

Marking policy

Students should receive regular feedback on work. Departments must decide on the most appropriate way of providing feedback, which may be in written form or orally from their teachers and/or their peers as part of the normal course of a lesson.

Marking should not only correct work, but also be a valuable activity which is used to **encourage** students, to **measure understanding and progress**, to **identify and reinforce skills** and to consider **targets** that will aid learning in subsequent work.

Underlying principles

- Work should be marked regularly by the teacher, correcting spelling, punctuation and grammar, as well as content, as appropriate to each student / subject
- A record must be kept by the teacher of work marked and a summary of student achievement / progress. (This also informs discussions at Parents' Evenings and to inform reporting)
- It is expected that students will receive personal feedback on work which may be recorded or written or verbal, completed not less than once a fortnight
- Peer marking is encouraged and teachers should share criteria to direct the students to be able to recognise achievement e.g. x /10 or www/ebi, or grades achieved
- The teacher must pursue late homework or missing work, by following the Expectations policy
- Good work should be rewarded consistently and fairly to all students who meet the criteria. Rewards can also be given for notable improvement, especially if against a clear target.
- Students should have an understanding of their performance against target grades at KS4 and KS5.
- Teachers should monitor progress of each student and each half term or at the end of a unit of work discuss any concerns with the HoD, who will inform the Year Co-ordinators of actions taken, where appropriate.
- Self-appraisal sheets for students are encouraged for students to reflect on the teacher feedback.

Formative feedback/comment

This is the most important feedback for students to receive and is expected a minimum of once a fortnight. For written work and individual tasks a grid to tick the criteria met or to be developed may be used.

Feedback must include:

- at least one positive comment about what has been achieved, even if this proves challenging
- a clear target (ideally one, but the number of targets must be equal to or less than the number of positive comments, if there is more than one target made)

www/ebi is used in some areas on written work (some Depts. have a stamp for this). It is also considered good practice to write the formative comment and for the students to review the comment and identify www/ebi for themselves.

Effort

Colleagues are encouraged to recognise the effort that students put into lessons, classwork and homework. Each student should feel valued for the effort that they put into their work and be judged against their own ability in the subject, rather than purely by outcome.

Our reporting structure identifies:

- EE: Exceeding expectations
- ME: Meeting expectations
- WT: Working Towards expectations (This would require the teacher to set a clear target about how the student may improve)

Formal Tests

In addition to the standardised marking for the College exams, all raw marks should be given as a percentage for class tests.

It is good practice for the teacher to provide guidance to the students on how this percentage relates to the expected standard of knowledge and skills.

At (I)GCSE and A-level it is expected that the grade boundaries/expectation relevant to schemes of work should be used, including 9/A*.

Summative feedback

This will usually take place after a test and must relate to target grades at KS4 and KS5. Teachers should guide students to targets and help them to set themselves realistic expectations for the future.

The final report of the year will provide a summary of progress and the report writing guidelines should be followed.

Assessment at the Ladies' College should be used to:

- Provide meaningful information to the students about their progress, strengths and weaknesses, and suggest ways they can improve achievement.
- Inform teaching and planning, and promote the quality of learning.
- Set standards and make clear the criteria by which work is judged.
- Be constructive, acknowledging progress and achievement and aiming to encourage and motivate students.

- Praise effort rather than ability.
- Encourage comparison with a student's own personal best and avoid comparison with others.

Recording assessments

One single, prescriptive system for recording will not be imposed on all departments however the criteria for awarding marks should be clear and consistent within the department. Students and teachers must be confident in understanding and applying these criteria.

Each colleague must keep a record of the progress of each student that they teach e.g. marked homework and classwork.

Each department must maintain a centralised record of student progress from year to year e.g. end of topic tests, specified/common homework, etc.

Internal College examination marks must be entered on the central database accurately and by the required deadline in order that normalisation can be undertaken. It is the responsibility of the HoD to ensure this is done.

Moderation and Consistency

(I)GCSE, AS/A level moderation should be carried out during departmental time on INSET days and/or departmental time during the school week.

HoDs are responsible for ensuring that:

- Assessments are consistent from teacher to teacher and that there is fairness for students both within a teaching group and between teaching groups.
- Coursework is moderated to meet the requirements of the (I)GCSE, AS/A level examination board specifications.
- Feedback from the exam board on previous samples sent is used to inform best practice for future moderation and samples

Monitoring and Evaluation

Several different systems are employed to monitor the effectiveness of marking and assessment.

- HoDs are responsible for devising, implementing and monitoring their departmental marking policy within the framework of the College's overall policy.
- Subject staff report concerns about students to form tutors. The form tutors will form an overall picture of individual students using this information, examination normalised scores, MidYIS, YELLIS and ALIS data as appropriate and liaise with the Year Co-ordinator, Director of Studies or Principal as necessary.
- Line managers and the Senior Leadership Team scrutinise work and give generic feedback to all colleagues. Individual feedback is given to HoDs and this is used to agree targets that are required to ensure standards are adhered to and best practice followed.