



# Bishop Gore School

## **MARKING AND PRESENTATION POLICY**

**Date of Implementation: September 2014**

**Date of last review: March 2017**

**Date of next review: March 2018**

**Lead Person: Karen Williams**

# Marking and Presentation Policy and Procedure

## Bishop Gore School

### 1 POLICY STATEMENT

All teaching staff are required to mark the work of students on a regular basis, feedback learning outcomes to students and set targets for future improvement. The rationale is:

To make marking criteria explicit and consistent across the school

To implement an approach that is easily interpreted by pupils, teachers and parents/carers

To focus pupils and teachers on formative feedback that will help them improve their work

To expect active involvement from all pupils

To monitor pupils' progress, set targets and assess performance

#### **This Policy has the following aims:**

To provide regular feedback on the standard and presentation of work produced

To check the accuracy of pupils' notes and exercises

To check and improve spelling, punctuation and grammar

To provide formative information to pupils for the next stage of their learning

To provide diagnostic information regarding the strengths and weaknesses of individual students and groups

To support the school's guidelines on the Presentation of Work Policy and the Assessment, Recording and Reporting Policy

#### **Pupil self-assessment**

The involvement of pupils in the assessment of their own work is a beneficial process that encourages them to recognise the standard of work required. This process can only take place effectively when teachers have fully informed the pupils of the criteria for assessment or marking.

Dialogue with pupils regarding the marks awarded is a most effective means of illustrating to students how marks have been allocated and for highlighting areas for development.

### 2 ROLES AND RESPONSIBILITIES

It is the responsibility of the **Governing Body** to establish a policy and procedure for marking and presentation and to monitor the effects of the procedure.

It is the responsibility of **the Headteacher** to ensure that there are consistent standards for marking and presentation across the school with a view to raising pupil achievement.

It is the responsibility of all **staff** to familiarise themselves, and comply, with this policy and procedure in accordance with relevant professional standards.

### **3 MONITORING AND REVIEW**

The **Assistant Headteacher** (Self-evaluation) will report on the Policy to the **Headteacher** as appropriate.

The **Headteacher** will report to the **Governors' Curriculum and Standards Sub-Committee** on any relevant aspects of the working of the policy as appropriate.

The **Governing Body** will review the Policy every two years.

**Curriculum Leaders** are responsible for securing the effective implementation of the Marking and Presentation Policy in their subjects.

Curriculum Leaders must:

see samples of pupils' work (every year group sampled termly)

keep records of all book checks using the Bishop Gore pro forma

provide appropriate feedback to staff following the work scrutiny

All of this work is monitored by the **SLT** during work scrutiny weeks.

### **4 PROCEDURE**

#### **Procedural Guidance**

- Marking comments should be linked to lesson learning objectives.
- Work should be marked regularly and promptly and according to the Curriculum Area Policy. Teachers should show that they have assessed work on a regular basis. Independent learning tasks and coursework should be marked within two weeks of completion.
- Work must show a pupil's progress grade on at least one occasion every half term (Progress Grade Work).
- The marking code should be available to teachers, parents, carers and pupils.

- Teachers should select high-value features for marking, including commenting on features (i.e. literacy, numeracy, IT) from which the pupils can apply advice to other written tasks.
- Specific prompts are given which tell pupils exactly where they are and what they need to do to improve.
- Errors should be drawn through with a straight line and brackets placed around the highlighted section
- Pupils will be expected to participate in the assessment of their own work and this will lead to both marks and/or comments being written by themselves or their peers.
- Pupils should receive feedback during classroom time and at the point of writing, to reinforce written formative comments.
- Pupils should be encouraged to self-check their work prior to submission.
- Marking should be completed in a different colour.

### **Requirement**

All teaching staff are required to mark the work of pupils on a regular basis, feedback the learning outcomes to pupils and set targets for future improvement.

### **Progress Grade Work**

In line with the school's Assessment, Recording and Reporting Policy, all teaching staff are required to fully assess and mark the work of pupils in every Key Stage on at least two occasions every half term which will then inform the awarding of a progress grade.

This work will be fully marked by:

the awarding of a progress grade (see following section for criteria)

the setting of formative written targets that indicate clearly to the student the short-term actions that she/he must take to improve her/his standard of work

checking and correcting spelling, punctuation and grammar as appropriate to the individual student .

### **All other work**

For all other work staff must:

check and correct spelling, punctuation and grammar (no more than 5 corrections per page for lower ability pupils)

ensure pupils write the spelling corrections five times in the back of their book

set written targets that indicate clearly to the pupil the short-term actions that s/he must take to improve her/his standard of work.

Curriculum Leaders should direct the marking of other work.

