

TREVIGLAS COMMUNITY COLLEGE**MARKING POLICY****POLICY AIM:**

To ensure efficient and effective assessment procedures which enable regular and effective assessment opportunities, inform planning and preparation, and generate consistently high standards in student achievement thus securing progression.

Overview

Self-review, self-evaluation and reflection are essential in ensuring that significant progress is made by all our learners. The college self-evaluation and planning cycle, and the assessment for progress model ensure that all parties evaluate current situations, strengths and development points, and reflect on how to move forward.

The Assessment for Progress Model will ensure that:

All Staff: plan, implement and evaluate regular assessment opportunities which inform planning and preparation for consistent high standards in presentation, student achievement and provide effective feedback (teaching standard 6)

All Learners: understand explicitly their current strengths and areas for development and these are linked with the mastery indicator process in KS3 and minimum target grades in Key Stages 4 and 5. Students will therefore know where they are in their learning journey; habitually reflect and recognise how to proactively seek to take action to improve their learning

All Parents and carers: regularly receive effective communication evidencing the progress made by learners in line with national trends and expectations (teaching standard 9)

Leaders of Learning:

Learning Hub and subject area teams will arrange regular and relevant assessments of students' attainment which enable staff to provide an accurate representation of a student's current ability at any point within the year. It is the responsibility of Leaders of Learning to monitor and moderate the recording, accuracy and quality of assessment. Monitoring must review the successes of the area and the collaborative work within Learning Hubs.

Leaders of Learning should monitor intervention at all phases; initially, wave one* intervention should be tracked and communicated between subject teacher and Leaders of Learning. Additionally, wave two* and three* interventions should be planned, evaluated, and recorded to ensure progression that can be monitored.

- ***Wave one** is the kind of **intervention any young person could expect within the classroom** environment (teaching standard 5): planning for differentiation, *teacher to student support... etc.* It includes the effective deployment of support staff (teaching standard 8)
- ***Wave two** is more specialised and is what **whole areas within the college will run** in order to help students
- ***Wave three** are **specialised interventions** developed by the SEND team or outside specialist agencies and are used to support specific issues in one of the four areas of need

Monitor /review

Leaders of Learning must regularly monitor assessment records to ensure progression and should work with Learning Hub Directors to plan and implement appropriate intervention according to the Learning Hub areas for development. Assessment opportunities should be appropriate to the current phase of the learner and be designed to provide an accurate assessment of current ability as well as preparing students for end of term examinations.

Moderation

It is the responsibility of Leaders of Learning and subject area teams to ensure that assessment is accurate (teaching standard 6). Regular opportunity for moderation of assessments across the cohorts should take place and this should be evidenced in subject area and Learning Hub meeting minutes. Moderation and standardisation should utilise expertise and material from examining bodies as well as staff understanding and experience.

Schemes of learning

It is the responsibility of Leaders of Learning to ensure that schemes of learning are designed to facilitate progression, personalise learning and develop transferable skills (teaching standard 2). Schemes of learning should plan on-going assessment to exemplify learning and progression taking place. Moderation will include regular comparison with whole college, County and national benchmarks, college targets and national progress measures.

Expectations of all students and teaching staff 2017-2018 are:

Quality of written communication

All students should be expected to present and articulate their written work clearly and appropriately. All teachers are responsible for modelling this high expectation in their own presentations, resource sheets, use of white board etc. Best practice is seen where there is a common approach in a learning area or Learning Hub - for example standard slides which ensure consistency of presentation of learning objectives, key words and so on.

All students must:

- Put the date and learning objective(s) for the session
- Complete work, fill pages, glue or staple loose sheets in carefully and take pride in their book, folder, portfolio or planner
- Ensure there is no graffiti on or in books, folders or portfolios at all

Extended Writing

- One of the key aspects of improvement for all students is the ongoing ability to extend their writing in a variety of subjects from early in Key Stage 3 onwards. Staff should develop richer, extended responses from students by the use of open and higher order questioning; focus on extended response in feedback and in subject area programmes of study.

Summative assessment

Staff are required to inform students of their progress, and identify areas for improvement on a regular basis. How often this takes place will depend on how often a group is taught in a two week cycle and whether the group is shared with another member of staff. **As a guide** students should have evidenced feedback twice each half term - the leader of learning plays a key role in managing this so that learners have regular feedback and response to their work. Teachers will accurately assess current attainment during the six data collection points that take place during the academic year so that student progress can be tracked and appropriate and timely interventions initiated.

