Whole School Marking Procedures

Rationale

These procedures serve to secure the whole school ethos and expectations that apply to any work that is marked within school. It must be considered in conjunction with (a) Whole School Marking Process Guidance (see the end of this document), (b) Subject Specific Marking Policy and Processes information and (c) the school’s Assessment Procedures. Any subject specific guidance will link to the whole school procedures and process whilst allowing for the different style and assessment needs of each individual subject area.

Link to Teacher Standards (September 2012)

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils’ progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Aims of Marking at Bingley Grammar School

1. To provide regular, relevant and quality feedback to students to enable them to both reflect upon and then improve on their learning. Through marking they should be well equipped to build on areas for development in order to secure progress towards and beyond their target levels/grades
2. To provide students with the opportunity to respond to the feedback given, allowing them to demonstrate that they have both understood the feedback and show evidence of taking the next steps that they need to take to secure further progress
3. To contribute to the teacher’s understanding of students’ progress to enable teachers to adapt their approaches and planning for lessons
4. To contribute to the teacher’s understanding of students’ progress to support the school’s assessment processes
5. As one of the indicators of teaching and progress over time for students as evidenced through the school’s quality assurance processes
Whole School Marking Process Guidance (updated July 2018)

Preparing for formal assessments

No student should complete an assessment without the following preparations:

- A clear understanding of what material is to be tested
- A clear understanding of the format of the assessment in terms of question types, available marks, time allocation and assessment objectives being tested
- A clear understanding of how the assessment is to be marked, using example mark schemes as appropriate
- Where possible, students to be shown both good and poor examples of practice to allow them to avoid common pitfalls and misconceptions and to allow them to understand what a successful assessment looks like
- Students should be given the opportunity to reflect upon their target level or grade that they are aiming to achieve and the actions or focus areas needed to achieve this

Expectations of Formal Assessment Marking

1. Formal assessments should be returned to students within two school weeks after their submission/completion
2. For the majority of subjects, a formal assessment level/grade should be made available at least once per ½ term for each student, however there will be exceptions to this for students where there is less contact time
3. Marking will contain subject specific annotations (as defined in faculty policies) to show both positive merit within the work (linked to the relevant assessment criteria) and areas for improvement or development
4. The feedback provided to pupils by teachers will use the school's THINK PINK GO GREEN approach
5. There will be a summative comment at the end of the assessment which will acknowledge positive aspects of the student’s work
6. There will be a summative level or grade at the end of the assessment which must be accurately mapped against the relevant subject specific levels or examination criteria/assessment objectives/PLCs
7. There should be at least one and no more than two targets for improvement clearly communicated in appropriate student friendly language as the GO GREEN action that a student needs to take to secure further progress
8. There should be a space for the student to respond to the feedback using GO GREEN where they improve the quality of their work using the THINK PINK feedback. This might be after the piece of work or it may be a new piece of work
9. Attention should be paid to aspects of subject-specific literacy/numeracy through annotation (following subject agreed approaches) and included in target setting where relevant

10. Technical aspects of literacy should be identified selectively but literacy marking should not overshadow the need for subject specific feedback and guidance. Up to 3 literacy corrections are advised and spellings are counted as one area of literacy for this purpose. Teachers may also wish to address errors with subject-specific key words in addition to this dependent on the needs and ability of the student.

Expectations of Formative Marking

1. There is no expectation that every piece of work completed by a student should be marked

2. Formative marking should be completed as per faculty/subject guidance and where the completion of this marking will have a positive impact on the student’s progress

3. There is no expectation that all work should be ticked or acknowledged

4. Where formative marking is done, there will be a comment at the end of the marking which will acknowledge positive aspects of the student’s work

5. Where agreed in faculty/subject curriculum maps, feedback will use the school’s THINK PINK GO GREEN approach

6. Where agreed in faculty/subject curriculum maps, feedback should have at least one and no more than two targets for improvement clearly communicated in appropriate student friendly language as the GO GREEN action that a student needs to take to secure further progress

7. Where agreed in faculty/subject curriculum maps, there should be a space for the student to respond to the feedback using GO GREEN where they improve the quality of their work using the THINK PINK feedback. This might be after the piece of work or it may be a new piece of work