### **Common marking symbols**

All teaching staff must use the symbols listed in this Policy: Marking Codes for Staff and Student Use

The application of the Common Marking Symbols should be carried out by:

indicating the error in the margin and underlining the word, sentence or paragraph to which the symbol applies; or

where a margin does not exist, indicating the error by underlining the word, sentence, paragraph and writing the symbol immediately after that word, sentence or paragraph; or

indicating the error in the margin and then clearly communicating to the student the fact that the teacher expects her/him to identify the exact error and correct it. This approach requires the student to take responsibility for and improving her/his learning.

Staff should make appropriate corrections and comments on draft work prior to the final piece of work being presented by the student for marking.

### **Target setting**

Written targets must indicate clearly to the student the short-term actions that they have to take to improve their standard of work. This is best achieved by, not only setting a target, but also by saying precisely what it is that the student has to do to achieve the target.

*For example: 'Target 1: To improve your punctuation by using the possessive apostrophe correctly'*

### **Pupils must respond to the targets set by the teacher using a written dialogue.**

Targets set should be reviewed by the teacher the next time work is marked.

Targets must be written in clear and concise language that the pupil will understand.

Pupils will need to be able to use the targets as evidence in Review Day meetings

## **Grade descriptors for marking pupils' work**

### **Key Stage 3**

Marks for attainment must be shown by applying the National Curriculum levels for the subject or subject specific levels where National Curriculum requirements do not apply.

To define a student's attainment a progress grade should be assigned where the pupil's attainment for that piece of work is at the standard required for that level.

Progress grades must apply the following:

A\* the pupil is working at an exceptional level, if maintained and developed this is likely to lead to a Level 8 at the end of the key stage.

A Current level of attainment, if maintained, is likely to lead to a Level 7 at the end of the key stage.

B Current level of attainment, if maintained, is likely to lead to a Level 6 at the end of the key stage.

C Current level of attainment, if maintained, is likely to lead to a Level 5 at the end of the key stage.

D Current level of attainment, if maintained, is likely to lead to a Level 4 at the end of the key stage.

E Current level of attainment, if maintained, is likely to lead to a Level 3 at the end of the key stage.

### **Key Stage 4 and Sixth Form**

Progress Grades in GCSE and AS/A2 subjects must be shown by applying the following:

A\* Current level of attainment, if maintained and developed, is likely to lead to an A\* at the end of the key stage.

A Current level of attainment, if maintained and developed, is likely to lead to an A at the end of the key stage.

B Current level of attainment, if maintained and developed, is likely to lead to a B at the end of the key stage.

C Current level of attainment, if maintained and developed, is likely to lead to a C at the end of the key stage.

D Current level of attainment, if maintained and developed, is likely to lead to a D at the end of the key stage.

E Current level of attainment, if maintained and developed, is likely to lead to an E at the end of the key stage.

F Current level of attainment, if maintained and developed, is likely to lead to a F at the end of the key stage.

G Current level of attainment, if maintained and developed, is likely to lead to a G at the end of the key stage.

**N.B. 'Un-graded' must not be awarded**

Marks for attainment in BTEC/Vocational subjects must be shown by applying the following:

A\* Current level of attainment, if maintained and developed, is likely to lead to a Distinction\*

A Current level of attainment, if maintained and developed, is likely to lead to a Distinction

B Current level of attainment, if maintained and developed, is likely to lead to a Merit

C Current level of attainment, if maintained and developed, is likely to lead to a Pass

D Current level of attainment, if maintained, will not result in a Pass

**N.B. 'Un-graded' must not be awarded**

**Teacher comments**

Teacher comments on a piece of work must include some consideration of the following:

- i. content, quality, accuracy, consolidation of skills/concepts
- ii. aspects of the work that are good and worthy of praise
- iii. spelling mistakes and other errors that require correction
- iv. instructions to repeat work where the standard is poor

**Recording grades**

Progress grades should be recorded by teachers to help inform the awarding of the reported progress grades which are sent home to pupils, parents and carers. Other marks/grades should be recorded as required within the curriculum area.

### **Marking Digital work**

If work is submitted to a teacher via e-mail, google drive, moodle, Edmodo ...all pupils must be encouraged to use the spell check tool, use an online dictionary, use presentation tools etc. Where appropriate, teacher feedback should be given in digital format. It should take the form of at least one summative comment together with at least one target. The feedback should provide formative information to pupils for the next stage of their learning. It should provide diagnostic information regarding the strengths and weaknesses of individual students and groups.

