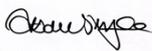
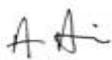


Marking & Feedback Policy



LONDON EAST ACADEMY
ISLAMIC SECONDARY SCHOOL FOR BOYS

Date agreed	Chair of Governing Body	Signature	Headteacher	Signature	Review
Sep 2017	Abdul Hayee		Askor Ali		Review as necessary

AIMS

The aim of marking at London East Academy is to:

- Provide meaningful feedback
- Highlight and celebrate success
- Support improvements by identifying errors in learning
- Identify next steps in learning

We believe that this will close gaps in learning and improve pupil progress.

PRACTICE

As a school, we value verbal and written feedback equally.

Verbal Feedback

We believe that verbal feedback has many advantages, when it is done with understanding and skill. Verbal feedback may be given immediately to children during whole class discussions, group tasks, one to one activities and during independent work.

Verbal feedback (and questioning) will:

- Celebrate success
- Seek clarification
- Identify areas for improvement
- Provide additional challenge
- Give next steps to learning

Written Feedback

See Appendix 1.

Appendices:

Appendix 1 - Assessment and Marking Guidance – Different types of feedback.

Appendix 2 - Book Marking and Maintenance Guidance for Teachers

Appendix 3 - LEA Book Marking Code

Appendix 4 - WRITING/LITERACY TARGETS BANK

Appendix 2- Book Marking and Maintenance Guidance for Teachers

Updated: 07/11/2016

Subject Exercise Book Rules – for students

- No scribbling or redundant drawing inside or outside book
- Title, classwork ('c/w') and date underlined. 'LO:' or 'Lesson Objective:' underlined only. Actual lesson objective explaining objective should not be underlined.
- Students MUST write either in blue or black ink.
- Peer or self-assessment MUST be completed in green ink.
- Pencil can only be used for drawing NOT writing
- Single straight horizontal line (using a ruler) should be used to cross-out mistakes in writing
- Single diagonal line should be used to cross-out a diagram that is incorrect
- Students should only move to a new A4 page if 50% or more of the previous page has been used-up
- Books MUST be left behind in the classroom
- **Students should demonstrate care and pride in their work and book!**

If a student is found to be in violation of any of the above rules, then this will result in a detention and further action may be taken.

Expectations of Teacher:

- Comments and marking by teacher is completed in red ink.

-Teacher uses the 'LEA Book Marking Code' document when assessing work.

-Teacher follows 'Marking schedule half-term' proforma document for each class.

-Teacher follows 'Assessment and Marking Guidance' document guidelines when setting and assessing qualitative (diagnostic), quantitative, peer and self assessment tasks.

-Teacher provides sufficient time for students to read teacher feedback and respond to any feedback as instructed by the teacher. There is evidence that teachers' comments are followed up by students and have a positive impact on student progress

-Teachers can plan feedback segment into the lesson plan to allow deeper discussions with students

- Students' initials and dates should be present in all peer and self-assessment

-Quantity of work shows a good range of tasks appropriate for the students' age and ability.

-Quality of work reflects appropriate level of pace and challenge for students.

-Books reflect high quality teaching of literacy including opportunities for extended writing, planning and independent work.

-Good relationships between teachers and students are demonstrated through the use of praise, rewards and mutual pride in students' work.

Appendix 3 - LEA Book Marking Code

To ensure a consistent approach to the marking of students' work across the school, the following marks will be used:

<u>Mark</u>	<u>Meaning</u>
_____sp	Try spelling this word again. (Written on the left-hand page margin).
CL	Find the missing or misplaced capital letter(s) on this line
P	Find and include the missing punctuation on this line
GR	Find and correct grammar error on this line
//	A new paragraph is needed
“	Speech marks are missing or used incorrectly.
^	A word or letter has been missed out
T	Check the tenses of your sentence
✓	Well written section – apt and clear
✓✓	Very well written, extremely interesting.
?	The meaning here is unclear, or difficult to understand

X	This is incorrect, or not appropriate at this point
e.g./Q	An example, supporting information or quote is needed
<u>U</u>	Needs to be underlined (Title, date, sub-heading, c/w etc.)
IW	Incomplete Work/Needs to be completed
IP	Improve presentation, poor presentation, messy work, work needs to be neater

