

## Marking Guidance for Key Stage 3 Science 2009-2010

*Pupils and students at St Peter's are entitled to have the work they produce regularly assessed. They benefit from such feedback, which tells them how they are progressing and how they can make further progress. This is essential if they are to develop the ability to reflect on their work and on how it can be improved. Teachers gain an accurate picture of their students' knowledge and understanding through marking, which also helps inform lesson planning, tailoring it more closely to the needs of the students. The dialogue established between the teacher and the student through marking is also an important element in student motivation.*

### Guidelines

Class work should be inspected for completion and a tick or stamp placed at the foot of the page. This should happen on a two weekly cycle.

Where appropriate a "How to Improve" comment should be evident and flagged with the stamp or an appropriate sticker.

### Years 7 and 8

Each topic has two assessed homework that need to be set over the 24 lesson period that the topic lasts for. These should be marked with a HTI comment (stamp or sticker) and an NC level given. Pupils should be encouraged to identify, with the help of the teacher comment, ways to improve their work. Marks and levels should be recorded on a SIMS marksheet.

At the end of each topic a formative test will be given and marked in accordance with a mark scheme. The marks from these tests will be recorded on a SIMS marksheet.

### Year 9

Year 9 will largely be following a GCSE curriculum and as such, the KS4 marking guidance is more appropriate.

### Monitoring

The effectiveness of marking will be reviewed on a half-termly cycle through sample inspection of two books/folders per class per year group. These books will be shared with the Head to demonstrate the quality of the department's AfL. The results of sampling are to be recorded in the departmental SEF, along with an annual review of departmental policy.