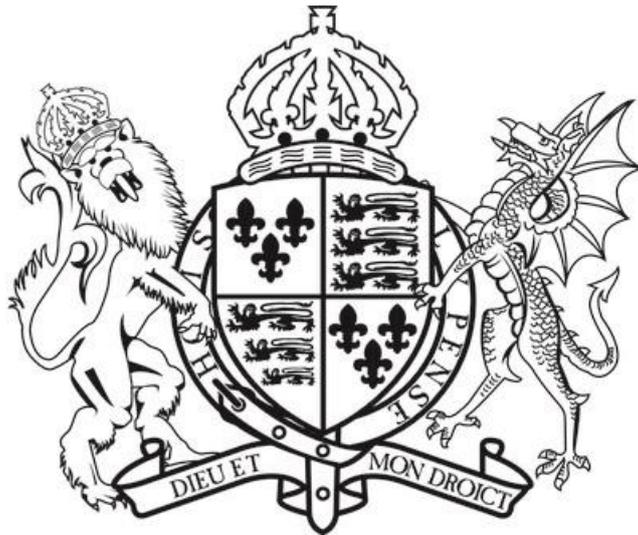


**KING EDWARD VI SCHOOL
SOUTHAMPTON**



**Marking and Assessment Guidelines
and Departmental Policies**

SETTING AND MARKING OF STUDENT WORK

GENERAL GUIDELINES

Lower and Upper School

Homework must be set regularly on the day(s) allocated to your subject. The work set should be sufficient to occupy pupils for an appropriate length of time (the guidelines are 30 minutes in the Lower School and 50-60 minutes in the Upper School).

As a general rule, at least one piece of written homework should be set each week. In subjects where this is inappropriate, the expectation is at least one piece of written homework every fortnight. When coursework is in progress, this should be regularly and carefully monitored. Within these guidelines, individual Heads of Department are responsible for determining the frequency and nature of written homework in their subject.

This work should be done in exercise books or folders. All written work must be marked clearly as classwork or homework and dated. A high standard of presentation is expected, and biro's are not permitted. Work of an unsatisfactory standard should be repeated in full.

Important errors and omissions must be entered as corrections under that title, before the next piece of written work.

Marking should aim to encourage as well as correct. Constructive comments which recognize achievements and help pupils to improve and develop are as important as marks.

Experience shows that prompt and supportive marking has a strong direct effect on the standards of presentation and progress in work.

Sixth Form

There are no allocated homeworks, work for A level being of a continuing nature. It is important, however, that students are clear about the amount and nature of the work expected of them over a given period of time, and that they are given advice on its organisation.

Written work should be done or kept in books, files or folders provided for the purpose. These should be available when required for assessment or checking by teachers or the head of department.

The nature of the work set will vary according to the needs of individual subjects, but students should be encouraged to recognise the value of independent study, reading and research and helped in developing the necessary skills.

Marking should aim to encourage as well as correct. Constructive comments which recognize achievements and help students to improve and develop are as important as marks.

Coursework

Please see the separate School documents regarding Coursework and individual departmental advice.

Marking Policies

Marking policies specific to individual subject departments or faculties follow.

BMW

ART DEPARTMENT

Marking Policy

Both classwork and homeworks set should receive a mark. Grades for homework should be recorded by the teacher by the completed work together with a brief comment. Most work will be in the department sketchbooks so that work can be seen to evolve and leads to a sophisticated use of a sketchbook at GCSE, A level and for submission to Art School or University Architecture interviews.

Some classwork projects may be given a mark out of say twenty for better differentiation rather than a grade of A to E that would normally be given for a homework.

Grades A to E should be used for the effort put into the homework's and 1 – 7 for the attainment.

The top grade is A7. The work at this level would show flair and commitment relating to the context of the year group.

Grade Descriptions

Attainment

7	A student who is putting in significantly more effort and flair than is required
6	A student who is meeting deadlines and producing the work required
5	A student who is producing enough work to get by but who clearly could do better
4	A student who is not meeting deadlines and failed to produce even the minimum
1-3	A student who has produced either no work at all or shows little or no concern to produce work of an acceptable standard will usually be asked initially to resubmit the work so that an acceptable grade can be achieved.

