

BPA MARKING POLICY

Aim

To ensure that marking gives constructive feedback and helps learners to improve their learning

Objectives

- To ensure that learners have regular positive feedback that reinforces that their work is valued
- To enable written feedback to promote learning
- To develop a two-way process through marking
- To establish that learners respond to marking
- To develop effective verbal feedback for learners
- To link with the school rewards policy

Responsibilities

Class Teacher

- Learners should be clear about what is expected from their work and how they can achieve success
- Any notation used in corrections should be consistent across teams and fit in with an agreed school system (to be produced)
- The form of written feedback may vary from subject to subject, but learners should receive frequent written comments
- Feedback should be predominantly encouraging and constructive.
- It should point out what has been done well, and what needs to be done to improve performance
- It is good practice to refer to learning outcomes in feedback
- Comments on work should replace levels/grades.
- However, levels/grades can be given for unit assessments
- Any levels should be split using .2, .5, or .8

- Peer and group assessment should be used regularly in order to involve learners more in their assessment criteria
- Learners should receive a written confirmation about their level of performance at least three times a year
- Credits should be given in line with the school rewards policy

Head of Department

- Each team has a framework that supports the school policy
- All subjects identify key points in their schemes of work and have a consistent approach to marking
- Use HOD meetings to compare and to moderate team marking
- Learners and teachers have easy access to level and grade descriptors that can be understood by all learners
- Marking within the team has a beneficial impact on learners' work
- Devise a programme to support and monitor the implementation of the Marking Policy
- Ensure the policy is a regular item on curriculum and Management meeting agendas.
- Set up a process of evaluation of the policy and enable improvements to be made

Marking Policy Details on Feedback

What are we trying to do when worked is marked?

- Identify positive elements
- A clear message given to learners
- Reinforce recent improvements
- Identify mistakes that can be corrected by learners
- Pick out at least one point as a focus for the future
- Encourage learners
- Make it clear that any lack of effort will be picked up



Symbols:

√ - Positive point

○ - Mistake that could be corrected by learner

? - Unclear

Λ - Something missing

Recieve - mistake – but point not yet covered

Sp. - Spelling

C - Capital letter

P - Punctuation

X - Factually incorrect

BNT By next time (at end of work – teacher highlights actions for learner). This indicates what needs to be done to improve performance.

Questions about the policy

1. Does the above only cover formative assessment?

The policy should cover all relevant assessments. When a mark scheme from an external exam is being used the teacher needs to make sure the learner is familiar with the external marking criteria.



2. *How many mistakes should be identified?*

Major mistakes need to be highlighted and explained, so that the learner has a clear idea about how to improve. If a learner has clearly made nothing but mistakes, the teacher should stop marking and should consider whether the task was appropriate, or if the learner has not engaged in the work.

3. *Should the impression be more positive than negative?*

Yes. In the majority of cases learners produce considerable work that can be praised.

4. *How do we avoid a negative impression?*

Through the feedback and a clear accessible target that allows the learner to move forward.

5. *Do learners write out circled mistakes?*

If the teacher has highlighted them in “BNT” section. Part of the marking task for the teacher is to check that manageable mistakes have been understood and corrected.

6. *Is it best to identify relatively short common symbols list, and allow teams to add subject specific symbols for their own area?*

Yes. Teams may well want to add specific extras for their own subject, but these must support the school policy, so that learners get used to a high level of consistency

7. *To what extent can oral feedback follow these guidelines?*

Most principles are similar for oral feedback. Clear targets that need to be addressed should be given.

