

## **WHOLE SCHOOL MARKING**

### **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 and (b) Subject Specific Policy and Process information. Any subject specific guidance needs to adhere to the whole school policy 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 frequent, relevant and quality feedback to students to enable them to both reflect and 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 know the next steps that they need to take to secure further progress
3. To provide reliable and robust data that supports the process to furnish all parents/carers with accurate and timely assessment data that is delivered via the whole school assessment cycle (see Assessment Policy)
4. 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 (September 2014)

### Self Reported Grades

Wherever possible, prior to the completion of an assessment, students should be given the opportunity to reflect upon and state the 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. A formal assessment level/grade should be made available at least once per ½ term for each student
3. Students should be referred to by name at least once within the written commentary
4. 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
5. The feedback will follow the **CAR** model of **comment, action** and **response**
6. There will be a summative **comment** at the end of the assessment which will acknowledge positive aspects of the student's work
7. 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
8. All levels and grades should be accurate having been through the standardisation processes as detailed in the school's assessment calendar
9. There should be at least one and no more than two targets for improvement clearly communicated in appropriate student friendly language as the **action** that a student needs to take to secure further progress
10. There should be a space (on a feedback sheet or on the bottom of the work) for the student to respond to the feedback showing that they understand the marking and stating the next steps in terms of their **response** to secure further progress
11. An effort grade (using 1= Outstanding; 2= Good; 3 = Sufficient; 4 = Insufficient) may be awarded if relevant to the piece of assessment
12. Attention should be paid to aspects of subject-specific literacy/numeracy through annotation (see key at the end of this guidance) and included in target setting where relevant
13. Technical aspects of literacy should be identified selectively (see key at the end of this guidance) 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.

### Expectations of Formative Marking

1. 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
2. The feedback will follow the **CAR** model of **comment, action** and **response**
3. There will be a **comment** at the end of the marking which will acknowledge positive aspects of the students' work
4. There should be at least one and no more than two targets for improvement clearly communicated in appropriate student friendly language as the **action** that a student needs to take to secure further progress
5. There should be a space (at the bottom of the work) for the student to respond to the feedback showing that they understand the marking and stating the next steps in terms of their **response** to secure further progress
6. An effort grade (using 1= Outstanding; 2= Good; 3 = Sufficient; 4 = Insufficient) may be awarded if relevant
7. Attention should be paid and noted to aspects of subject-specific literacy/numeracy through annotation (see key at **Literacy** section of this guidance) and included in target setting where relevant
8. Technical aspects of literacy should be identified selectively (see key in **Literacy** section of this guidance) 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

### Moderation

1. Teachers are expected to be secure in their application of the relevant assessment levels or grades. At Key Stage 4 this would refer to GCSE or BTEC grade or 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. A number of CPD Monday sessions will be calendared and 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 controlled assessments or coursework has been standardised to ensure that marks are accurate. It is expected that a number of CPD Monday sessions are used for this alongside faculties' own arrangements

### Expectations of exercise book/notebook marking

1. Students' exercise books should be reviewed at least twice per ½ term (see individual faculty/subject guidance where there may be exceptions to this where curriculum coverage does not allow for this)
2. 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
3. The nature of this marking should follow faculty/subject guidance
4. Attention should be paid to aspects of the quality of reading, writing, communication and mathematics
5. Attention should be paid to the presentation of students' work and the pride that they have in their work and their exercise books

### Literacy

1. All subject teachers are teachers of literacy and have a responsibility to develop students' literacy skills
2. Marking should show evidence of literacy marking with a focus on subject specific literacy
3. The whole school Literacy Marking Key is as follows:

Abbreviation	Meaning
<b>Sp</b>	Denotes a spelling error and should be placed over the part of the word where the spelling error has been made. No more than 3 should be highlighted in any piece of work. Dependent on the needs of the individual student, the correct spelling could be provided or they could be asked to look up the correct spelling for themselves. It may be appropriate for students to have spelling lists in the back of their books.
<b>P</b>	Denotes a punctuation error and should be placed over the area where the punctuation is incorrect. Insert the correct punctuation mark as appropriate. Examples of punctuation errors missing full stops, question marks, exclamation marks; misuse of or missing apostrophes.
<b>Caps</b>	Denotes the misuse of capital letters. This may be where a capital letter is missing or has been used when it is not needed.
<b>NP</b>	Denotes that a new paragraph was needed at this point in the work.
<b>Gr</b>	Denotes that there is a grammatical error such as 'I were' rather than 'I was' or an incorrect word order is used. The affected parts should be underlined.
<b>Exp</b>	Denotes that the expression and therefore meaning is unclear or awkward meaning that the work lacks clarity. The affected parts should be underlined.

### Quality Assurance of whole school marking

1. Directors of Faculty and Assistant Directors of Faculty are to undertake a faculty marking scrutiny each term to ensure that the quality and frequency of marked work is sustained and that expectations are being met
2. Directors of Faculty and Assistant Directors of Faculty are responsible for following the school's assessment programme of moderation and standardisation to ensure the accuracy of marking and assessment
3. Lesson observations, drop ins and walk throughs will look at teaching over time evidence through looking at marking in books and assessments
4. The school's leadership team, under the direction of the DHT for Student Learning, 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  
Partner Governor: D Mann  
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