MARKING, ASSESSMENT AND PRESENTATION POLICY

The College has a consistent marking policy across all subject areas. Work will be marked both summatively and formatively and a mark will be given reflecting the standard achieved.

The regular and efficient review and marking of work is a contractual responsibility of a serving teacher. General guidelines for the marking of work are outlined below. Work should be marked regularly, approximately every two-three weeks although this will be more or less frequent depending upon the number of lessons per week in a subject. A record of the work set, and marks obtained, must be kept by the teacher concerned. This record should be available to the teacher's Head of Department and to the Senior Deputy Headteacher.

All feedback practices will be evaluated for their impact on student progress and staff workload. In the same way that 'Homework should not be a routine chore, or a time-filler' (see 5.5 Homework policy), marking should always be meaningful, manageable and motivating.

The Head of Department, as part of their role, should ensure that regular consistent marking is taking place in their department. Work scrutiny exercises will be conducted by them and members of the SLT each term as directed by the Senior Deputy Headteacher. Each teacher is issued a 'Formative Assessment' rubber stamp which acts as a template to provide a consistent degree of feedback across subjects. This does not need to be used every time a book is marked but should be at least every half of term or more frequently dependent on department policies. The key feature of this is that students can engage with the teacher comments and act upon them.

Care should be exercised not to discourage students by excessive and untidy use of the marking pen. A student who is proud of the appearance of his work, however poor in content, should not have that work disfigured by untidy or scribbled marking. Marking, therefore, should always be neat and clear, indicating to the pupil where they could improve, and the effort made to produce work of a high standard, e.g., A1, B2, etc. (See 5.4 Baseline Assessment & Monitoring Progression policy).

Comments and marks should be clearly seen. Marking must be positive. Comments and annotations should give clear advice on how the pupil may improve their standard of work. Comments should give encouragement yet be objective. Each department provides guidelines for the marks entail. These should be stuck in the front cover of each exercise book.

CLASSWORK & HOMEWORK ATTAINMENT GRADE DESCRIPTORS – KEY STAGE 3:

A	Regularly produces work of a very high standard. Shows an excellent understanding of concepts covered. Regularly shows ability and initiative when extended.
B	Regularly produces work of a good standard relative to his peer group. Shows a good understanding of concepts. Able to use initiative in some situations.
C	Work is usually of a competent standard relative to his peer group. Shows a sound understanding of most aspects. Content of work shows some initiative
D	Work is often of below average standard for his peer group, though some pieces may be competent. Struggles to understand some of the more complex concepts involved. Content of work shows little initiative.
E	Work is often of poor quality. Struggles to understand many of the most important concepts involved. Content of work shows little initiative.

CLASSWORK & HOMEWORK <u>EFFORT</u> GRADE DESCRIPTORS – KEY STAGE 3:

1	Excellent. This student consistently tries his hardest to produce work of the best possible standard.
2	Good. This student is working hard but could still sometimes apply himself further
3	Requires Improvement. This student does not try his hardest to produce good quality work and is sometimes content with unsatisfactory work.
4	Intervention Needed. If this student is to make progress in this subject, one or more of a range of strategies will be applied which may include attending workshops/extra support lessons etc.

In Key Stage 4, Attitude to Learning (A to L) is recorded in levels A-D:

A - This student has consistently demonstrated outstanding effort and commitment to producing work which is of a high standard, and is indicative of their potential to reach the target grade.

B - This student normally completes work to a good standard. He will need to respond to formative feedback to increase the likelihood that he will attain his target grade.

C - This student's effort and commitment are indicative of failure to achieve the target grade. Work often appears rushed or lacking in detail and regularly falls below the standard of which the student is capable. More time and effort must be put into work if improvement is to be seen.

D - This student's level of effort and commitment is poor. Tasks are often incomplete and/or well below the standard required to attain the target grade. An action plan has been provided to support his improvement.

Subject specific GCSE (9-1) Attainment descriptors should be provided which are consistent with exam boards' requirements. These can be found in student folders or exam board websites.

PRESENTATION

Presentation of work is always important. Every effort is made to ensure that standards of presentation are high and maintained consistently across departments. Students receive the following guidelines in their student planner:

- Cover your exercise books and do not allow them to be decorated with stickers or graffiti.
- Always write the title and date at the head of your written work. All titles should be <u>underlined</u>.
- Take care with layout. Use a ruler/pencil for graphs, diagrams, and tables.
- Try to draft your work and then check for content, organisation and accuracy.
- Proof-read all work for spelling, punctuation and grammar. Do not hope for the best – make sure your work is correct, otherwise your marks and grades will suffer in all subjects.
- All word-processed work should be presented in conformity with the word processing standards as highlighted in the Student Planner.

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