Marking

Policy

Shooters Hill Sixth Form College

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Accountability:	**Governing Body**
Responsibility:	**Governing Body**

Shooters Hill Sixth Form College

Assessment, Marking and Feedback Policy – Reviewed August 2016:

At Shooters Hill we aim to provide:

A whole college framework for effective marking and feedback that directly contributes to raising the achievement of all learners.

Constructive feedback to learners, focusing on success and improvement needs (areas to target for development) against learning intentions. This enables learners to become reflective learners and helps them to close the gap between what they can currently do, and what we would like them to be able to do.

Standardisation and consistency of practice throughout the college.
Guidance to staff on the purpose, types and frequency of effective marking and feedback.

All programme areas will use and adapt this document as well as the Mark book policy to formulate their own departmental policy that will reflect their curriculum area needs.

Introduction

At Shooters Hill, feedback is defined as a response to student's work. This can be marking, discussion and formal or informal meetings.

We believe that it is through regular, consistent effective feedback that formative assessment information can be utilised to support planning, target setting and achievements. It encourages learners to reflect on their own achievement and to celebrate success.

We value the success, achievement and progress of every student and that every student can learn and achieve their full potential – we want all learners to develop a growth mindset. The journey matters not just the grade!

Effective assessment, marking and feedback, in whatever form, will raise standards through:

- Being directly related to the learning outcomes given to learners at the beginning of teaching sessions.
- Being directly related to schemes of work.
- Being clear and constructive in its guidance to individual learners; being consistently applied and followed up.
- Being balanced in pointing to strengths as well as weaknesses; Being a way of comparing present with past work, and so celebrate progress made.
- Being a way of building student's confidence.
- Being a part of the assessment process and so informing teachers' short-term planning.
- Being part of whole college monitoring and target-setting.
- Enabling learners to develop skills of self-assessment.
- Learners to know how well they have done, and what they need to do next.
- Learners are stretched and challenged.
- Parents, through a review of their students work at Parent Consultation meetings, EHCP (Education health care plan) reviews etc. to be aware of the progress their child has made over time.

- Marking and feedback should *always* be about the learning.
- Quality marking which involves detailed feedback will be spread throughout the term.

Formative Assessment could include:

- Homework tasks
- Questioning
- Presentations
- Class activities/tasks
- Quizzes
- Discussion
- Walking talking mocks (WTM)

Summative Assessment:

- Unit/ topic tests
- Mock exams
- Oral exams

Marking & feedback could include:

- Written (formative) comments
- Oral Feedback
- "Light touch" marking
- Grades/Numerical scores
- Asking learners to explain work and commenting on their explanation
- Discussing work in progress with learners
- Talking the whole class through common achievements, errors and ways to improve
- Peer assessment
- Self-assessment

The Purpose of Marking and Feedback

For Teachers

➢ Demonstrates student's knowledge and skills achieved.
➢ Indicates where revision or intervention is needed.
➢ Indicates the next step for learning.
➢ Helps determine groups for learning.
➢ Indicates levels of achievement.
➢ Informs future planning.
➢ Informs changes in medium or short term planning.
➢ Establishes a teacher / student dialogue about learning.

For parents and other audiences

➢ Indicates points for individual development and progress.

➤ Shows what the school values in student's work.
➤ Demonstrates expectations.
➤ Shows how the teacher has worked with and acknowledged the efforts of a student.

For learners

➤ Provides a personal response.
➤ Acknowledges achievements.
➤ Encourages learners to reflect upon their efforts to persevere and strive for excellence.
➤ Allows learners to interact with the adult giving feedback.
➤ Teaches learners that feedback on areas to develop or targets is a normal, positive step in learning new skills.

Effective Marking and Feedback

Effective Marking and Feedback takes place when:

The focus of written feedback is on helping learners gain a clear understanding of how well they have gained knowledge, concepts and skills and then explaining what needs to be done to meet the learning objectives. You must mark for literacy. Written feedback should be predominantly encouraging and constructive and phrased as questions/prompts. There should be dedicated improvement and reflection time – students work to 'close the gap' (DIRT). Students need to demonstrate that they have acted on the feedback. For comments to be beneficial for learners

They should:

• Understand the purpose of the task
• How far they have achieved this
• How to move closer towards a greater understanding of the learning objective

Before starting a task, learners may find it helpful to see what a finished piece of work might look like (they need to know what success looks like). It can generate discussion about what makes a good piece of work and how examples might be improved.

Grading

Grades/scores & comments should be used to inform teacher's judgements concerning a student's progress and to inform teacher records and reports. *The information is of a confidential nature and a student should not be asked to read out their grade or total in front of their peers, nor should the teacher read out to a class the grades and scores achieved without agreement from all.*

Grades can undermine confidence in some learners and result in complacency for others. However, it is still important for teachers, parents and learners to know how well the learning

is going and what still need to be done. This is why the feedback is important – comment on the effort made despite the grade outcome!

