

Ernest Bevin College



Policy for

MARKING

Responsibility

Vice Principals, Heads of Faculty

Aims

1. Communicate effectively with children, parents, carers and colleagues conveying timely and relevant information, developmental comments, about attainment, objectives, progress and well-being.
2. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
3. To ensure that work set is carefully and promptly marked, so that pupils are encouraged, and they and their parents have a clear idea of the progress in learning that is being made.
4. To ensure that college work is marked to a standard agreed criteria within each Faculty, and that every teacher maintains a careful record of each pupil's progress.
5. Make information available as an aid to understanding and analysis of progress so that achievement can be recognised and built upon by the setting of clear targets to focus on aspects of work where further development is needed.
6. Measure the effectiveness of teaching, by providing the teacher with feedback on how well pupils have understood the current work and enabling him/her to plan the next stage of teaching and learning.
7. Ensure consistency and coherence within departments and across the College

Objectives

1. Teachers must conclude marking with positive comments of encouragement and guidance.
2. Teachers must keep a mark book in which a complete record of classwork and homework set and marked is maintained.
3. ACE marks in pupils' books should be signed and dated.
4. Enable the teacher to make judgements about pupil attainments, particularly with regard to teacher assessment levels within the National Curriculum, GCSE, BTEC and Functional / Key Skills.

Guidelines

1. Teachers know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.
2. Marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.
3. This communication needs to be in a form, which is comprehensible and clearly able to be understood by the individual pupil and parent.
4. The feedback on progress that this represents should inform the next step in the pupils' learning.
5. Teachers monitor the progress of Pupils to raise levels of attainment.

6. Teachers must make the marking of work as personal to the pupil as possible, and avoid sarcasm or negative comments.
7. The factual record of progress taken from the mark book is fundamental basis for discussions with parents on Parents' Evening.
8. Whilst it is acceptable that teachers use abbreviations, it is essential that the mark book is understandable to others.

Implementation

1. For each class that a teacher takes, classwork should be marked depending on the number of lessons per week

Lesson frequency	Marking frequency
One lesson per week	Once every three week
Two lessons per week	Once a fortnight
Three to four lessons per week	Once a week

2. Homework should be marked and returned on a weekly basis
3. The college's marking system is outlined in Appendix A and the Student Planner.
4. New subject specific vocabulary should be recorded on vocabulary sheets in the back of exercise books.
5. All teachers are expected to be markers of spelling, grammar and punctuation indicating specific errors to pupils.
6. Teachers should underline appropriate errors and write the correct version in the margin or above the word itself.
7. National Curriculum levels should be used at the end of a module or unit of work.
8. The above Code of Practice is applied from Year 7 through to Year 13.

Evaluation

1. The college will follow up all complaints from parents regarding the marking of work.
2. Faculties will employ Review and Evaluation cycle to ensure compliance.

Appendix A - See next two pages

Appendix A - MARKING

Records of marking should follow a common format across departments.

ACE

ATTAINMENT will be indicated by reference to the national grading systems appropriate to a given year group:

1. Above the expected level and if maintained, should lead to an improved MTG
2. At the expected level and if maintained should mean the MTG is attained.
3. Slightly below the expected level.
4. Significantly below the expected level and unless improved will affect the MTG.
5. No work or insufficient work to be graded.

COMMUNICATION SKILLS will indicate how satisfied the teacher is with the pupil's communication skills. (Literacy, numeracy, practical, ICT or performance, presentation).

1. The pupil presents relevant information coherently, employing structure and style to render meaning clear. The text or diagram produced is legible. Spelling (including technical terms), punctuation (including more difficult punctuations such as colons and parenthesis) and grammar are accurate.
2. The pupil presents relevant information coherently, employing structure and style to render meaning clear. The text or diagram produced is legible. Spelling, punctuation and grammar are sufficiently accurate to render meaning clear.
3. The pupil presents relevant information in a way which assists with communication of meaning. The text or diagram produced is legible. Spelling, punctuation and grammar are generally accurate.
4. The pupil presents some relevant information in a simple form. The text or diagram produced is usually legible. Spelling, punctuation and grammar allow meaning to be derived, although errors are sometimes obstructive.
5. The pupil's presentation, spelling, punctuation and grammar seriously obstruct understanding

EFFORT / ATTITUDE will reflect the pupil's commitment and contribution to the lesson/task/project/practical work and will be recorded using five grades:

1. Above the expected level and if maintained, should lead to an improved MTG
2. At the expected level and if maintained should mean the MTG is attained.
3. Slightly below the expected level.
4. Significantly below the expected level and unless improved will affect the MTG.
5. No work or insufficient work to be graded.

LEVELS and ASSESSMENT MANAGER REPORTS

1. KS3: NC levels from 1 to 8 will be used, with sublevel qualifiers.
(eg Level 4 will include 3 sub-levels 4a , 4b, 4c)
2. KS4: GCSE and BTEC grades from G to A* and P to D will be used, with sub grades (eg Grade C will be reported as C or C2 or C3) to facilitate tracking of progress during the two year KS4 or BTEC course.
3. KS5: A/S and A level grades from E to A (A*) will be used, again with split grades as above.

There is still a place for marks out of ten (or similar), or percentages, where the assessment involves adding marks for different questions to give a total. Short spelling, vocabulary or mental arithmetic tests would be typical examples. Such marks must not be used for impression marking - use the attainment grades.

On more significant tests these should be converted to levels or grades as listed above.

It is acceptable to use effort grades for general marking, and attainment grades/levels for end of unit tests, with the proviso that there are at least six units in a year. Exceptions to this minimum require negotiation with the Leadership Group.

It may be inappropriate for a student with SEN to be assessed using national levels p-scales or grades. This will be determined on an individual basis by the SENCO.

Responsibility for ensuring consistency in marking rests with the Head of Subject.

RECORDING

Teachers will maintain accessible and easily interpreted records of student performance. To this end records will be annotated and dated as appropriate.

Records must include the following:

Commitment to learning, and attainment grades for interim and "end of year" assessments, as reported to parents through Assessment Manager at approximately 10 weekly intervals at the end of each term.

An indication of prior attainment (eg KS2/KS3 En Ma Sc points scores, GCSE points scores for A-level students), which will be provided by the leadership Team at the start of the academic year.

A minimum target Grade/Level (MTG/L) will be set for each pupil in each subject. This will be the minimum level the pupil is expected to achieve and a measure of the pupil's potential.

A register of student attendance at lessons will be kept as well as a system of recording late, missing and incomplete work.

MONITORING AND EVALUATION

Heads of Subject and Heads of Year will monitor and evaluate the progress of all students following courses in their subject, in conjunction with the relevant line manager.



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