



# Assessment & Marking Policy

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## **Introduction**

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff, partners and volunteers to share this commitment.

This policy applies to all activities undertaken by the Academies Trust Board/Academies in pursuing its purpose as an educational institution whilst serving its students, community and wider stakeholder interests.

All policies are subject to Equality Impact Assessments. Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a different impact on grounds of race, gender, gender reassignment, disability, age, religion or belief, sex or sexual orientation, marriage or civil partnership or pregnancy or maternity.

If you require this document in an alternative format and/or language, please contact our Executive Support Officer.

We are always keen to hear suggestions regarding Academies Trust Board/Academies policies. To make suggestions or to see further information please contact:

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Email: [dpo@ncdat.org.uk](mailto:dpo@ncdat.org.uk)

## **Footnote**

In an effort to keep costs to a minimum, a conscious decision has been made not to print out this document and it would be appreciated that you refer to the copy and relevant Appendices available on the Website/OneDrive/Sharepoint.

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# Assessment Policy

## Rationale

Rigorous and accurate assessment is a fundamental part of successful learning. New College Academies Trust (NCDAT) believes that, to secure outstanding outcomes, all teachers and leaders should:

- Check students' understanding effectively, and identify and correct misunderstandings;
- Use assessment to check students' understanding in order to inform teaching, and to help students embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts;
- Check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

## Purposes

Assessment for Learning (AfL) in the Trust requires that:

- **Every student** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement. They routinely respond to incisive feedback with a notable impact on their learning;
- **Every teacher** is equipped to make well-founded judgements about students' individual progress and attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential or meeting expectations;
- **Across our Academies** we have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of students, for tracking their progress and providing appropriate intervention to support underachievement;
- **Every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

## Guidelines

AfL should be embedded in our teaching from initial planning through to external assessment. It should be personalised and based on the potential of every student in each key stage and from the lowest to the highest ability. Staff should use AfL principles:

### Day to day, through;

- learning objectives made explicit and shared with students;
- peer and self-assessment in use;
- students engaged in their learning and given immediate feedback (written or oral);
- students should have the opportunity to respond to feedback.

## Periodically, through

- broader view of progress across subject for teacher and learner;
- use of national standards in the classroom;
- adaptation of medium-term curriculum planning based on identified weaknesses.

## Transitionally, through

- formal recognition of students' achievement;
- reports to parents/carers and next teacher(s);
- external tests or tasks.

## Links to GCSE

ALL GCSE examinations follow the 1-9 grading system with terminal, linear examination, although some subjects still have a Non Exam Assessment (NEA) / Fieldwork element. NEA is undertaken in strict, controlled conditions to ensure the work students are producing is their own.

We, therefore, need to ensure that students are familiar with terminal examination skills and we need to be accessing the specific revision and exam techniques from as early a stage as possible in lower school to ensure the students develop the skills required. Between 5% and 17% of the overall marks in many subjects will be awarded for punctuation, spelling and grammar (SPAG), depending upon the subject. Therefore, literacy becomes even more essential from Year 7.

## Recording Student's Progress

- Record keeping provides the mechanism through which teachers can focus on each student;
- All staff will have prior data, as available, for the classes they teach;
- Past achievements, current progress and marks and targets will be recorded in the teacher planner or on an electronic equivalent. Some of this information will be transferred to marksheets on Sims then into SISRA at least three times per year during data capture (AW).

## Target Setting

KS4 academic targets for all Academies in the Trust are set by the Central team using the FFT targets based on KS2 results. At the beginning of each academic year, each teacher receives a class list which contains prior performance and GCSE Target grades. These grades are set from Year 7. **Where no KS2 results are available target setting we use Midysis tests.** The results are compared to the Midysis results of the last year group that had KS2 data. We then convert the Midysis results to a corresponding KS2 score to give the student a KS2 score out of 120. This can then be converted into a KS4 grade.

KS5 academic targets are initially set using FFT targets based on KS4 results. This information is then used in ALPs to compare the targets against the national data set. Using ALPS, we ensure that targets are in the top 25% for each subject to ensure aspirational KS5 targets that will make positive progress when achieved.

Performance in relation to targets is used to gauge the progress the students are making compared to their prior attainment as well as their target GCSE or A-Level grade. Academic targets are, therefore, set at a number of levels:

- Individually;
- For subjects;
- For cohorts (class or year);
- For the whole Academy.

## Assessing Progress

### Key Stage 3:

#### NAME system

**(See appendix 1 for examples how NAME can be applied after key assessment tasks/examinations.)**

Students' work in Years 7-9 is assessed in relation to the subject specific expectations of them throughout the five years in order to attain their target grade in the GCSE examinations. The system for lower school is known as **NAME**.

Curriculum Leads and Heads of Subject have designed their curriculum and learning resources to ensure that students are taught and learn the necessary knowledge and skills to be able to achieve their target grade. They also design assessment materials to ensure that students are able to demonstrate the acquisition of these over time and in examination conditions. Student performance in assessments and examinations is recorded, tracked and reported in terms of whether a student is;

- **N**ot meeting expectations;
- **A**lmost meeting expectations;
- **M**eeting expectations;
- **E**xceeding expectations.

towards achieving their GCSE target grade.

#### Teachers

- Plan lessons to ensure that students are able to at least Meet Expectations over time and provide appropriate intervention, support and challenge to ensure that they do this;
- Apply the assessment protocols stipulated in the subject scheme of work and liaise with their Subject Leader to ensure all assessment information is accurate.

Communicate effectively with students so that they know to what extent they are at least Meeting Expectations and know how to improve.

#### Students

- Need to understand what their result in terms of NAME means in relation to the work that they do, and in particular assessments that they complete, so that they know what they need to do to ensure they at least Meet and continue to Meet Expectations in order to be sure of achieving their target at the end of Year11.

