



# Brixham College Marking Policy



*Brixham College Marking Policy is based on an over-arching whole school Learning and Teaching policy and successfully demonstrating student progress.*

## Aims

To establish a broad, consistent approach to the way learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. Marking helps students to improve their work and will inform teacher planning and monitoring.

This includes a :

- A common marking policy which promotes consistent standards of marking and common methods from one teacher to another, and one faculty to another.
- A common mark scheme which indicates the criteria against which the work is marked.
- A common system of grading.
- A common approach to marking English, particularly spelling in all subjects.
- A marking policy which is shared with parents and carers.
- A marking policy which is adhered to.

## Principles

'Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there'

**J. Rowe,2007**

Marking and feedback at Brixham College will be consistent with the principles of Assessment for Learning (AFL) being :

- ◇ Focused on student learning
- ◇ Based on shared learning objectives
- ◇ Periodically and selectively given
- ◇ Positive in tone and accessible by all students
- ◇ Supportive of achievement in all of its forms
- ◇ Helping Students to improve their work
- ◇ Promoting learner confidence
- ◇ Including opportunities to develop peer and self assessment skills
- ◇ Informing future planning and thereby support individual target 'setting'

### Summary of agreed minimum expectations :

- ◇ Books will be marked twice over a six week period.

This will include :

- a) One 'light touch' marking which may include comments and feedback.
- b) One formative marking which will use the college Formative feedback sticker to support this process.
- c) All marking will refer to grades / levels as indicated in the policy
- d) All marking will use the 'marking key' to support literacy across the college.
- e) Marking will be monitored by Faculty Leaders once a term.

To support learning students need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives / outcomes and the sharing of success criteria support this.

◇ **Learning objectives**—broad learning objectives will be shared with students. These will be focusing on learning e.g, on what students '**will know**' and '**be able to do....**' by the end of the learning process.

◇ **Learning outcomes**—will also be shared. These will focus on what students are doing, making or producing. How students demonstrate what they have learned.

◇ **Success criteria**—the marking criteria against which different pieces of work will be marked should be shared eg. in support of peer / self assessment, milestone pieces of work and end of unit assessment. These criteria may be generated in conjunction with the students or by the teacher / Faculty / examination board as appropriate.

## **Modelling**

Before starting a task, students find it helpful to see what a finished product/piece of work looks like. It can generate discussion about what makes a good piece of work and how examples might be improved.

## **Learning milestones**

Not all marking can or should be marked in detail. Within unit of work faculties / subject leaders will identify a number of key pieces of work for more in depth, quality marking.

## **Frequency of marking**

### **Light touch 'tick & flick' marking**

This should take place at a minimum of once every six weeks.

In order to support the giving of quality feedback at key points in the learning process, other work should be marked in less detail, light touch marking will develop the skills of self / peer assessment. and will stand alongside whole class and teacher lead marking or more closed tasks, class notes and exercises. Teachers will acknowledge such work variously through oral feedback as the use of ATL grades ( **O** outstanding, **G** good, **S** satisfactory, **P** poor ), ticks, my stickers, initials, smiley faces, brief attainment comments, etc.

### **Formative marking**

This should take place at a minimum of once every six weeks.

Both the marking of milestone pieces of work and light touch marking are examples of formative marking. One piece of work will be marked every six weeks, formatively with detail. Formative marking informs the student, parents and carers of learning progress, identifies next steps and how these can best be taken. It informs teacher planning. This is distinct from end of unit assessments which are summative, judging student attainment and therefore progress made at a given point in time.

## Two stars and a wish'

### 'Two stars'

**A comment which refers to specific progress or improvements identified in the work.**

*For example :*

*'Excellent, you have used full stops and capital letters. Huge improvement'.*

*'Well done, you have supported each point with an example. Excellent progress'.*

*'Fantastic use of diagrams. This supports your explanations, much better'.*

**A comment which celebrates the learning process.** *For example :*

*'Excellent uses of resources, this has provided you with a range of examples to support your Point of view'*

*'Your ability to reflect and take on board peer advice has been excellent. This has impacted on your grade'.*

**Resilience** - effort / determination they have shown in their work. How they have coped with a challenging piece of work.

**Resourcefulness** - how they have made links with prior learning ? How they have used resources to help them with their work. How they have been imaginative with their thinking.

**Reciprocity** - working independently, picking up good habits from others, showing empathy with others views, working collaboratively with others.

**Reflection** - made revisions and changes to their work, re-worked work taking advice on board.

### 'Wish'

A formative comment which gives **specific** detail with **how** the learner can now make further progress.

**For example :**

*'you have mentioned how Billy is a brave person but you now need to support this with an example from the script'.*

*' You have correct answers but need to show your working out to gain full marks'.*

*' Use paragraphs to separate your discussion points'.*

*' further detail would pick out the windows / doors of the buildings in the foreground'.*

## Format for Formative marking

The table indicated below will be a format which will support staff in providing formative feedback. This will be placed into students books / onto the piece of work or the reverse of a piece of work.

Target	5c	Level	4a	ATL	G	Date	6.05.11
<i>Well done, you have supported each point with an example. Excellent progress.</i>							
<i>Your ability to reflect and take on board peer advice has been excellent. This has impacted on your grade.</i>							
<b>Wish</b> <i>Now use paragraphs to separate your discussion points.</i>							
<b>Student / Parent comment :</b> I am really pleased with my progress but a little disappointed with my ATL. I would like to make sure I get an O on my next piece.							

This will happen in all subjects. There is a section at the bottom of the table for students / parents to add comments after the marking as taken place. Encouraging both students and parents / carers to be part of this process will have a positive influence on the marking process.

Examples of comments that might be used are provided in the table.

## How students are levelled or graded

Key Stage 3	Key Stage 4
<p>A National Curriculum Level. As a guide, students should be working within the following levels:            Year 7 : Levels 3 – 5            Year 8 : Levels 4 – 6            Years 9 : Levels 5 – 8            In addition to each level , progress within that level must be shown as A, B or C :            C= beginning to work at this level            B = working competently at this level            A= showing signs of attaining the top level and being near to the next highest level</p>	<p>GCSE grades:            A*            B            C            D            E            F            G            U            Vocational subjects are graded accordingly :            Pass ( C grade )            Merit ( B grade )            Distinction ( A grade )            Diploma : A, B, C ( pass or above )</p>

**Effort grades = 0** outstanding **G** good **S** satisfactory **P** poor

## Marking Key

- sp** sp means there is a word spelt wrong.
- p** p means punctuation is wrong.
- cap** cap means a capital letter is missing, or has been added incorrectly.
- ww** ww means you have used the wrong word.
- a line between two words means they should be one word.
- ?** a question mark means the meaning is unclear.
- /** / means two words have been joined that should be separate.
- //** // means a new paragraph is needed.
- ✓ a tick means something is good.
- √√ Excellent work or meaning something is excellent.
- 😊 Or *PP* for praise point ( 'my sticker' )
- ^ Omission ( For example, a missing word )
- X incorrect answer

## **Monitoring**

Marking will be monitored by Faculty Leaders once a term. Faculty Leaders will clarify with their teams how and when this process will take place. For example, the Faculty Leader may select a sample of books work from a Year group, across the five year groups, across a group of students such as SEN students. This helps the Faculty Leaders identify where best practice exists and focus on gathering information to support the Faculty and College Improvement Plan.