Appendix 4 - WRITING/LITERACY TARGETS BANK

Sentence Structure

- S1** Join some simple sentences together to make more interesting sentences, by using connectives
- S2** Include some adjectives or adverbs to make your writing more interesting
- S3** Start to use complex sentences, by adding detail using connectives such as *if*, *when*, or *because*
- S4** Vary the way you open sentences and paragraphs by changing the order of words, or adding information
- S5** Add detail to your descriptions by using interesting noun phrases, or adding extra information to verbs
- S6** Use the length of the sentences you write to make your writing more interesting
- S7** Use some more adventurous connectives in your writing, such as *although*, *despite*, or *while*, to form more complex sentences
- S8** Use the structure of your sentences to add detail, clarity or emphasis to your writing
- S9** Use verb forms and tenses to suit the purpose of your writing
- S10** Use more complicated verb structures, e.g. *must have*, or *might*
- S11** Consider reordering the parts of your sentences to make your writing more interesting, for example, by placing the subordinate clause first.

Punctuation & Syntax

- P1** Show where your sentences start and stop by using full stops and capital letters
- P2** Use some other punctuation, for example question marks or exclamation marks
- P3** Remember to use capital letters for proper nouns, like names and places
- P4** Use speech marks and question marks to show what is being said
- P5** Use speech marks accurately, putting new speakers on a new line

Commented [HS1]: Has this been updated in light of new NC?

- P6** Check that your verbs are in the right tense, for example by adding –ed endings for things that have happened already
- P7** Use commas to show clauses in sentences, making the meaning clear to your reader
- P8** Ensure that speech is correctly punctuated, including speech marks, commas, capital letters and other punctuation as appropriate
- P9** Use ambitious structures, for example by including colons and semi-colons

Cohesion within paragraphs

- C1** Write more than one sentence about each section, and keep those sentences together
- C2** Add more information to your writing by developing each idea with extra sentences
- C3** Introduce each paragraph with a sentence that tells you the main idea, and then use extra sentences to add detail
- C4** Begin to link ideas across different paragraphs, for example by placing paragraphs about similar ideas next to each other
- C5** Use connecting devices to develop ideas in a paragraph, for example by using connectives such as *despite*, or *furthermore*, or by adding pronouns to continue discussing the same idea
- C6** Ensure that you paragraphs contain all the information you need, and that this is explain to the reader clearly.

Text Organisation

- T1** Make sure your writing has a clear beginning, middle and end
- T2** Include an introduction and conclusion to your work, with some extra information in the middle section
- T3** Collect together different ideas about the same topic, and group them together in your writing
- T4** Try to place related topics of information close to each other in your writing
- T5** Ensure that you write in paragraphs showing the different sections of information you are writing about
- T6** Plan your writing to make sure that the paragraphs are in a sensible order, including your opening and closing
- T7** Use *cohesive devices* to link paragraphs, for example by starting new paragraphs with appropriate connectives
- T8** Organise your writing so that the paragraphs and sections help to interest the reader, for example by withholding information, or developing an argument.

Vocabulary

- V1** Use some adjectives or adverbs to add detail to your writing
- V2** Try to think of some alternative words to make your writing more specific
- V3** Select powerful verbs to make your writing more engaging
- V4** Replace some common verbs with more exciting alternatives, for example, instead of *'said*, use *'whispered*, or *'yelled*

- V5** Select good descriptive words that add interest, for example, instead of describing a *'big dog'*, you could say *'the enormous beast'*
- V6** Choose some vocabulary which relates directly to the topic you are writing about
- V7** Try to use a thesaurus to develop the vocabulary you use. Include more adventurous vocabulary, such as *'formidable'* or *'aggressively'*
- V8** Choose vocabulary that suits the genre of writing, for example using *'shuddered'* in a horror story, or using imperatives in an instructional text

Appropriate to task

- A1** Make sure that your writing responds to the task you've been set
- A2** Use an appropriate style when writing, for example using formal language for newspaper articles
- A3** Use the features of different forms of writing, for example, with appropriate opening and closing for letters, or subheadings for a formal report
- A4** Include relevant information in your writing, for example, including detailed description in story-writing, or relevant facts in report writing
- A5** Establish a particular viewpoint, and maintain it throughout the text, for example, but acting as narrator in a story, or writing an article from a personal point of view
- A6** Ensure that the focus of your writing is maintained throughout your work, including reflecting on your work in your conclusion
- A7** Use creative techniques to interest or engage the reader, for example, by including persuasive devices, or metaphor
- A8** Explore more adventurous ideas with viewpoint, for example by writing stories from more than one point of view, or by using ambiguity to surprise the reader.