## Assessment, Data Collection (DC) and Reports

- Students complete assessments which are designed to assess to what extent they are meeting expectations required to achieve their target based on the success criteria and/or GCSE grade descriptors;
- Staff enter assessment data as N, A, M or E;
- Subject Leaders use the whole school data system to monitor progress of students in their subjects;
- Reports to parents inform them of their child's progress using N, A, M, E.

### Assessing progress – Key Stage 4

For Years 10-11, students' progress is assessed, recorded, tracked and reported using **GCSE grades** (9-1) and/or BTEC Level 2 grades (D\*-P) Assessment tasks and examinations are set by subject leaders using GCSE style tasks and past papers which are then marked according to exam board mark schemes and grading criteria.

Staff will also include a student's GCSE prediction for each data collection at KS4. It will be up to each Academy in the Trust how they use the predicted data in their accountability and quality assurance processes.

### Assessing progress – Key Stage 5

For Years 12-13, students' progress is assessed, recorded, tracked and reported using **A-Level grades** (A\*-E) and/or BTEC Level 3 grades (D\*-P).

Assessment tasks and examinations are set by subject leaders using A-Level style tasks and past papers which are then marked according to exam board mark schemes and grading criteria.

Staff will also include a student's A-Level prediction for each data collection at KS5. It will be up to each Academy in the Trust how they use the predicted data in their accountability and quality assurance processes.

## Effort/Attitude to Learning Grades

All Years 7-11/13 will be reported at a data collection with an effort/attitude to learning grade. These will indicate that the student's attitude towards their learning is:

- Highly motivated;
- Positive attitude;
- Does what is required;
- Some concerns;
- Widespread concerns.

### Points to note

The following points to note can be assigned as a *positive* or *negative* point for students but **MUST** be used if a student is considered as having some concerns or widespread concerns.

- **ATT** Attendance
- **BE** Behaviour
- **CW** Class workrate

- **HW** Homework
- **PUNC** Punctuality

## Reporting

Reporting to parents/carers is an integral part of assessment and helps take stock of where students are. We give parents/carers clear information about their child's achievement in relation to national norms and their individual ability.

Reporting takes the following forms:

- Parents' Evenings where parent/carers are offered a time for personal discussion with subject teachers to review progress and to decide how to improve;
- Data reports. These give the parent or carer a breakdown of the subjects their child is studying along with details of their progress towards meeting expectations towards achieving their GCSE target grade. It gives the student specific guidance within each subject on how to improve. Data reports are produced after each data capture process (DC) and give the parents the current progress information of their child compared to their target. They are meant for information only and may be used to form the basis of future intervention work.

All staff should:

- Use a full range of data to gain a clear picture of prior attainment, needs and strengths and weaknesses;
- Use information about literacy and numeracy and that gained from the registers for SEN and MAT;
- Give regular, constructive feedback to students, telling them what they have achieved and how to improve as per the Marking policy;
- Give regular clear information to students about their current progress towards target GCSE grades (or A-Level grades if KS5);
- Give feedback orally and in writing in exercise books and folders so that they are certain of where they are and where they are going;
- Provide accurate information about student progress, using the school systems and policy (including NAME), at regular intervals and in accordance with the whole school data capture calendar (DC);
- Follow the Marking policy consistently.

Subject leaders should ensure that:

- The scheme of learning is divided into appropriate modules and that there is a robust system of assessment which provides appropriate opportunities for progression in all year groups;
- There is a robust system of passing on folders of individual student assessment information throughout Years 7-11. This will allow staff and students to track progress;
- Information is passed to the central data system at given times and the analysis of data is used to raise standards by identifying underachievement, supporting staff planning, identifying groups for intervention, set challenging targets and support SLT to identify priorities;
- Students are involved in informed and effective self and peer assessment as appropriate.

Appendix 1: English: Year 8 Target 8 Feedback sheet

AO2. Language. Year 8 with a Target of Grade 8

AO	N	A	M	E
AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	<p>Comment on how language choices affect different readers or audiences.</p> <ul style="list-style-type: none"> <li>Explain the effect created by language/structural techniques in a text.</li> <li>Use correct terms when commenting on the writer's language/structural techniques.</li> </ul>	<p>Use word connotations accurately to develop original responses to text.</p> <ul style="list-style-type: none"> <li>Comment on how the organisation of a text affects the reader a particular way.</li> <li>Make precise comments to explain how language is used at different points in a text for an impact.</li> </ul>	<p>Explain how structural/language features contribute to the text's overall effectiveness.</p> <ul style="list-style-type: none"> <li>Begin to explain alternative reasons for the writer's use of structural/language choices.</li> <li>Explore how a writer's ideas or purpose is presented through structural/language techniques.</li> </ul>	<p>Analyse how a text's meaning is shaped through the author's structural/linguistic methods.</p> <ul style="list-style-type: none"> <li>Make connections between writing of similar styles and compare the influence on readers.</li> <li>Give my own judgement on the effectiveness of some of the writer's structural/linguistic choices.</li> </ul>

<b>NAME</b>	<b>✓ Tick:</b>	<b>Challenge:</b>
J Austen	<p>Uses connotations to develop an original response to the text</p> <p>Clear comments on <i>how</i> the text is organised</p>	<p>Consider precise explanations about the impact of the writer's choices</p>
<b>EFFORT</b>	<b>Green pen improvements:</b>	
Well done – a detailed response	<p>Edit the highlighted paragraph and add an explanation of how the features you have considered have an effect on the text's meanings and on the reader.</p> <p>Use analytical language such as: demonstrates reinforces symbolises scrutinizes portrays</p>	

