

Leigh Academy Wilmington

Marking and Presentation Policy

Last Review Date	Next Review Date
August 2025	August 2026

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Presentation & Front of Exercise Books

Students must:

- Write in **blue** or **black** pen (for all class notes and assessments)
- Write in **red** pen when improving work or peer/self-assessment (in particular in their exercise books).
- Complete graphs, diagrams or illustrations in pencil, using a ruler where necessary.
- Write the date and a title (usually a learning question) at the start of each lesson.
- Take pride in their work and ensure there is no graffiti or doodling.
- Use codes in the margin for peer/self-assessed work or homework (Peer, HWK etc).

The front of students' exercise books should be populated with their full name, subject, teacher's name, teaching group (E.g. 7m/Sc1) and their end of year target grade. There should not be **ANY** doodling or graffiti on the covers of their exercise books.

Name:	
Subject:	Teacher:
Group:	End of Year Target:



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Literacy Marking		Presentation
SP	Spelling (underline and correct)	• Write the title and date and underline with a ruler.
C	Capital letter (circle and correct)	• Clearly identify homework in the margin - H/W.
P	Punctuation (circle and correct)	• Always write in blue or black pen and draw diagrams using a pencil.
Gr	Grammatical error	• Complete work with care and attention.
/	New sentence	• Cross out errors neatly with one line.
^	Missing word, please insert	• Keep books presented well at all times and look after them.
?	Confusing point	• Ensure there is absolutely no graffiti or doodling.
✓	Clear point	
✓✓	Exceptional point	

Marking (exercise books)

The quality and regularity of marking should form the basis of a meaningful dialogue between teacher and student. To reduce teacher workload and improve staff wellbeing there is NO expectation that staff take home students books to complete diagnostic marking on class notes.

Students should be encouraged to regularly self/peer assess using **RED** pen in their exercise books. There should also be regular 'live marking' during lessons by the teacher in **GREEN** pen.

Record of Progress folders (RoPs)

Students should be given regular opportunities to demonstrate knowledge and skills through summative assessment. The expectation is that the teacher will diagnostically mark in detail using assessment criteria (MYP or Assessment Objectives from GCSE or BTEC) as well as marking for Spelling, Punctuation and Grammar (SPaG). This assessment piece will be retained in the students Record of Progress (RoP) folder and will include a Learning Reflection sheet.

Students should be given sufficient time to read and reflect on the marked work and respond to EBI(s). This dialogue will encourage students to improve the assessment piece and is proven to drive progress, making students take ownership in the progression of attainment. Students should also demonstrate progress by rewriting, annotating or adding to their previous answer(s).

We recognise that some subject groups have contrasting curriculum time and to support teacher workload and staff wellbeing we have revised the 'same for all' approach. In particular for those subjects where teachers may have a high proportion of KS3 groups.

KS3 (Middle Years Programme – Years 7-9)

Students to complete LAT common assessment in Module 5/6 as well as moderated assessment by end of Module 3.

Curriculum time per week	Subject	Minimum expectation of summative assessment stored in RoP	Total end of year
4	English Language & Literature	1 quality piece of assessment each module	6
3	Maths		
3	Science		
2	Language Acquisition		
2	Design DT - RoP per Student IT - Online RoP per student	1 quality piece of assessment included per term (end of Module 2, 4 and 6) due to the rotation in D&T	6 (3 from each)
3	Arts - Process Journal <i>1 RoP per student</i> <i>Includes Art, Music and Performing arts</i>	See table 1 below due to the practicality of the individual subjects and complexity/duration of the assessments (E.g. Art)	6
3	Individuals & Societies Includes Geography, History and World Religions	As above, see Table 2	6
3	Physical & Health Education Includes practical PE & health	1 quality piece of assessment included per term due to the practical element (end of Module 2, 4 and 6)	3

This schedule allows for a quality assessed piece of work (whether this is linked to practical work or written) to be quality marked without generating excessive marking.

