

# MARKING

## 1. Policy Statement

*In line with our Aims and Ethos Bournemouth Collegiate School encourages pupils to be actively involved in their own learning. We see the marking of all work throughout the curriculum as part of assessment for learning. It is a method of acknowledging a child's achievements as well as providing guidance on how they can take action to improve their own performance.*

*BCS is fully committed to ensuring that the application of this Marking policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.*

*This policy is applicable to all pupils in both senior and prep schools, including those in boarding and EYFS and BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.*

*In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the Senior school and Prep school offices and should be read in conjunction with the following documents: Curriculum, Teaching and Learning, LDD, Gifted and Talented, Assessment, Recording and Reporting.*

*This document is reviewed annually by the Vice Principal and Assessment Co-ordinator (Prep) or as events or legislation change requires. The next scheduled date for review is September 2012.*

## 2. Key Personnel

Marking in the Senior school is coordinated by the Vice Principal, Peter Harris. Marking in the Prep school and EYFS is coordinated by the Assessment Coordinator, Venke Robertshaw.

### 3. Procedures

#### A. Senior School

##### Marking and Comments

Some work can be 'low level' marked for example just with ticks and minimal comment whilst other work should be 'high level' marked which includes detailed analysis and feedback indicating ways that the work could be improved with targets set. The frequency of each type of marking depends on the exercise that has been set but as a rough guideline at least two pieces of high level marking should be done each half term. All high level marked homework should have written comments that highlight positive aspects of the work and should also indicate ways that it could be improved/targets. Each piece of work will be given an effort where appropriate grade using the following criteria:

##### Effort

We quantify the effort put into a piece of work by awarding it an effort grade using the Effort Grade Criteria.

##### **1 Outstanding**

*Evidence of 'extra'. Develops work in the light of research advice. Demonstrates a wider interest in the subject. Work handed in punctually. Pride taken in presentation of work.*

##### **2 Good**

*Work handed in punctually. Work is well presented and it is evident that much time and care have been devoted to it. Will persevere with a problem until it is resolved.*

##### **3 The minimum standard expected of a BCS pupil.**

*Shows evidence of time, care and effort appropriate to the task. Homework is punctual.*

##### **4 Below the effort expected of a BCS pupil.**

*Homework is obviously rushed, incomplete or late. Is reluctant to persevere or seek assistance. Little care taken with presentation. Effort is unacceptable. Work should be repeated.*

We suggest by means of a written comment how future improvement can be made. Good practice is to include comments about the oral contributions in class, including asking and answering questions and group work interaction and contribution.

##### Academic Grade

Academic grades are given for grade cards and reports and on homework where appropriate.

For work that is marked at a high level, attainment is assessed using the specific subject related descriptors using the National Curriculum Levels for KS3 and the examining body criteria for both GCSE and A Level. Rather than using the a, b and c sub levels for KS3 they are broken down into three alternative criteria; High, Secure and Low, depending on how the pupil is performing at that level. These sub criteria are also used at GCSE.

In addition, all pupils in Year 10-13 have a 4 weekly assessment when they sit a 20-30 minute exam question to regularly track their performance and to allow for necessary intervention strategies to be put in place.

### **Learning Intention**

Every lesson should include a learning intention that is outlined on the scheme of work. Marking should be in response to the Learning Intention/Success criteria to avoid over marking.

### **Pupil Self Evaluation**

After a pupil has written a piece of homework they should provide reference to the time taken to complete it and are also encouraged to give any other written feedback regarding their level of understanding.

### **Target setting**

A National Curriculum level descriptor sheet for each subject is attached to a pupil's exercise book.

Targets are identified on a Target Sheet (attached to the pupil's exercise book) or written in the back of the exercise book. These targets are reviewed regularly by the pupil and teacher. All targets should be reviewed after a piece of work that has been 'high level' marked. Once the target has been achieved this is acknowledged and the next target identified.

### **Vocabulary and spelling**

If repeated words are misspelt (particularly subject specific terminology) then they should be clearly indicated by a teacher using **(Sp)**. The pupil then writes these down on a vocab/spelling list at the back of their exercise book and this should occasionally be given as a learning piece of homework. Maybe 3 or 4 spellings are written down after a high level piece of marking.

### **Peer Marking**

Pupils are also encouraged to mark each other's work and provide feedback based on marking criteria. This could also include an evaluation of their marking.

### **Book Scrutiny**

The Subject Leader will review a selection of pupil exercise books, from across the ability range, once each half term. The Subject Leader will give the Vice Principal a written feedback report on marking, assessment and presentation of work in their subject once a term. The Vice Principal will

undertake a review of a selection of pupil exercise books, from across the ability range, once a term.

## **B. Prep School**

Marking is positive, clear and appropriate in its purpose; productive in its outcomes and related directly to the individual pupil.

Some work can be 'low level' marked for example just with ticks and minimal comment. However, regularly staff should mark work at a 'high level', which includes detailed analysis and feedback indicating how the work can be improved and guidance to move the pupil forward in their thinking and their learning. With EYFS, Year 1 and Year 2 this feedback will be mainly verbal and will occur there and then. Opportunities will be given for pupils to respond to both verbal and written feedback.

### **Best practice**

- Marking will be undertaken as soon after the work has been completed as possible and where appropriate, the pupils should be given additional verbal feedback
- For the youngest pupils marking will be completed alongside the pupil in order for it to be meaningful
- Pupils should clearly understand the learning intention and success criteria against which their work will be marked
- The learning intention needs to be written at the top of the piece of work so that work can be assessed to see if the Learning Intention has been met and teachers' comments should reflect this.
- Marking is related to the given criteria to avoid over marking which can spoil a pupil's piece of work and lower self esteem
- Where appropriate teachers should highlight 2 or 3 things the pupil has done well and set a target for improvement. This target is indicated by a circle with a T inside.
- Common words, words the teacher feels that the pupil should know, or words that can be found around the classroom eg word banks, are underlined for the pupil to correct themselves.
- Other incorrect spellings that need highlighting are underlined and written in the margin by the teacher.
- Marking should encourage pupils to ask for help if necessary, understanding that it is OK to get things wrong
- Suggestions for improvement should act as scaffolding, enabling pupils to use their knowledge and think for themselves, rather than always being given solutions to problems
- Alternative or additional methods of support should be found if written comments have been repeated on several pieces of work and have not led to improvement
- Marking should indicate the level of support given to complete a piece of work
- Stars, stickers, stamps and House points could be used to encourage and reward effort and excellence

Self assessment is important in engaging pupils in the learning and assessment process and pupils are required to reflect upon their knowledge and understanding and use the smiley face code at the end of a piece of work or homework

☺ = Good understanding of the task/ met the success criteria

☹ = OK/needs more practice

☹ = Struggled with the task/needs additional teacher input

The time taken to complete the homework also needs to be included.

Peer assessment is used effectively but managed carefully to ensure pupils do not start comparing themselves against others rather than against their own previous attainment or their own targets. Peer assessment is often done verbally.