Our Day Out. Literature. Year 7 with a Target of Grade 4

	N	A	M	
AO				
AO1: • Identify and interpret explicit and implicit information and ideas • select and synthesise evidence from different texts	Tell what happens in a text. Ask questions about a text.	Make mental pictures based on what I have read. Predict what may happen in a text.	<ul style="list-style-type: none"> <li>Use strategies to work out the meaning of some words that I don't know.</li> <li>Find information in the text I am reading.</li> <li>Understand what some of the clues in the text are telling me.</li> </ul>	<ul style="list-style-type: none"> <li>Skim and scan to find key information quickly.</li> <li>Select the information I need in a text.</li> <li>Find evidence in the text to support my ideas.</li> <li>Begin to use PEE to answer a question about a text.</li> </ul>
AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	Spot words I know in the text. Recognise the beginnings and ends of sentences. Respond to ideas in a text.	Pick out some of the punctuation in a text. Find verbs and adjectives in a text. Discuss ideas created by words or phrases. Simply say the order of events	<ul style="list-style-type: none"> <li>Comment on how a text has been laid out.</li> <li>Understand that texts have different forms.</li> <li>Understand that words belong to different 'word groups'</li> <li>Make a simple comment about the words used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise paragraphs and their purpose.</li> <li>Correctly identify different text forms.</li> <li>Identify the 'word group' of key words accurately.</li> <li>Briefly explain how words and layout make an impression on me.</li> </ul>
AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Discuss ways characters live differently to me. Compare texts to the modern day/my country.	Understand that books are set in different times and places.	<ul style="list-style-type: none"> <li>Identify a text's setting or background.</li> <li>Recognise some ways in which a text shows the reader about the time it was written in.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how readers may react differently to text, depending on the time that they live in.</li> <li>Begin to comment on the writer's ideas that are revealed through the text/narrative.</li> </ul>

<b>Name</b>	✓ <b>Tick:</b>	<b>Challenge:</b>
C Dickens	You've zoomed in on specific vocabulary to comment on	Make links to the context of the play
<b>Effort</b>	<b>Green pen improvements</b>	
Secure	How does the context of the children and Briggs impact the reader? Why?	

## Year 7 Unit 1: Developing investigative skills

### Huddling Penguins Progress Check

Gold Target	Success Criteria
4	A simple plan that included some variables. Results were presented simply and a simple conclusion and evaluation was written.
5	A more detailed plan was written, variables were simple and correct. Results were presented using a simple table/graph and a conclusion was written. A simple evaluation was present.
6	A plan was written that included most equipment to be used. Variables were correct and there was more than 1 control variable. Data was presented with minor mistakes and a conclusion was supported with data.
7	A detailed plan was written that included how equipment would be used. Variables were all present and data was presented correctly. A conclusion included data and an attempt at a correct scientific explanation. An evaluation identified the strengths and weaknesses of the method.
8	A detailed plan was written that describe steps in order and stated how error could be reduced when using equipment. All variables were identified and how they would be controlled was outlined. Results are presented appropriately and a conclusion gives a reasonable attempt at analysis and explanation. An evaluation suggests reasons for errors and suggested improvements.

Pupil name

Gold Target: 6

Effort Grade: A

Attainment: NAME

😊 Fantastic independent work when drawing your table and graph.



Section 1: Improve your variables - Add one more control variable

Section 2: Improve your method

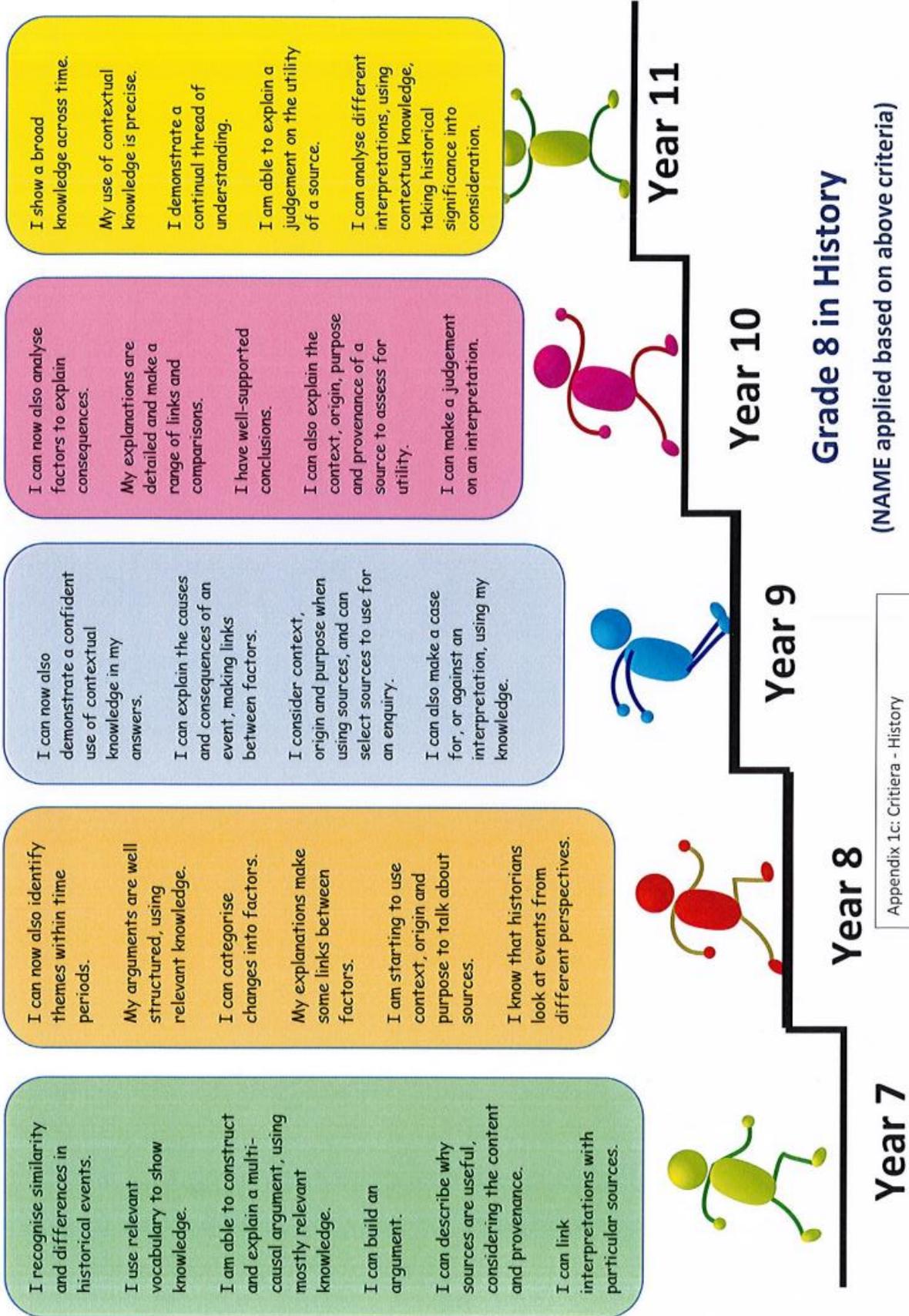
Section 3: Redraw or improve your table and/or graph

