

# COWLEY INTERNATIONAL COLLEGE

## MARKING POLICY

REVISED September 2020



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### **Links to College aims**

- to raise the standards of achievement for all students at Cowley International College.
- to extend all students to the limit of their individual ability.
- to enhance the quality of teaching and learning in all areas.

### **Links to College Improvement plan**

- to improve student achievement and performance at all levels.
- to develop strategies to engage students in knowing how to, and wanting to, make progress.
- to establish student monitoring and evaluation meetings, with feedback.
- to develop strategies to ensure all students understand the target setting process and their present performance.
- to have clear marking procedures in place to ensure feedback to students.

### **Links to teachers' standards Document (DfE 2012)**

A teacher must:

- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.

- give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

## **MARKING POLICY**

### 1. Introduction and basic principles

All students should regularly have the opportunity to receive quality written or verbal feedback regarding their performance in work completed both in lesson and for any homework undertaken. Each Department's policy and feedback protocol must be consistent with the College's aims and purposes.

This policy should be read in conjunction with the College Assessment policy.

### 2. Work Scrutiny protocols

2.0 The quality of marking is judged according to the criteria listed in the work scrutiny protocols, which stipulate that:

- (i) there is evidence of pupil progress
- (ii) there is evidence of teacher comments that are diagnostic and make clear how to improve work;
- (iii) there is evidence that the student has acted on feedback given;
- (iv) there is evidence that the teacher is using standard marking codes;
- (v) there is evidence that the teacher is giving praise;
- (vi) there is homework set within agreed departmental cycles;
- (vii) the work is marked within agreed departmental cycles;
- (viii) teachers are marking to agreed non-negotiable protocols made explicit in their departmental feedback statement
- (ix) teachers will mark using the College presentation policy guidelines. (Appendix A)

2.1 Each member of staff's work will receive a judgement to show its current position in relation to each of the above criteria (standards met/standards not yet met)

Judgements will be made collaboratively between the member of staff, the Head of Department and other departmental members.

Staff will take part in cross-curricular Work Scrutiny sessions.

Departmental 'Ambassadors' will be given the opportunity to attend other departmental Work Scrutiny sessions.

It remains the responsibility of all staff to endeavour, where possible, to move towards 'Standards met' in all areas of the above protocols.

Work Scrutiny summary results are shared with Middle Leaders after each session and good practice is collected and shared.

Terms that may be used in marking are;

\* SOA (Standards of Achievement) Grades:

- 1 Above target
- 2 On target
- 3 Below target

\*\* Prepared to Learn Grades:

- E Excellent
- G Good
- S Satisfactory
- L Below Satisfactory
- U Unsatisfactory

\*\*\* STAR (Strengths/Targets/Action/Response)

### 3 Other Monitoring and Standardisation

Standards achieved in marking will also be ascertained by other monitoring methods

- i) Innovation Focus will be undertaken one per half term; one of the foci can be quality of feedback.
- ii) Deep Dive for departments are undertaken on a yearly basis; book scrutiny is one of the standards monitored by SLMT, Head of Department and other observers.

iii) General departmental monitoring will be conducted by the relevant middle leader for each subject area.

#### 4 Marking Codes

In order support whole College literacy development, standard codes as follows are to be used to identify key areas for improvement. When appropriate (once per half term), a piece of written work should be marked specifically for literacy development. The codes are as follows:

- Pr to indicate Presentation
- Rp to indicate Range of Punctuation
- // to indicate Organisation (of paragraphs)
- G to indicate Grammar
- Rr to indicate Re-read carefully
- Exp to indicate Expression
- Sp to indicate Spelling
- Sv to indicate Suitable vocabulary

The 'PROGRESS' mnemonic poster is displayed in teaching rooms to support pupils and staff.

#### **ADDENDUM October 2020**

#### **With regard to marking work and the 'Safe Practice Guidance' issued September 2020**

The following guidance does not cover all eventualities and we are aware that departments work differently. However, the main points need to be followed:

- No marking of pupil classwork in books/files for the first half term as an INTERIM measure
- When completing assessments if possible, use online e.g. Teams assignments. However, if this is not possible students write on lined paper/exam papers for any key tasks to be marked (i.e. assessments), collect in paper tasks (which have not passed by pupil homes) and ensuring work to be marked to be left for two days to de-contaminate before marking. Staff preferably not to take written work home. However, if they do staff must follow the de-contamination process at exiting and returning points to the building.

- Students complete homework tasks via Teams and feedback given online or by using retrieval practice booklets/ homework booklets that can be self-marked in class follow-up sessions

For marking 'live' in class

- Students self-mark based on teacher/LSA feedback and instruction. The teacher could use a visualiser to demonstrate a student book to highlight good student work, misconceptions and techniques to improve student work. A student would have to leave his exercise book/worksheet on a mutual desk, for the teacher to pick up and place under the visualiser. Hand sanitiser necessary. The use of a 'hot desk' for exchange of work could be set up in a convenient safe space in the classroom and wiped regularly.

## **APPENDIX A – WHOLE COLLEGE PRESENTATION GUIDELINES**



**COWLEY  
INTERNATIONAL  
COLLEGE**

**PRESENTATION POLICY  
JUNE 2016**

**Achieving the highest standards together**



## **The Rationale**

- It is important that students present their written work well in order for them to take pride in their learning, improve its quality and enhance their self esteem.
- Expectations of presentation need to be consistent across the College in order for the Assessment and Marking to function adequately.
- A clear, simple standard will allow presentation techniques to be taught.
- Written work should have a high profile around the college and be displayed so that exemplars of the highest standards can show the value of good presentation.
- Resources used and supplied by staff should model the high expectations expected to the students.
- Each Curriculum area has its own agreed protocols regarding presentation of work and management of pupil books/ work files/ portfolios which complements the Whole College Guidelines below.

## **Presentation of Written/Word Processed Work**

Each piece of written work should:

1. Have the date displayed in date/month/year format (e.g. 4<sup>th</sup> September 2017) on the right hand side of the page.
2. Have a clear heading in the middle of the page/line - miss a line between the date and title.
3. Have all titles and subheadings underlined with a ruler – also, tables etc. to be drawn using a ruler.
4. Include paragraphs for extended pieces of writing which are denoted with an indent (not by missing a line).\*
5. Have handwriting which follows the rules of legibility.
6. Be written in blue or black ink and have drawings/diagrams completed in pencil.
7. Include capital letters as appropriate.
8. \*Have appropriate font and layout if word-processed.
9. Previous work should be ruled off before continuing on the same page for the next lesson.