The Axe Valley Community College

Marking Policy
Version 1 (Oct 2012)

Aims of policy

This policy aims to create a consistent approach to marking across the college so that all students receive high quality marking. Marking is viewed as a key element in supporting students' progress and developing effective literacy skills.
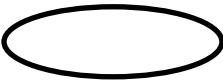
Objectives of policy

1. Provide a coherent and clear system for marking
2. Create a sustainable policy in terms of teacher workload
3. Make explicit roles and responsibilities for different stakeholders and how we are held to account for these

Marking Tools

This sets out the range of tools that teachers and other staff typically use when marking students work. Please refer to the Marking Grid (Appendix 1) for guidance on when these tools should be used.

Marking Symbols for KS3-4

These provide a college-wide approach correcting students' written work in terms of their spelling, grammar and punctuation. These symbols are recorded in student planners and displayed in all class rooms.

SP	Spelling mistake
⬭	Punctuation missing
?	Express more clearly / does not make sense
∧	Word missing
//	New paragraph
PR	Presentation standards not met
✓	Think: why has your teacher ticked this part of your work?
X	Incorrect

Additional Marking Symbols for KS5

For A Level Courses

AO1	Assessment Objective 1
AO2	Assessment Objective 2
AO3	Assessment Objective 3

For BTEC Courses

> P1, P2, P3

What's working well (WWW) / Even better if (EBI)

This provides developmental, written feedback to students. WWW summarises the strengths in the piece of work. Up to three should be recorded. EBI highlights areas for development that teachers are expecting students to act on. Advice on how to develop should be recorded here as appropriate.

The level of detail should be proportional to the amount of work and the time that students have on this. A short 45min homework task may result in a short WWW and EBI. For an Extended Learning Project comments should be precise and detailed.

Grade / Score

There are many approaches to scoring students' work, including marks (e.g. 20/26), grades (e.g. A), or a percentage (72%). Some departments may also wish to use an effort grade. Where this is used the department should adopt a common approach that is clearly set out in its Department Marking Policy.

National Curriculum Level / GSCE, BTEC, OCR or GCE Grade

These apply for formal assessment tasks. At KS3 these are expressed in sub levels (e.g. 5a. 7c) and at GCSE/GCE/BTEC and equivalent with grades (e.g. A*, D, Merit). These are most effectively used when teachers explicitly share level / grade criteria so students have a clear understanding of what constitutes different levels of work.

Marking Contexts

Classwork

This refers to all work produced during lessons. Classwork will exist in many different formats depending on the subject area (exercise books (rough and formal), folders, sketchbooks, word / other software files). In some subjects classwork does not lead to a physical record of the learning (e.g. PE, Drama and Music) and therefore marking is not required (See Marking Grid below).

It is important to check classwork as this informs teachers' understanding of learning and progress and to ensure that expectations about spelling, grammar and punctuation and presentation are being met.

Homework

Homework is set in accordance with college's Homework Policy. It is expected that homework is marked in a timely and constructive way. Although peer and self assessment may be appropriate in some contexts this should be limited with the majority of homework being teacher marked.

Extended Learning Projects (ELPs)

ELPs represent a significant amount of student work. At a department level the format for marking homework should be agreed and followed. Marking should be detailed and precise and returned to students within two weeks of submission.

Notes / Folders / Journals / Sketchbooks

At GCSE and particularly at A Level students' class and homework will be recorded through notes in folders, journals and sketchbooks. Post-it notes may be a good way to provide teacher comments etc. These forms of work should be treated as homework or classwork accordingly.

Essay / Extended Writing at KS5
At KS5 students completing A level courses should be set a regular diet of essays and extended writing. A reasonable expectation would be a minimum one piece a fortnight.

Formal assessment task
This refers to tasks that have a summative assessment purpose and the data will be recorded in SIMs as part of college data management procedures. Formal assessment tasks should provide largely unsupported opportunities for students to show their current level / grade. The primary purpose is summative but it is good practice to use this for formative purposes through sharing marking criteria, getting students to review their performance and agree areas for improvement.

Internal exam
This refers to mock exams and similar practices where students complete a past paper under exam conditions but this is for internal marking purposes only.

BTEC and other Applied Courses
Exam boards provide clear and rigid assessment and marking procedures which should be followed rigorously.

Roles and responsibilities
Students are responsible for taking on board feedback from teachers and taking action to address areas for improvement.
Teachers are responsible for following processes set out in college and department-level policy.
Parents have a key role in promoting the importance of accurate writing, and encouraging their child to use the feedback from teachers to help improve.
Subject Leaders are responsible for creating a sustainable Department Marking Policy that is compliant with whole college policy. This will involve mapping marking workload and creating a clear plan for the year that is manageable. SLs are responsible for monitoring the implementation and evaluating the effectiveness of the policy at a department level. The template for the department marking policy is in Appendix 2
Literacy Co-ordinator's role is to advise SLT of Marking Policy, highlight effective practice and provide advice, training and support to departments.
Senior Leadership Team are responsible for supporting subjects leaders through line management to implement, monitor and evaluate the policy as well as evaluating the overall effectiveness of the Marking Policy.

Monitoring, evaluation and review
Monitoring should be undertaken once a term by SLs. This can be supported by SLT line manager. The key question is 'How effectively is the Marking Policy working?' To answer this question SLs will be required to check marking practices of all teachers in the department against the agreed Marking Grid within the department marking policy. A short monitoring form should be completed to record the outcomes of the Monitoring (See Appendix 3)
Evaluation is undertaken annually by SLs, drawing on evidence from monitoring forms and lesson observations. Judgements are recorded in the MIF. SLT will provide a summary evaluation in the college SEF.
Review is undertaken through department and year group reviews.

Relationship with other policies and procedures
Homework Policy
Assessment for Achievement Policy
Presentation Standards

Appendix 1: Marking Grid

Contexts	Frequency	Points to note	Marking Symbols	WWW / EBI Comments	Grade / Score	NC level / Exam Grade
Classwork	Every 8-9 Lessons	• Exceptions are Music, Drama and PE • Be selective – focus on section of work e.g. a page or paragraph; it is not intended that all classwork is marked	✓	O	X	X
Homework	Every submission	• It is appropriate for teachers to mark specific sections only of completed work. • Grade / Score is optional and should be set out in Department Marking Policy.	✓	O	O	X
Extended Learning Projects	Every submission		✓	✓	O	O
Essay / Extended Writing	Every submission		✓	✓	O	O
Formal assessment task	Every submission	• Controlled Assessments / BTEC Modules: marked in line with exam board requirements • WWW/EBI could come on practice of work	✓	✓	X	✓
Internal exam	Every time		✓	O	X	✓

✓ Required, X Not Required, O Optional

Appendix 2: Department Marking Policy

[enter name] Department Marking Policy

Marking Tools and Contexts

Tools	Department use at KS3 in marking contexts	Department use at KS4 in marking contexts	Department use at KS5 in marking contexts
Marking Symbols			
WWW / EBI			
Grade / Score			
National Curriculum Level / GSCE, BTEC or GCE Grade			

Monitoring
The Subject Leader will monitor the above on a termly basis by [add details]

Appendix 3 Marking Policy – Monitoring Form

[enter name] Department Marking Policy – Monitoring Form

Completed by:				Date:			

Contexts	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Classwork							
Homework							
Extended Learning Projects							
Essay / Extended Writing							
Formal assessment task							
Internal exam							

Grading

1= fully met   2 = mostly met   3 = partially met   4 = not met