Section 4: Improve your conclusion and/ or evaluation

Other:

Use a PEE paragraph to re-write your conclusion.

Include data from your table that compares the temperature change for the single and huddled penguin



Maths Y8 Target 5

	Not meeting expectations	Almost meeting expectations	Meeting expectations	Exceeding expectations
<b>Number</b>	Understand and find square numbers and cube numbers. Write out the terms of the Fibonacci Sequence. Round to nearest 10 or 100. Recall times tables up to 12 x 12. Understand powers of 10.	Understand and find square roots and cube roots. Round numbers to one /two decimal places. Check answers to problems by estimating the answer.	Round numbers to a specific number of significant figures. Write large numbers in standard form. Multiply numbers in standard form.	A 'Master' in mathematics fully understands the topics taught and can demonstrate full understanding in extensive practice and checks over their work to ensure it is of exemplary standard. They can choose the maths required to solve problems presented in a format they have never seen before. They find their own mistakes, and those of others, and devise strategies to minimise them in the future.
<b>Calculations</b>	Find common factors for pairs of numbers. Write down multiples of any whole number. Write down factors of numbers less than 100. Identify prime numbers under 20.	Find lowest common multiple and highest common factors of a pair of numbers. Write a number as a product of its prime factors. Solve problems using decimals. Multiply and divide by powers of 10. Multiply large and small numbers together.	Work out LCM and HCF using prime factors. Divide by a decimal without a calculator.	
<b>Fractions</b>	Identify equivalent fractions. Add and subtract fractions with the same denominator. Find a fraction of an amount.	Add and subtract fractions with different denominators. Convert mixed numbers to improper fractions, and vice versa. Multiply a fraction by an integer. Divide an integer by a unit fraction.	Add and subtract mixed numbers. Multiply and divide fractions, including mixed numbers. Understand algebraic expressions with fractions.	

The following needs to be read in conjunction with the assessment criteria as well as grammar and language structure expectations for each year group. The expectations are that, for the highest grades, students will demonstrate knowledge, understanding and application (mastery) of verbs connections across the paradigm as well as be able to use a more sophisticated range of adverbs, adjectives and connectives within the language content for each year group. The assessment criteria for each band named below is shown on the expectations grid.

Year	NAME	Target Grade 8/9	Target Grade 7	Target Grade 6	Target Grade 5	Target Grade 4
ALL	M	Band 4 - Communication Verb connections - Full paradigm.	Band 4 - Communication Verb connections - Full paradigm	Band 3 - Communication Verb connections - Full paradigm	Band 2 - Communication Verb connections - 1 <sup>st</sup> pers sing/pl, 3 <sup>rd</sup> pers sing and 2 <sup>nd</sup> for interrogative	Band 2 - Communication Verb connections - 1 <sup>st</sup> person sing, 3 <sup>rd</sup> person sing and 2 <sup>nd</sup> for interrogative
ALL	A	Band 3 - Communication Verb connections - Full paradigm.	Band 3 - Communication Verb connections - Full paradigm	Band 2 - Communication Verb connections - 1 <sup>st</sup> pers sing/pl, 3 <sup>rd</sup> pers sing and 2 <sup>nd</sup> for interrogative	Band 2 - Communication Verb connections - 1 <sup>st</sup> person sing and 2 <sup>nd</sup> for interrogative	Band 1 - Communication Verb connections - 1 <sup>st</sup> persons sing and 2 <sup>nd</sup> for interrogative
11		Conditional Perfect / Future Perfect, <b>Ply-perfect</b> Conditional, Imperfect Present, Perfect and Future	Conditional Perfect / Future Perfect, <b>Ply-perfect</b> Conditional, Imperfect Present, Perfect and Future	Future Perfect <b>Ply-perfect</b> Conditional, Imperfect Present, Perfect and Future	<b>Ply-perfect</b> Conditional, Imperfect Present, Perfect and Future	Conditional Imperfect Tense Present, Perfect and Future
10		<b>Ply-Perfect/subjunctive</b> (Future perfect) Conditional, Imperfect Present, Perfect and Future	<b>Ply-Perfect/subjunctive</b> (Future perfect) Conditional, Imperfect Present, Perfect and Future	<b>Ply-Perfect</b> Conditional, Imperfect Present, Perfect and Future	Conditional Imperfect Present, Perfect and Future	Conditional Imperfect Present, Perfect and Future
9		Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Lexical only: Conditional Present, Perfect, Imperfect and Future
8		Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future
7		Present and Future	Present and Future	Present and Future	Present and Future	Present and Future

*New tenses are detailed in bold for each year group.*

Any student who does not demonstrate the linguistic skills required to meet AT LEAST the criteria for ALMOST will be assessed as NOT meeting expectations for the target grade. The extent to which they are not meeting the criteria will be defined as a result of the evaluation of the student's performance in standardised assessment tasks. Clear and specific targets for improvement will then be set.