8. Attention should be paid to aspects of subject-specific literacy/numeracy through annotation (following subject agreed approaches) and included in target setting where relevant

9. Technical aspects of literacy should be identified selectively but literacy marking should not overshadow the need for subject specific feedback and guidance. Up to 3 literacy corrections are advised and spellings are counted as one area of literacy for this purpose. Teachers may also wish to address errors with subject-specific key words in addition to this dependent on the needs and ability of the student.
Moderation

1. Teachers are expected to be secure in their application of the relevant assessment levels or grades. At Key Stage 3, this would usually refer to marking criteria incorporating the use of PLCs. At Key Stage 4 this would refer to GCSE or BTEC level descriptors. At Key Stage 5 this would refer to AS/A2 level Assessment Objectives and Bands/Grades or BTEC Level descriptors.

2. Faculties must follow the assessment systems that are in place to ensure that marking is accurate and all colleagues are marking to the same standards of accuracy. It is expected that some of the school’s CPD Monday sessions will be used for this purpose.

3. Faculties are expected to have robust and rigorous systems in place to ensure that work submitted to examination boards for NEA has been standardised to ensure that marks are accurate. It is expected that some of the school’s CPD Monday sessions will be used for this alongside faculties’/subjects’ own arrangements.

Expectations of exercise book/notebook marking

1. There is no expectation that every piece of work completed by a student should be marked.

2. There is no expectation that all work should be ticked.

3. Any marking that is completed should have a positive impact on students’ progress.

4. Marking in exercise books will be inherently tied into faculty/subject area’s curriculum maps which should direct what should be marked and when.

5. Students’ books provide evidence of progress over time and as such should be able to demonstrate this through students’ work showing improvements in key areas - this may include assessments being stuck into exercise books as well as work that has been completed in them.

6. Attention should be paid to the presentation of students’ work and the pride that they have in their work and their exercise books.

Literacy

All subject teachers are teachers of literacy and have a responsibility to develop students’ literacy skills especially as there is an increased focus and mark allocation for literacy across a number of subjects at Key Stage 4. Marking should show evidence of literacy marking with a focus on subject specific literacy following subject specific guidance.
In order to support literacy through marking the following will apply:

1. Pupils’ exercise books to feature a literacy summary label on the front cover.

2. Literacy Marking approach:

   a. Up to 3 literacy corrections are advised and spellings are counted as one area of literacy for this purpose
   b. The first instance of any ‘everyday’ spelling to be highlighted and corrected
   c. Teachers may also wish to address errors with subject-specific key words in addition to this dependent on the needs and ability of the student
   d. Staff should follow up with students on any spellings which are subsequently spelled incorrectly
   e. Staff to insist on correct sentence demarcation
   f. The following symbols should be used by all to ensure consistency for students however subjects may add to this dependent on their marking needs and practices:

Marking Code:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Missing capital letter or unnecessary capital letter</td>
</tr>
<tr>
<td>.</td>
<td>Missing full stops should be added by the teacher</td>
</tr>
<tr>
<td>//</td>
<td>Indicates the need for a paragraph</td>
</tr>
<tr>
<td>^</td>
<td>A word missing</td>
</tr>
<tr>
<td>,</td>
<td>Missing commas put in by teacher</td>
</tr>
<tr>
<td>' or X</td>
<td>Apostrophes added or, where necessary, crossed out by teacher</td>
</tr>
<tr>
<td>√√</td>
<td>Two ticks indicates clear, accurate or striking writing</td>
</tr>
<tr>
<td>Circle spelling mistakes</td>
<td>Only first instance of misspelled word to be circled. The correct version of the spelling can be provided dependent on the need of the student</td>
</tr>
<tr>
<td>~~~~~</td>
<td>Shows a student that their expression or ideas are unclear</td>
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</tbody>
</table>
Quality Assurance of whole school marking

1. There will be scrutiny of students’ work and the marking of it as part of the school’s quality assurance processes
2. Lesson observations, drop ins and learning walks will look at teaching over time evidence through looking at marking in books and assessments.
3. Any quality assurance of students’ work and the marking of it will take subject specific curriculum maps and the marking expectations of these into account
4. The school’s leadership team will conduct whole school marking scrutiny audits
5. The school’s leadership team will monitor the quality of marking through the Faculty Review Process

Originator: ASD
July 2018