Three of these cycles will be reported to parents and carers. This information should be related to appropriate assessments, directly related to the understood criteria and justifiable to parents as necessary. One score based on one assessment is not acceptable; information recorded should reflect the student's full capabilities.

Formative assessment

Throughout schemes of learning, students should have opportunity to reflect on their learning and evaluate progress. Feedback should be provided through self, peer and teacher assessment as oral or written feedback. Feedback should be easily documented, traceable and be accessible to any person reading it. Self and peer assessment is only successful when marked against set criteria.

Students should indicate that they have self-assessed or peer-assessed by placing the letters 'SA' or 'PA' in a circle at the end of the piece of work, followed by their initials.

Please see Appendix A for information relating to BTEC assessment

Achievement will be rewarded where it is over and above that which the student would normally produce. This could be for an excellent piece of work (written or oral), piece of independent study, consistently excellent work or progress towards a target, NC level, sub level etc. These rewards should be evident at the end of student work.

Written feedback

All staff are required to assess written*, spoken*, practical* work providing feedback with next steps to aid progression and create a dialogue about learning in line with faculty policy. When students are working on longer term projects (such as Independent Study projects) teachers should check the work regularly to assess the individual's progress and offer guidance as often as possible, before the end of the project and its final assessment. Work should be returned in a timely manner of it being submitted.

Summative grades and effort grades are not required although reference to mastery indicators and minimum target grades will be evident throughout a student's work through written feedback, through the learning objectives, through assessment against external criteria and through internal assessment. Marking should be easily distinguishable from students' work and the colour used is not significant but must be easily distinguished from the student's work. Marking should be personalised, positive and focused on the shared success criteria. Marking and responding to students' work which is done online or electronically should be saved so that a record of the ongoing dialogue can be demonstrated and its impact on student progress identified.

Next steps should be focused, linked explicitly to the shared criteria and accessible for the student. Phrases such as 'add more detail' or 'expand your points' are too vague for students to act upon. Staff must be explicit in what they are asking students to do. All marking should be acknowledged by the students and explicitly acted upon. Students should be encouraged and expected to regularly record reflection following feedback. This should demonstrate understanding of the learning objectives, necessary key words, targets and how students are progressing. **Parents should be clearly informed and involved and so exercise books/ folders must be seen by parents on a regular basis.** Obviously where examination boards' criteria do not allow work to go home, in the case of controlled assessments for example, this should be explained.

Literacy across the curriculum

In order to respond to Spelling, Punctuation and Grammar (SPaG) in a consistent manner across the curriculum, the following coded system should be used within the college across all subject areas and throughout all the Key Stages. In this way a coherent approach, which is helpful to students as they review their work, will be possible.

Teacher advice:	Code:
CHECK YOUR SPELLING*	SP(margin) <u>underlined</u>
GRAMMATICAL ERROR	G(margin) <u>underlined</u>
WORD OR PUNCTUATION MISSING	^
CAPITAL LETTER MISSING	C
BEGIN NEW LINE	/
BEGIN NEW PARAGRAPH	//
PUNCTUATION MARK MISSING	P
FIND A BETTER WORD OR PHRASE	~~~~~

**All subject-specific words should certainly be marked, as should common words which are misspelt and grammatical errors frequently made. It is accepted, though, that some individual students' hard work could be devalued if every possible mistake were to be identified all the time. It is important, therefore, that each individual student's work should be considered in the light of his/her individual needs and, where appropriate, this will form part of an IEP*

Numeracy across the curriculum

It is the collective responsibility of all staff to aid the students in their skills in numeracy and to ensure that there is an expectation across all departments to provide a consistency across all curriculum areas when marking student work.

Teacher advice:	Code:
Use the correct two decimal place notation when writing money in pounds and pence	£
Add units to an answer or use correct units	units
Use the correct scale on a graph	scale?
Error has been made using a piece of measuring equipment	measure?
Presentation requires use of pencil	pencil?
Presentation requires use of a ruler	R

Key Stage 3 Mastery indicators are used to inform and identify areas of progress specifically linked to knowledge and skills related to the subject. Staff are required to provide an accurate representation of a student's ability and likely outcome for the year. Therefore, staff need to report the likely grade of the student which is the grade that the student is likely to achieve if they continue to work in the way that they are currently working taking into consideration controlled assessment, coursework or any other contributing factors. In line with national developments some subjects will be reported as numbers rather than grades for students taking their GCSE examinations in 2017.