**Band Criteria:  
Productive Skills Speaking and Writing**

The following needs to be read in conjunction with the tenses expectations overview and grammar and language structure expectations for each year group. The expectations are that, for the highest grades, students will demonstrate knowledge, understanding and application of verbs connections across the paradigm as well as be able to use a more sophisticated range of adverbs, adjectives and connectives within the language content for each year group.

	Target 9-8	Target 7-6	Target 5-4	Target 3-1
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Gives relevant and coherent information in response to all questions.</li> <li>Develops conversation, with extended sequences of speech.</li> <li>Responds spontaneously to maintain conversation.</li> <li>Initiates some of the discussion to express and justify thoughts and points of view.</li> <li>Language is consistently accurate, with errors only in more complex structures.</li> <li>Appropriate use of a variety of vocabulary and structures, with successful reference to present, past and/or future events. (As appropriate for the year group.)</li> <li>Pronunciation and intonation are clear and accurate, with only minor slips.</li> </ul>	<ul style="list-style-type: none"> <li>Gives relevant and coherent information in response to nearly all questions.</li> <li>Develops conversation with some extended sequences of speech.</li> <li>Sometimes responds spontaneously to maintain conversation.</li> <li>May sometimes initiate discussion to express and justify thoughts and points of view.</li> <li>Language is mostly accurate, with occasional slips in straightforward structures and some errors in more complex structures.</li> <li>Some variety of vocabulary and structures appropriately used in places, with some successful reference to present, past and/or future events. (As appropriate for the year group.)</li> <li>Pronunciation and intonation are clear and accurate with occasional errors or first language interference.</li> </ul>	<ul style="list-style-type: none"> <li>Gives some relevant information in response to questions but needs some prompting to give details.</li> <li>Hesitates in expressing and justifying thoughts and points of view and is dependent on prompting.</li> <li>Language is sometimes accurate, with errors in straightforward structures and, if attempted, complex structures.</li> <li>A variety of simple sentence structures and some variety of vocabulary, used appropriately sometimes. Some attempts at reference to present, past and/or future events. (As appropriate for the year group.)</li> <li>Pronunciation and intonation are inconsistent and not always clear and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Gives limited information in response to questions, needs constant prompting.</li> <li>Expresses opinions, sometimes justified.</li> <li>Some instances of accurate language but inconsistent even in straightforward structures.</li> <li>Simple sentence structure and a limited variety of vocabulary used with repetition.</li> <li>Very few instances of clear and accurate pronunciation and intonation.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Conveys facts and/or narrates events to give a coherent and detailed response to the task.</li> <li>Develops and justifies individual thoughts and points of view and gives a response that successfully interests, informs or convinces as required by the task.</li> <li>Text is logically structured.</li> <li>Language is consistently accurate, with errors only in more complex structures.</li> <li>Appropriate use of a variety of vocabulary and structures, with successful reference to present, past and/or future events. (As appropriate for the year group.)</li> </ul> <p>Translation of short texts containing a wide range of structures and complex sentences: The message is clearly conveyed and translation is generally accurate.</p>	<ul style="list-style-type: none"> <li>Conveys some facts and/or narrates some events to give a relevant response to the task.</li> <li>Expresses and justifies some individual thoughts and points of view to give a response that sometimes interests, informs or convinces as required by the task.</li> <li>Text is generally logically structured.</li> <li>Language is mostly accurate, with occasional slips in straightforward structures and some errors in more complex structures.</li> <li>Some variety of vocabulary and structures appropriately used in places, with some successful reference to present, past and/or future events. (As appropriate for the year group.)</li> </ul> <p>Translation of complex sentences containing a variety of structures: The message is clearly conveyed and translation is generally accurate.</p>	<ul style="list-style-type: none"> <li>Communicates the essential information.</li> <li>There may be some instances of repeated material.</li> <li>Expresses personal opinions, sometimes relevant to the task that may interest, inform or convince.</li> <li>Some success in logically structuring text.</li> <li>Language is sometimes accurate. There are errors in straightforward structures and, if attempted, complex structures.</li> <li>A limited variety of simple sentence structures and some variety of vocabulary, used appropriately sometimes. Some attempts at reference to present, past and/or future events. (As appropriate for the year group.)</li> </ul> <p>Translation of short sentences and some longer sentences: The message is at least partially conveyed with partial accuracy. The message may sometimes be clearly conveyed and generally accurate.</p>	<ul style="list-style-type: none"> <li>Communicates limited information and the response is not always relevant to the task.</li> <li>Expresses some simple opinions.</li> <li>Some attempt to structure text logically.</li> <li>Very limited instances of accurate language which are limited to straightforward structures.</li> <li>Short phrases with very simple sentence structures. Limited variety of vocabulary with regular repetition. An occasional attempt to refer to present, past and/or future events. (As appropriate for the year group.)</li> </ul> <p>Translation of short sentences: The message is at least partially conveyed with partial accuracy.</p>

Band Criteria  
Receptive Skills Listening and Reading

The following needs to be read in conjunction with the assessment criteria as well as grammar and language structure expectations for each year group. The expectations are that, for the highest grades, students will demonstrate knowledge, understanding and application (mastery) of verbs connections across the paradigm as well as be able to use a more sophisticated range of adverbs, adjectives and connectives within the language content for each year group. The assessment criteria for each band named below is shown on the expectations grid.

