

**Deanery C.E. Sixth Form College**



**SIXTH FORM  
MARKING  
POLICY**

**January 2016**

## **Aim:**

To ensure that sixth form students receive **quality feedback** for their work, so that work is valued and students have a clear understanding of how well they are doing and what they need to do to improve. Assessment should be formative as well as summative and must point the way forward in the students' learning process.

## **The Rationale:**

"The most powerful single moderator that enhances achievement is feedback" (Hattie, 2003 p8)

## **Expectations of Teachers**

- Feedback should be high quality and useful to the students in helping them to make progress. High quality feedback should include:
  - **Constructive comments about the student's work**
  - **Subject specific, personalised comments explaining how improvements to this work/future work can be made**
  - **Excellent use of spelling, punctuation and grammar by the teacher to model good English**
  - **Correction/identification of errors in student work**
  - **Questions, prompts, or additional tasks to challenge the student**
  - **Opportunities to practise corrected spellings within sentences**
  - **Legible comments which can be easily understood by the student**
- Written feedback should be regular (at least once every six lessons per teacher).
- A graded piece of work (levelled in the case of BTEC) or formal assessment should be undertaken and marked at least every ten lessons. These are to be used to inform student monitoring and feed into review data collected each half term. Formal assessments should be based on the subject's assessment style (assignment/ exam/practical). Evidence should be kept in staff planners.
- Students should keep a record of all assessment results, reflect on their performance and set further targets within their progress monitoring documentation at the front of their file or books.
- Peer and self-assessment should only be used where it can be effective e.g to enable students to become immersed in the assessment criteria.
- Evidence should be present that students have acted on comments given (e.g. via DIRT or in subsequent tasks).
- Marking should emphasise and support high standards of presentation, spelling and punctuation in all areas of the subject specification.
- Folder checks should be undertaken by subject teachers, notifying Mrs Dickinson of any organisational concerns.

## **Heads of Faculty are expected to**

- Ensure that the Sixth Form marking policy and systems are adhered to by undertaking regular monitoring, ensuring that evidence is kept of this exercise and giving the teacher feedback.
- Ensure that all subject areas have a coherent and consistent approach to identifying learning milestones, and assessment activities.
- Develop a balanced assessment procedure for each unit.
- Monitor the impact of departmental assessment.
- Ensure that all stakeholders have easy access to the level and grade descriptors. These should be in student folders.
- Check that the marking within the faculty motivates students and has a positive impact on self-esteem.

### **The Leadership team is expected to ensure that**

- They devise and implement a programme to monitor the use of the marking policy.
- They complete book/folder reviews with link faculties to assess the quality of marking.
- They ensure a system for recording key marks is in place and adhered to (Review Data via Sims)

### **Strategies**

All Student folders should contain

- Student self-monitoring documentation (departmental versions or sixth form versions)
- Folder expectations and marking guidelines sheet

### **In addition, for BTEC Courses:**

- For BTEC Courses: student folders should contain subject specific operative verbs
  - Assessment must be based on relevant operative verb and unit grading grid
  - Assessment must also be based on relevant assessment page in specification
  - Opportunities for resubmission of work as per new BTEC assessment rules
- Internal Verification as follows:
- 50% of work to be IV for staff new to BTEC, or new courses
  - 10% of work, or work from 3 students (whichever is greater) to be IV for all other staff
  - These are minimum quantities and the lead verifier may request additional work if required

References:

*HATTIE, J. 2003. Teachers make a difference: What is the research evidence? Australian Council for Educational Research*

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This policy was reviewed and approved by the Sixth Form Committee on 20<sup>th</sup> January 2016

Next review date: June 2018



## 6th Form Folder Expectations of all students



SUBJECT:

### Written Work

- Accurate and detailed content
- Neatly written and easy to read
- Accurate spelling and vocabulary
- Adequate time allocated
- Excellent presentation

### Notes and Folders

- Brought to every lesson
- Kept up-to-date
- Organised and detailed
- Full use of progress monitoring resources

## Commitment to Learning

<b>1</b>	<b>Excellent:</b> You are taking a conscientious approach to your studies	<b>2</b>	<b>Good:</b> You have a positive attitude towards learning
<b>3</b>	<b>Requires Improvement:</b> More effort needed with standards of work/deadlines to meet your TMG	<b>4</b>	<b>Unacceptable:</b> Your lack of effort and commitment are causing concern

## Feedback on work and literacy skills

<b>Actions</b>	After each piece of feedback you receive, you should: <ul style="list-style-type: none"><li>- <b>Read</b> it carefully and address any corrections or improvements required</li><li>- <b>Practise</b> spellings by including the word within new sentences</li><li>- <b>Record</b> your progress in your self-monitoring log/graph</li><li>- <b>Use</b> the advice given in subsequent pieces of work</li></ul>
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