Key Stage 4 Staff are required to provide an accurate representation of a student's ability and likely outcome for the year. Therefore, staff need to report the likely grade of the student which is the grade that the student is likely to achieve if they continue to work in the way that they are currently working taking into consideration controlled assessment, coursework or any other contributing factors. In line with national developments some subjects will be reported as numbers rather than grades for students taking their GCSE examinations in 2017.

Post 16

Subject area schemes of learning will identify pieces of work to be marked at regular planned intervals. This marking will include:

- the teacher making a judgement on how well the student has completed their work in relation to the task set
- for written tasks, an agreed amount of spelling/ grammatical errors highlighted
- where appropriate, the quality of work to be indicated using assessment objectives and standards laid out in the appropriate specifications. GCE or equivalent grades may be used
- a constructive comment praising good features and giving the student practical advice on how to improve the work

Independent Study Programme

- All students should receive the mark scheme along with the project explanation. Staff should allocate time to explicitly explore the success criteria with students
- Throughout the half term, staff should design sessions to ensure that students have the opportunity to reflect and record next steps. This may be in the form of self, peer or teacher assessment
- Reflection and target setting should be recorded
- All marked work should be returned promptly to the students and should include positive comments and next steps linked to the discussed success criteria

- Each Independent Study project should receive a numerical summative mark and a grade descriptor mark. This must be entered using SIMS for tracking and monitoring purposes.

APPENDIX A: BTEC ASSESSMENT POLICY

Policy Aim

This policy aims to give clear, definitive guidance to assessors on the recent BTEC reforms.

What follows are **mandatory** rules for **all BTEC Firsts and Nationals**. This affects all QCF and NQF learners.

Summary of main changes from previous assessment protocols (up to September 2014)

The main changes concern internal assessment, these cover:

1. Assessment and submission
 - a. Teacher feedback
 - b. Assessment plans
2. Opportunities for resubmission (both NQF and QCF) / retakes (QCF only) of evidence
3. External assessment (NQF only)
4. Assignment delivery and design
5. Student deadlines

Giving feedback to learners

Assessors can no longer submit formative feedback sheets. Learners must work independently to produce and prepare evidence for assessment and cannot receive written feedback between starting and submitting their evidence.

When do the learners receive written feedback?

The only written feedback that can be provided to learners is once the assignment has been submitted for grading. **To reiterate, this summative feedback cannot provide guidance on how to improve the evidence to achieve higher grades.**

Submission of evidence

Only one submission is allowed for each assignment.

Opportunities for resubmission

At times it may be appropriate for Lead Internal Verifiers (LIV) to **authorise one opportunity for a learner to resubmit evidence** to meet assessment criteria targeted by an assignment.

When can a LIV authorise a resubmission?

The LIV can only authorise a resubmission if all of the following conditions are met:

1. The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension
2. The assessor judges that the learner will be able to provide improved evidence without further guidance
3. The assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner

What if a learner does not meet all of these conditions?

If a learner had not met these conditions, the LIV **must not** authorise a resubmission.

Retakes (QCF)

The QCF framework is not compensatory so BTEC have allowed QCF learners an additional attempt if they have extenuating circumstances.

Retakes (NQF) BTEC Firsts and Nationals on the National Qualifications Framework (NQF)

Compensation is available for BTEC qualifications on the National Qualifications Framework (NQF). This means that BTEC Firsts and Nationals on the NQF do not require learners to achieve every pass criterion in order to successfully achieve the qualification. **Retakes are therefore not available to learners studying BTEC Firsts and Nationals on the NQF.**

Assignment delivery and design

Assessors must contextualise every BTEC unit of work. It is no longer acceptable to just describe a context at the beginning of each unit. Learners must experience a real context, for example, asking a guest speaker to describe their line of work to the learners in order to give an insight into the role, using local businesses and asking the learners to carry out research on their behalf. In terms of delivery, assessment plans will clearly indicate where students are conducting their 'controlled assessment' style tasks or are acquiring the skills and knowledge in preparation for these tasks.

Learner deadlines

It is vital that learners meet deadlines; this will help support their development outside of college and make the passport deadline system smoother.

New 2016 Specifications at Post 16

From Sept 2016 new BTEC qualifications are delivered at Post 16. These follow the same rules as the QCF and NQF suite of qualifications where retakes are permitted (assuming the aforementioned conditions are met) and extension times for resubmission have increase from 10 -15 days(although this period must fall inside term times and not across them). The new RTQ suite of qualifications has at least 40% of the learning subject to external assessment.