Year	NAME	Target Grade 8/9	Target Grade 7	Target Grade 6	Target Grade 5	Target Grade 4
ALL	M	Band 4 - Communication Verb connections - Full paradigm.	Band 4 - Communication Verb connections - Full paradigm	Band 3 - Communication Verb connections - Full paradigm	Band 2 - Communication Verb connections - 1 <sup>st</sup> pers sing/pl, 3 <sup>rd</sup> pers sing and 2 <sup>nd</sup> for interrogative	Band 2 - Communication Verb connections - 1 <sup>st</sup> person sing, 3 <sup>rd</sup> person sing and 2 <sup>nd</sup> for interrogative
ALL	A	Band 3 - Communication Verb connections - Full paradigm.	Band 3 - Communication Verb connections - Full paradigm	Band 2 - Communication Verb connections - 1 <sup>st</sup> pers sing/pl, 3 <sup>rd</sup> pers sing and 2 <sup>nd</sup> for interrogative	Band 2 - Communication Verb connections - 1 <sup>st</sup> person sing and 2 <sup>nd</sup> for interrogative	Band 1 - Communication Verb connections - 1 <sup>st</sup> persons sing and 2 <sup>nd</sup> for interrogative
11		Conditional Perfect / Future Perfect, <b>Ply</b> -perfect Conditional, Imperfect Present, Perfect and Future	Conditional Perfect / Future Perfect, <b>Ply</b> -perfect Conditional, Imperfect Present, Perfect and Future	Future Perfect <b>Ply</b> -perfect Conditional, Imperfect Present, Perfect and Future	<b>Ply</b> -perfect Conditional, Imperfect Present, Perfect and Future	Conditional Imperfect Tense Present, Perfect and Future
10		<b>Ply</b> -Perfect/subjunctive (Future perfect) Conditional, Imperfect Present, Perfect and Future	<b>Ply</b> -Perfect/subjunctive (Future perfect) Conditional, Imperfect Present, Perfect and Future	<b>Ply</b> -Perfect Conditional, Imperfect Present, Perfect and Future	Conditional Imperfect Present, Perfect and Future	Conditional Imperfect Present, Perfect and Future
9		Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Conditional Present, Perfect, Imperfect and Future	Lexical only: Conditional Present, Perfect, Imperfect and Future
8		Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future	Perfect Imperfect Present and Future
7		Present and Future	Present and Future	Present and Future	Present and Future	Present and Future

*New tenses are detailed in bold in each year group.*

Any student who does not demonstrate the linguistic skills required to meet AT LEAST the criteria for ALMOST will be assessed as NOT meeting expectations for the target grade. The extent to which they are not meeting the criteria will be defined as a result of the evaluation of the student's performance in standardised assessment tasks. Clear and specific targets for improvement will then be set.

<b>Geography (Year 7) Target 5</b>			
<b>Not meeting expectations</b>	<b>Almost meeting expectations</b>	<b>Meeting expectations</b>	<b>Exceeding expectations</b>
Know the difference between human and physical geography. Know the difference between physical and political maps Know the difference between continents and countries.	<i>To achieve all of emerging plus:</i> Name and locate the seven continents and the main oceans Locate one non EU country e.g. India or China Know the basic characteristics of the UK and a non EU country, eg India or China. Identify lines of latitude and longitude, equator.	<i>To achieve all of emerging and developing plus:</i> Identify and locate all the countries of the UK, capital cities and surrounding seas. On a world map be able to locate some key rivers and mountains. Locate key lines of longitude Greenwich meridian and international date line.	<i>To achieve all of emerging, developing and secure plus:</i> Identify and locate a range of countries, key cities and physical features on a world map. Explain the difference between different map projections. Use latitude and longitude to identify the position of key features, eg London 51N and 0.
Describe a place using simple geographical language.	Describe human and physical geographical features from maps and photos.	Describe human and geographical features from a map, photo or picture using key geographical vocabulary.	Describe and explain key geographical features from a map, photo, picture and text. Identify key topographical features on maps.
Identify using a key, symbols and places on an OS map.	Start to be able to use four figure grid references on an OS map. Use simple compass directions N, S, E and W. Recognise a contour line and different ways of measuring height on a map.	Accurately use four figure grid references. Use the eight points of a compass (N, S, E, W, NW, SW, NE and SE). Use scale on a map to measure straight line distances. Start to construct contour maps/or models.	Confidently use six figure grid references to specify key features on maps of different scale. Use the sixteen points of a compass on a map, eg (SSE) Use the scale line to measure winding distances.

**Biology Y9 : Target 5**

Not meeting expectations	Almost meeting expectations	Meeting expectations	Exceeding expectations
Identify some differences between species.	Give some examples of differences between similar species and explain how these are used to classify organisms.	Explain the importance of the diversity of living organisms to life on earth and why we have a common system for naming organisms.	Explain how scientists can use the universal system of classification to research or discuss an organism and to understand ecological relationships between organisms.
Identify a feature that is inherited.	Identify some features of different organisms that are inherited and some that are determined by the environment in which the organism lives.	Explain the difference between continuous and discontinuous variation; explain why offspring from the same parents can be very different.	Use ideas and evidence to evaluate the importance of genetic and environmental variation.
Understand that humans breed cows to get lots of meat and milk.	Describe what selective breeding is and explain that it has produced new breeds of an organism.	Explain the process of selective breeding and why new breeds have been produced.	Explore and evaluate the advantages and disadvantages of selective breeding.
Identify what organisms compete for.	Identify examples of how variation causes competition for resources and causes natural selection.	Explore the theories of Lamarck, Wallace and Darwin, and explain their theories about why some organisms are better able to survive than others.	Evaluate the impact of Darwin's theories on contemporary science.