Table 1 – Arts Process Journals

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	Drama	Art	Music	Drama	Art	Music
Year 8	Art	Music	Drama	Art	Music	Drama

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Year 9	Music	Drama	Art	Music	Drama	Art
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Table 2 – Individuals & Societies

GEOG				HIST				World Religions			
Module	Year 7	Year 8	Year 9	Module	Year 7	Year 8	Year 9	Module	Year 7	Year 8	Year 9
1	A+D	X	A+D	1	X	A+D	A+D	1	X	X	B+C
2	X	X	B+C	2	B+C	X	B+C	2	X	B+C	A+D
3	X	A+D	X	3	X	X	X	3	A+D	X	CP (A-D)
4	B+C	X	A+D	4	X	B+C	A+D	4	X	X	X
5	X	B+C	B+C	5	A+D	X	B+C	5	X	A+D	A
6	X	X	X	6	X	X	X	6	B+C	X	X

Key Stage 4 (Years 10-11) and 5 (Years 12-13)

There is a minimum expectation that students complete 1 quality assessment per module which the teacher will mark in detail using assessment criteria (Assessment Objectives from GCSE/IB/BTEC, etc.).

There is **no expectation** that students' exercise books are marked and teachers should refrain from 'ticking and flicking'. During lessons teachers should be actively moving around with a **GREEN** pen and checking on students' class notes, marking for SPaG and ensuring students are taking pride in their work.

In Key Stage 5, there is no expectation that students utilise exercise books as students are encouraged to adopt a more university style approach and maintain their own style of note taking. Teachers should however quality assure that students are taking appropriate notes throughout the lesson.

Record of Progress folders

This process is non-negotiable.

Diagnostic marking should take place and include a learning reflection sheet. Diagnostic marking includes using some form of criteria, specific WWW/EBI and students should be given time to reflect and respond.

The assessment pieces and learning reflection sheets will allow students to demonstrate they know more and can do more. More importantly, students' comments and the opportunities they have been provided with for reflecting and improving their work should be used as a starting point for the next assessment. By referring to previous work students are able to identify the areas of development that they need to address in order to progress. Students should also demonstrate progress by rewriting, annotating or adding to their previous answer(s).

When marking teachers should:

Mark in a different colour pen to the students' written work and should avoid using red pen if making comments or notes during the lessons (as students reflect using **red** pen in their exercise books).

Use the criteria below when marking any student's work.

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On learning reflection sheets:

Make it clear on the success criteria what students have completed well/might need to work on to improve.

Have at least one clear What Went Well (WWW) so students can see what they have done well/made progress. Be specific.

Have at least one clear Even Better If (EBI) which should be posed as a question so that students are prompted to respond. Be specific. Immediate progress will be seen if students complete a detailed response to their EBI(s).

In Key Stage 5, students should create their own action points based on detailed assignment feedback given by the teacher. Students should also receive a grade, which is clearly defined and linked to the relevant assessment criteria.

Assessment:

Formative assessment should take place every lesson and can be in many different forms. If students are peer/self-assessing or making changes in their work book they must do so in **RED** pen.

Summative assessment will be an integral part of tracking students' progress. Summative assessments should guide the student to display their understanding of knowledge and skills within a particular topic/unit. Linked to effective feedback this can be a highly effective ARR tool.

DoLs/subject co-ordinators should ensure that assessments are accessible and challenge students. They should also be clearly set out in schemes of work and time built in for them to be completed by all students. Time has been built into the Academy calendar to allow plenty of time for marking and moderation within departments. This will allow for consistent and robust data.

Quality Assurance & CPD opportunities

Teachers will implement all of the above, including the RoP folders during Module 1. Following this, departments will undergo progress checks and learning walks as part of the quality assurance process. The Senior Leadership Team (SLT) and Directors of Learning (DoLs)/Subject Coordinators will conduct these checks to quality assure student RoP folders and exercise books, providing specific feedback for all teachers. Additionally, examples of good practice will be shared during CPD sessions in the form of a 'Marking and Feedback Marketplace'.

There are calendared CPD sessions for effective marking (including how to get students to reflect and demonstrate rapid progress), assessment and effective moderation which will take place throughout the academic year. There is also additional time factored in for marking, moderation and reporting progress. We have removed the amount of data entries and the requirement that there should be 1 piece of marked work every 2 weeks. This means that teachers have more time to plan more effective learning experiences and quality assessment opportunities.