• Summative assessments /Key pieces of work will be awarded an attainment grade; pieces in between do not always need to be graded, they can have developmental targets only!
• Grades should be shared with learners and parents

Any grades/levels awarded should be easily understood by learners/parents and, where appropriate in line with examination board/NC criteria. All grades will be recorded on a central record through the use of mark Book on pro monitor.

Data should be reviewed regularly in order to highlight learners progressing below, in line or above expectation. Consideration should then be given to the reasons for these variations. The campus uses the PIXL strategy of Diagnosis, Therapy and Testing – once an assessment has been done teachers need to use a variety of interventions to address the areas of concern and then retest so both the teacher and student can be confidant progress has been made.

Grades used at SHC:

- **A level – Use PiXL grading only**
- **GCSE - Use PiXL grading only**
- **FS – P or F**
- **Ungraded Vocational- P or F**
- **Graded Vocational – F, P, M, D.**
- **College Certs – P**

Procedure – what I need to do?

Assessment, Feedback and Marking:

- All learners will receive a **weekly** homework/assessment task that deepens their learning.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given – **Work must be marked, recorded on Markbook and fed back on a weekly cycle.**
- PLC's – all A level subjects will use Pixl's personal learning checklists. Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback(refer to PLC's)
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEN) groups, layered targets, etc. as appropriate.
- Look for progress and success before areas to develop. Effective marking is supportive and positive for learners. Comments must identify what has been done well and what still needs improvement(a star and a wish)
- You need to give guidance on how to make the improvement.
- DIRT - Time must be put aside for the improvements to take place and for learners to follow up the comments as part of the overall learning process – can learners/their work demonstrate how they have acted on your feedback?
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- SPAG/Marking for literacy: Whilst we recognise that there are variations in the spoken English used within the college we feel that it is important that within an academic context learners use Standard English in their written work appropriate to their age and understanding. There may be subjects where learners will not be writing in English and there may be tasks where Standard English is not appropriate. There is an agreed SHC marking for literacy code.

Marking for SPAG

Marking Key

- **Sp=spelling error**
- **Ca=capital letter error**
- **Pu=punctuation error**
- **Gr=grammar error**
- **Pa//=paragraphing error**
- **In=informal-rewrite formally**
- **T=error in tense-correct**
- **?=unclear/awkward expression-rewrite**

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual should be reasonably expected to know as well as a focus on technical language related to their subject area. You could **use a highlighter** to note relevant literacy errors. You could have specific homework tasks that improve literacy skills.

- BTEC and vocational work will be marked in accordance with the relevant awarding bodies guidelines.
- All staff will be expected to update campus central record of student attainment every half term ('data drop' dates in planner)

- All learners will have a minimum target grade based on their prior attainment and an aspirational target grade. Learners need to be tracked and monitored with respect their progress using these grades as a bench mark. Interventions where identified need to be put in place as soon as possible.

Effort Grades – Curriculum areas can decide to use effort grades. This is a model of how this can work – this can be adapted for a programme areas use.

A/A*   Excellent – extraordinary effort, exceeding the requirements

- Used well-supported and well-organised logical arguments in essay writing
- Revealed a careful scrutiny of writing; proof-read for errors
- Shown depth of critical thought and observation through perseverance
- Observed assignment deadlines, with work submitted often ahead of schedule
- Revealed strong interest in reading and discussing assigned material
- Shown consistent striving for improvement

B   Good – above average effort

- Made a thoughtful attempt to use well-organised logical arguments in essay writing
- Revealed care in writing that prevents and corrects many errors
- Revealed critical thought and observations in class and writing

- Shown signs of academic progress, meeting assignment deadlines accurately
- Revealed interest in reading and discussing assigned material
- Revealed concern for improvement in academic progress

C	**Average – average effort performing satisfactorily, with some self-direction**

- Used supported and structured arguments in essay writing through careful thought
- Revealed some attention to writing that prevents and corrects some errors
- Revealed some critical thought and observation in class and writing
- Exhibited a moderate grasp of readiness in submitting assignment
- Revealed average interest in intellectual, cultural, and personal growth by reading and discussing
- Revealed some concern for improvement in academic progress

D	**Below Average – some effort, but not enough to show full interest in the subject**

- Used some structured and supported arguments in essay writing
- Prevention and correction of errors pretty much left to the teacher
- Participated in class discussion, but seldom
- Exhibited some grasp of timelines in submitting assignments, but often late and incomplete
- Limited personal growth by reading and discussing assigned material
- Not shown much initiative and made not much progress

E	**Unsatisfactory – little or no desire to improve performance**

- Essay writing very sketchy when submitted. Short rather than developed
- Little attempt to prevent and correct errors
- Poor participation and attentiveness in class
- Little or no effort to complete assignments
- Very little personal growth by reading and discussing that can be measured
- Shown little initiative and progress is uneven and shaky