# Marking Policy

## Rationale

Students' work is marked using clear criteria. Marking is rooted in the national curriculum Programmes of Study which define what students must know, understand and be able to do. Students must be told where they are and how to improve at regular intervals.

## Purposes

We aim to:

- Motivate students to do their best and to make outstanding progress;
- Inform students of what they have achieved and how they can improve;
- Allow students regular opportunities to gain immediate feedback through peer and self-assessment within lessons;
- Gather information which informs planning, teaching and target setting;
- Track students' achievement and progress;
- Encourage students to take charge of their own learning;
- Employ the best practice associated with assessment for learning;
- Identify areas where cross-curricular skills are used.

## Guidelines

**(To be read in conjunction with the Assessment Policy)**

All staff should:

- Mark and return identified work from the scheme of work **no more than ten days** after it has been completed;
- Write informative comments identifying what has been done well and how to improve. These comments should relate directly to the learning objective(s);
- Give guidance on how to improve on cross-curricular skills especially literacy and numeracy.;
- Record information systematically, following guidelines in teacher markbooks or digital formats;
- Award N.A.M.E or GCSE grades (Years 10-11) to identified pieces of work and/or DC assessments;
- Obviously, it is not expected that every piece of work be formally graded. However, when marking classwork staff may wish to use the terms 'Evidence of NAME' or 'Evidence of Grade ...' to impress the notion of the criteria of a particular exercise or skill. In doing this, the student will be able to piece together a portfolio of skills which they may combine to produce a substantial piece of work at a higher level;
- Have regular dialogue with students about NAME, GCSE and A-Level grades so that they are clear about where they are, where they are going and how to get there;
- Use this assessment information to inform planning, data analysis, target setting and reports to parents or carers;
- Mark in red pen: student improvements in green pen;

Marking should follow the 'tick and challenge' guidance in this policy.

- a) ✓ **(What went well)**

Highlight the positive aspects of the student's work and how well they have performed in relation to the lesson learning objective and relevant success criteria;

- b) Inform students of level or grade attained;
- c) **CH (Challenge/Even Better If)**  
Highlight the targets for improvement in this piece of work. Identify errors which have prevented students attaining the next level or grade and inform students of next steps i.e. what needs to be done to progress towards the next level or grade;
- d) Students must be given the opportunity to address the targets they have been set. This will be identified by work completed in **green pen**;
- e) Marking of the selected pieces should be prompt and efforts praised.

### **Live marking guidelines**

Live marking, or responsive feedback, is formative feedback that is provided at the point of learning in the classroom. This can be managed as the teacher circulates the room, with a small group or in a 121 situation. Feedback can take the form of written or verbal feedback.

#### ***Strategies to deliver high quality live feedback can include:***

- modelled **examples that provide a scaffolded support**;
- diagnostic/hinge questions **to check understanding of a key piece of knowledge or concept**;
- **the use of** visualisers **to share good examples of students' work, or to exemplify success criteria**;
- mini whiteboards **to see which students have understood a key piece of knowledge and those that may need support or intervention.**
- Whole class feedback

When a teacher recognises that students have made similar errors and misunderstood key concepts these can be addressed through whole class feedback. Whole class feedback needs to be accurate, tailored and relevant to the learners in the class. ***Whole class feedback should be used in conjunction with individual marking and embedded within the wider planning of learning.***

# Marking for Literacy

## Rationale

As well as the rationale above, students should be encouraged to develop and improve their standards of written communication through marking for literacy.

## Purpose

- To give feedback to students;
- To identify areas of strength and weakness;
- To use as a base for target setting;
- To improve students' use of literacy in all subjects;
- To provide a responsive audience for language-based tasks;
- To encourage students to use subject knowledge and subject specific vocabulary;
- To motivate students to communicate effectively;
- To monitor student progress in the use of language;
- To inform future planning.

## Guidelines

Where required in order to maximise the students' written response, staff may need to model or scaffold at preparation stage. Marking for literacy needs to go beyond spelling and grammar. It is concerned with the style and quality of writing. The marking criteria must be made explicit to students. Active student involvement in this process should be expected. Detailed advice helps students to remember, e.g.

*In your writing you need to:*

- *Structure your work (4 paragraphs);*
- *Use the key vocabulary;*
- *Start each paragraph with a topic sentence;*
- *Use connectives;*
- *Draw conclusions;*

### Explanation of Symbols:

Sp	Spelling error. Students should correct the spelling x3 in green pen. Dictionary use in correcting mistakes should be encouraged;
P	Punctuation used incorrectly or missing. Circle the error or space where the punctuation mark has been mistakenly used or is missing;
//	A new paragraph is needed;
^	There is a word or phrase missing from the text. A ^ is placed below the line where the word/phrase is missing and the word or phrase may be suggested to the student;
??	A word or phrase does not make sense. The word or phrase should be underlined.;
G	A mistake in grammar has been made;
C	Capital letters have not been used where needed. Where extra capital letters have been used this should be noted by using the "P" error symbol;
WW	The student has used the wrong word. The word should be circled and ww placed above or near the word;