Examples of good practice

**IB MIDDLE YEARS PROGRAMME
YEAR 7 & 8 ASSESSMENT GRADES**

GRADE

DESCRIPTION

7

Produces high-quality,
frequently innovative work

6

Produces high-quality,
occasionally innovative work

5

Produces generally
high-quality work

4

Produces good quality work

3

Produces work of an
acceptable quality

2

Produces work of
limited quality


1

Produces work of
very limited quality

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- Learning Reflection – Higher Yr 10 Module 5	
Class: 10A1	
USE GCSE/MYP Assessment criteria ONLY – Highlight criteria that have been met	
Coursework: There is no coursework element for GCSE maths	Knowledge, Skills & Understanding 1 Number: 12-18% (Higher) 2 Algebra: 27-23% (Higher) 3 Ratio, proportion and rates of change: 17-23% (Higher) 4 Geometry and measures: 17-23% (Higher) 5 Statistics & Probability: 12-18% (Higher)
Final Exam: 100% (33.3% each paper). Higher tier: grades 4 to 9 (grade 3 allowed).	
Teacher feedback	
Marks: 23 out of 50 WWW 1: Expand and simplify WW 2: Change the subject of the formula	EBI: Solve algebraic fractions SPARK CODE: U824
IB learner profile	ATL Reflection:
Which skills from the IB learner profile have you developed? How?  I have been a reflective as during the assessment I went through my answers and changed my mistakes that I could find.	How have you developed your ATL skills in this assessment/module? Skills - Transfer: How can you use skills and knowledge in multiple contexts? I have improved my transfer skills by applying my knowledge to expanding and simplifying equations.
Literacy: Choose 2 keywords from this module and write their definitions: Factorise - insert brackets into an expression by dividing out factors. expand - remove brackets in an expression by multiplying.	Student Reflection: I found the assessment ok and hard. I was able to expand and simplify and change the subject of the formula. My EBI is to improve on solving algebraic fractions. I will work on this by doing my SPARK homework and revising.
Improvement Task:	
$10 - \frac{3}{2} = \frac{-3}{2} = \frac{3D}{2C}$ $10 - \frac{5}{2} = \frac{f}{2} = \frac{f}{2} \cdot \frac{af}{af}$	$\frac{10 - \frac{t}{6}}{\frac{6}{6}} \div \frac{t}{6} = \frac{4t}{6} \cdot \frac{3t}{3t}$ $\frac{10 - \frac{8f}{m}}{\frac{m}{m}} \div \frac{2f}{\frac{5}{5}} = \frac{20}{m}$ $\frac{4f}{m} \cdot \frac{5}{5} = \frac{20f}{5m}$
	$1e - \frac{t^2}{5w} \div \frac{t}{15U} = \frac{3t^2}{w}$ $\frac{t^2}{w} \div \frac{t}{3u} = \frac{t^2}{w} \cdot \frac{3u}{t} = \frac{3t^2 u}{wu}$

Name:		Wilmington Academy Learning Reflection		Date:									
Marks Gained and Assessment Details <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> End of M1 Test Marks out of 50 </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">TG</th> <th style="width: 15%;">Mark</th> <th style="width: 15%;">%</th> <th style="width: 55%;">Grade</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td>25</td> <td>50</td> <td>L1D*</td> </tr> </tbody> </table>			TG	Mark	%	Grade		25	50	L1D*	Teacher Feedback <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> WWW: Topics you understand well <ul style="list-style-type: none"> Design Communication Manufacturing Processes, Tools and Equipment Maths in Engineering </div> <div style="width: 48%;"> EBI: Topics to revise or improve understanding <ul style="list-style-type: none"> Design Communication Manufacturing Processes, Tools and Equipment Maths in Engineering </div> </div>		
TG	Mark	%	Grade										
	25	50	L1D*										
SPAG		IB Learner Profile		Student Reflection									
lathe, lathe, lathe		I have been knowledgeable when using my combined knowledge learnt over the few weeks to redo the test allowing me to provide better answers than the previous test.		I was good at naming different types of equipment and its use but I need to improve my knowledge on measurements, graphical and technical drawings.									