

Bradfield School Marking Policy



Marking Policy

Reviewed by SLT: October 2016

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(T&L Committee)

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G – what have you done that is **Good**

A – what is your current **Attainment** (GCSE or GCE Grade)

P – what do you need to do to make **Progress**

Introduction:

The purpose of marking at Bradfield School is to provide students with high quality feedback which values their efforts and guides them to the next stage of their learning. Marking should also provide accurate and helpful summative assessment so that students know exactly where they are in terms of attainment. The Independent Teacher Workload Review Group states in their Elimination of unnecessary workload around marking report:

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

With this in mind, the following Key Principles guide marking at Bradfield School:

- Students' work should be regularly marked by their teacher (meaning on average every 6-8 lessons). This marking needs to include some kind of comment as to what is good and what needs improving. This is where the G and P should be used (written in a circle). The G & P over the 6-8 lessons can be specific to one piece of work or generic to the whole 6-8 lessons worth of work. This kind of formative assessment should build and develop skills students will be using in end of unit assessments.
- Work should be marked for attainment in line with the subject's marking policy. For some subjects at certain times a template that students fill in themselves after receiving **verbal** feedback is appropriate. Specific end of unit tests and assessments should also be marked for attainment. When giving an A, this should be in the form of a grade (1-9).
- Peer or self-assessment should also use the GAP format or G & P. It is good practice to provide students with clear criteria for peer and self-assessment and to carefully group students when undertaking peer assessment.
- When students receive P comments, they must act on them. When this is written upgrading, students should use green pens. Verbal or practical upgrading does not always need to be recorded.
- The audience for marking is the student.
- Different approaches to the use of P comments from different subject areas are a vital part of a successful assessment system. One size fits all ensures a kind of consistency but fails to

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recognise the varied demands of different subjects. *Elimination of unnecessary workload around Marking* states:

Consistency across a department or a school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine the policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create meaningful and manageable approaches.

Departments need to decide how best to utilise P comments and the upgrading resulting from them in their areas. It is useful to remember here that it is the quality rather than the quantity of P comments that is important. P comments should enable students and be appropriate to their age and ability.

- There is no requirement for double or triple marking every time upgrading takes place. Teachers do not need to mark all student upgrading as this could result in a never-ending spiral. Having said this, teachers and departments are free to use their professional judgement. If a teacher or department feels that this will be productive and effective in some circumstances, then it can result in excellent practice. A dialogue is not insisted on at all times but is not forbidden.
- There is no requirement to record all verbal feedback. Again, professional judgement is key. For example, if a student has had formal one-to-one verbal feedback, a teacher might feel it is useful for the student to summarise key action points in written form.
- Rewards and sanctions should be applied in line with the school behaviour policy.
- Marking should support the whole school Literacy and Numeracy. This is particularly important with regards to new GCSE requirements for SPaG.

Roles and Responsibilities

Subject Leaders should ensure that the key principles of the Bradfield School marking policy are applied within their subject area. Subject Leaders are responsible for the Quality Assurance of marking in their subject area.

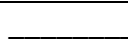


Subject Teachers should ensure that they follow their subject area's interpretation of the Bradfield School marking policy.

Department Line Managers should ensure that Subject Leaders have a clear understanding of the principles of the Bradfield School marking policy and support Subject Leaders in its implementation. Department Line Managers should support Subject Leaders in the Quality Assurance of marking in their subject areas through the Quality Assurance programme and as part of the regular meeting process.

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Marking to support Literacy

Literacy is becoming increasingly important in all subjects. This is both in terms of the increased weighting of SPaG and subject terminology in GCSE examinations but also because students who are confident reading and writing Standard English can express ideas more precisely and clearly and are more likely to fully understand the demands of examination questions. When marking to support literacy, the following symbols should be used:

Symbol	Meaning	Possible Actions (in green pen when written)
 Underlining all or part of a word	Spelling error	Student corrects spelling Student writes out correct spelling three times Student adds word to glossary of difficult spellings
 Underline word/phrase/sentence with a wiggly line	Unclear expression Grammatical error Better word needed Subject terminology needed	Student rewrites underlined section
^ Inverted 'v'	Word/words omitted	Fill in omitted words
//	New paragraph required	Student gives reason for new paragraph, e.g. time, place, topic, person
	Punctuation error Upper or lower case error	Student amends work Student explains error Student explains rule