none"> • Look it up on Google/ Word- does it correct it for you? • Ask a peer • Ask the teacher for help <p>Then, do the look, cover, write method three times</p>
	<p>Your teacher has noticed you have either:</p> <ol style="list-style-type: none"> d) Missed a piece of punctuation e) Used the wrong piece of punctuation f) Used a piece of punctuation where you shouldn't
	<p>Your teacher has noticed you have not used paragraphing effectively/ accurately. Use these marks to show where you would start a new paragraph.</p>