### **Marking Codes for Staff and Pupil Use**

Spelling, punctuation and expression errors are to be clearly highlighted in red with the following symbols written in the margin:

**Sp** - Spelling (e.g. incorrect use of homophones or single rather than double letters)

**P** - Punctuation: this includes

- Where Capital letters or full stops are omitted or used incorrectly.
- Where inverted commas have not been used or are used incorrectly
- Where apostrophes are used incorrectly or missed out.
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**C/S** – Where ‘comma splicing occurs’ - that is where commas are used instead of full stops to demarcate sentences (eg I was afraid, someone was coming. – is incorrect. This should be written ‘I was afraid. Someone was coming.’)

**Exp.** - Expression (syntax / incorrect vocabulary / grammatical errors)

**N.P** - New Paragraph

In pupils' exercise books the corrected form should be written at the top of the page. Corrections should be done by pupils five times each for spelling, and once for punctuation and expression - in the back of the exercise book . Pupils in middle and lower sets should still do corrections but the teacher should select a maximum of four errors per assignment, concentrating on habitual errors. It is essential that errors in spelling, punctuation and syntax should be corrected from the first both in language and literature work. If the pupil continues to make the



same mistake, unchecked, over a period of time, that mistake is extremely difficult to eradicate.

### **Presentation Guidelines**

All work should begin with the day and date in Welsh written in the top right-hand corner of the page. This should be underlined.

Work should be clearly labelled 'Classwork' (Gwaith dosbarth) or 'homework' (Gwaith cartref) in the top left-hand corner of the page. This should be underlined. The side heading Nod y wers (lesson aims) should also be used at the start of a piece of work.

For example -

Gwaith Dosbarth

Dydd Llun 2 Rhagfyr 2015

Nod y wers

By the end of the lesson I will.....

Starter

Plenary

Errors should be drawn through with a straight line and brackets placed around the highlighted section.

## **Examples of positive comments and targets**

### **Sociology:**

Excellent use of key terminology and basic concepts, eg, norms/ values and culture.

Clear evidence of understanding and your points are reasoned and thoughtfully written.

Target: Aim to include evidence of wider reading and scholarly opinion, to add depth and academic substance to your answers.

### **RS:**

Very detailed and accurate work, demonstrating effective planning.

Very good use of key terms and words, eg, belief/ faith.

Target: Use examples and evidence to support your viewpoints in the evaluation work.

### **Drama:**

Your use of drama specific vocabulary is appropriate when explaining the drama skills and techniques that you have selected to use. This demonstrates your excellent creative approach to practical work and your sophisticated character performances.

Target: You can use this written summary to justify and expand upon your use of these drama skills, explaining what they helped you to show, portray and convey to your audience.

### **History:**

You have included knowledge from before, during and after the discovery of X-rays.

Your descriptions use accurate and detailed knowledge.

Target: To improve make a clear judgement about how important the discovery was for e.g. suggest how this discovery influenced the work of others or challenged the previous mistakes.

### **Mathematics:**

You understand how to substitute a positive number into an expression, equation or formula.

You are making mistakes when substituting negative numbers.

Target: You need to practise adding, subtracting, multiplying and dividing negative numbers.

You understand how to calculate the hypotenuse on a right-angled triangle using Pythagoras' theorem.

Target: Practise finding a shorter side on a right-angled triangle when given the hypotenuse and another side using Pythagoras' theorem.

**Science:**

You understand how to draw accurate scales for continuous data.

You understand the importance of labelling axes.

Target: Ensure your data is accurately plotted on your graph.

**English:**

I really enjoyed your analysis, the apt selection of quotations really helped to support the points you make about the character.

Target: You need to identify the similes and metaphors used by the author. When you describe the image created and the effect on the audience you will be analysing at an A/A\* level.

An original, imaginative essay, with effective plot and characterisation. Excellent choice of vocabulary.

Target: Try to ensure, next time, that you do not use commas where you need semi-colons or full stops. as 'comma splicing' will prevent you achieving a C grade at GCSE.

Powerful expression of opinion; appropriate writing formats for purpose. However, your style is rather colloquial.

Target: Avoid using slang e.g. 'brilliant' / 'O.K.' / 'A lot'. Also avoid using contractions e.g. 'isn't' / 'doesn't'. Aim to use more sophisticated links to begin sentences and paragraphs e.g. 'However' / 'On the other hand.' Try re-writing the last paragraph getting rid of all colloquialisms.

Good understanding of themes. Quite perceptive understanding of implicit meanings.

Target: You need to spell out analysis in greater depth, showing how quotations work in achieving their effects. Revise the plan – PQAE. Re-write one paragraph, analysing in detail.

Detailed storytelling with good expression of the character's thoughts and feelings.

Target: For an A or A\* you need to 'get into the skin' of the character by adopting his or her speech / imagery patterns and tone of voice. Convey rather than state.

Good general answers. You show understanding of the passage.

Target: You need to support what you say by using short quotations and explaining how they lead you to make this deduction.