# Literacy Code

 <p><b>NORTH DURHAM ACADEMY</b></p>	 <p><b>NCDAT</b> New College Durham Academies Trust</p>	<h1>LITERACY MARKING</h1>
		<p>Understanding your teacher's marking</p>
 <p><b>//</b> Paragraph break needed</p>	 <p><b>Sp</b> <b>Spelling</b> Identified in red</p>	
 <p><b>^</b> Missing words</p>	 <p><b>P</b> <b>Punctuation error</b></p>	
 <p><b>??</b> Does not make sense</p>		
 <p><b>G</b> <b>Grammar</b></p>	 <p><b>CL</b> <b>Capital letters</b></p>	
 <p><b>Improvements, including literacy, are to be made in green pen.</b></p>	 <p><b>ww</b> <b>Wrong word</b> .....</p>	
<p><b>3B4ME</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="284 1512 422 1774"> <p><b>1 - ASK YOURSELF</b></p>  <p><b>*Stop and really think.</b> <b>*Focus on any directions that were given.</b> Still need help? Go to #2</p> </div> <div data-bbox="446 1512 625 1774"> <p><b>2 - LOOK AROUND</b></p>  <p><b>*Are there directions written on the board or on paper?</b> <b>*Watch your classmates. What are they doing?</b> Still need help? Go to #3</p> </div> <div data-bbox="649 1512 787 1774"> <p><b>3 - ASK A FRIEND</b></p>  <p><b>*Quietly ask a friend for help</b> <b>*If more help is needed, ask one more friend.</b> Still need help? Ask a teacher!</p> </div> </div>	 <p><b>Something you did well</b> .....</p>  <p><b>CH</b> <b>Challenge question/task</b></p>	
<p>Literacy errors will circled and commented in the margin. Use these wall posters to understand your teacher's marking.</p>		

## Green Pen Improvements

*“Teachers use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.”*

The main reason that we mark students’ work is so that we can have an impact on their learning and feedback should:

**PRAISE** how well students have performed in relation to the success criteria,  
**INFORM** students of the level or grade attained,  
**IDENTIFY ERRORS** which have prevented students attaining the next level or grade, **INFORM** students of next steps i.e. what needs to be done to progress towards the next level or grade.

The **green pen** approach takes this to the next stage and allows students the opportunity to improve their work immediately after they have had marked work returned and see what the next grade response looks like. It should be clear to the student what the marking/success criteria is and there must be an opportunity for students to reflect, review and improve on this piece of work.

Example:

✓ **This is a detailed and interesting piece of writing which has been written accurately for the specified audience. You are ALMOST Meeting Expectations.**

**Ch** **To MEET expectations, you need to use a more varied vocabulary. Look back at paragraph 2. You will see that I have highlighted a number of words which could be changed to add interest and excitement to your writing.**

**In green pen, re-write paragraph 2, changing the words that have been highlighted:**

**Any clarification of this technique should be sought firstly via the teacher’s Subject Leader and then via the Literacy Manager or SLT link for Literacy.**

**Monitoring will be done as part of the QA schedule by:**

- CL/HoS will check selected student books at least once a month. They will also check marking when carrying out appraisal lesson observations. (Appendix A);
- SLT – will check marking through whole school work analysis and 360° subject review weeks. (Appendix A);
- External inspections/ reviews;
- Student voice.

This policy should be read in conjunction with the Trust’s Assessment Policy and the Literacy Policy.

Work Scrutiny (2021-2022)

<b>Teacher:</b>	<b>Subject:</b>	<b>Subject Leader:</b>	<b>Date:</b>	<b>Class:</b>
<b>Students' names:</b>		<b>Work checked: highlight/underline/tick</b> Books    Exam questions/papers    CAs    Practical work    Oral work		

Focus	Secure	Expert	Specific Examples of Good Practice	Possible <u>high impact</u> improvements?
<b>Marking, feedback and student response</b>	Gives students specific feedback, in line with the school's assessment policy. Students use this feedback well and they know what they need to do to improve. Most students commit to improving their work. They are given time to apply their K and U in new ways and to practise skills. Strong progress is evident.	Provides incisive feedback about what students can do to improve their knowledge, understanding and skills. Students use this feedback effectively and are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve. There is notable impact on progress.		
<b>Marking for Literacy</b>	<i>Marking for literacy an example of good practice.</i>	<i>Marking for literacy is rigorous. Teacher uses correct standard English.</i>		
<b>Student Response - Literacy</b>	<i>Students respond routinely to marking for literacy, including spellings. Common errors are showing improvement.</i>	<i>Students respond routinely to marking for literacy, including spellings. Common errors are mostly eradicated.</i>		
<b>Progress over time as evidence by work submitted in scrutiny</b>	Student progress, including that of disadvantaged students, disabled students or those with SEN, is above average or improving.	The progress of students generally, and specifically for disadvantaged students, disabled students and those who have SEN, is above average.		

**High expectations and student engagement**

- |   |  |
|---|--|
| <input type="checkbox"/> Work is challenging and differentiated to meet the needs of all students.  | <input type="checkbox"/> The high quality of student responses reflects pride and a positive attitude to learning. |
| <input type="checkbox"/> Work is accurately assessed for name or in grades as and when appropriate. | <input type="checkbox"/> Work is presented in accordance with school policy.                                       |

<b>Areas for improvement</b>	<b>Strengths</b>

<b>Overall grade (please <input type="checkbox"/>)</b>	<b>Expert</b>	<b>Secure</b>	<b>Requires improvement</b>	<b>Inadequate</b>
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<b>Please <input type="checkbox"/> as appropriate below</b>		<b>Additional comment?</b>	<b>Any action to be taken? By whom? Deadline?</b>
<input type="checkbox"/>	I agree completely with the above feedback		
<input type="checkbox"/>	I mostly agree with the above feedback		
<input type="checkbox"/>	I disagree in part with the above feedback		
<input type="checkbox"/>	I disagree completely with the above feedback		

<b>Date:</b>	<b>Signed</b>	<b>Role</b>	<b>Verified by:</b>	<b>Role:</b>	<b>Date:</b>
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