Effort

A	One would expect a talented hardworking student to be achieving grade A
B	An average student for the class in that year
C	A student who is just below the average standard but generally coping
D	A student who is clearly struggling with work set
E	A student who is unable to achieve any meaningful work

It must be remembered that a grade 7 for achievement does not automatically go with a grade A for effort or a B with a 6 etc Comments, where appropriate, should be brief, encouraging but point out areas that could be improved.

It is suggested that teachers make a record in their mark book beside a grade or mark given for all class projects as these will, for the most part, have taken a student a considerable length of time.

Grades given for GCSE coursework and related homework should be indicative of the standard that work would achieve at the time of marking, ie, it should not be assumed that the work will necessarily be completed. This would be the same for the Sixth Form.

When marking a student's work the **standard of the whole year group** should be considered and not just one class. It is quite acceptable and in many cases preferable for homeworks to be set over a two week period in order to cover the **two week cycle** but on occasions a longer project may be set.

When marking homeworks it must be assumed that members of the Lower School will have spent one hour per fortnight, the Upper School two hours per fortnight and the Sixth Form four hours plus per fortnight. GCSE and A level Students use time at home to complete sketchbook annotation and to research artists and processes and as such is part of the ongoing process of holistic evaluation.

GLP

CLASSICS DEPARTMENT

Marking Policy

LOWER SCHOOL & UPPER SCHOOL

All formal written work is marked as soon as is practicable by the teacher, if possible, by the following lesson.

In Latin all translation mistakes are indicated and should be corrected by the student after the work has been gone over in class. Less formal work and vocabulary tests are corrected by students themselves and sometimes peer marking is used to encourage students to spot their own mistakes.

Spellings are considered important and also need to be corrected. Comments by teachers should include guidance for the student and direction for follow-up work where necessary.

Most work is marked out of 10 or 20 depending on the type of work. In the Upper School marks vary depending upon the GCSE task undertaken.

SIXTH FORM

In Latin, unseen work is marked according to mark schemes in text books and on past papers. Set text work is marked in line with either mark schemes or guidelines set by the department. Towards the examination time, these will also be converted into grades.

For Classical Civilisation, essay and context questions are marked in accordance with past paper mark schemes. These will also be broken down into specific assessment objective marks. Again, towards the examination time, these will also be converted into grades.

JMM

DESIGN TECHNOLOGY DEPARTMENT

Marking Policy

Assessment and Reporting

Staff will attend at least one Parents' Evening for each pupil during the academic year. Staff will make themselves available to other colleagues, Senior Management and parents as appropriate.

All written correspondence should be approved by the Head of Department, Head of Year or Senior Management as appropriate. Verbal communication with parents (e.g. by telephone should be noted and filed).

Examinations will take place at the following times during the year:

- Terminal year examination: Yrs 1/2/3. Grades should take account of this result and work carried out during the year.
- Terminal year examination: Yr 4 it is appropriate that this is based on past GCSE papers and "minor project" work carried out during the year.
- Mid term examinations: Yr 5. These will take the form of past papers set by the boards.

Assessment of pupils

1. Careful thought needs to be given to the purpose of assessment. Staff need to adopt a wide range of methods to reflect the Design and Technology Curriculum and learning opportunities.
2. Assessment is an integral part of the teaching and learning process, a valuable formative and summative tool, and can provide essential information about the pupils' experiences, performances and progress. In turn, the analysis of these outcomes can yield important evidence regarding the appropriateness of the learning involved, the suitability of the learning experiences provided, and the effectiveness of the teaching. This information and analysis constitute a sound basis for making decisions about subsequent learning and teaching.
3. The outcomes of assessment can modify teaching methods, provide feedback on the syllabus as well as indicate pupil progress.
4. Assessment has the potential for developing a positive self image in the pupil from positive and constructive feedback. It is this feeling of success that can encourage further study.
5. Teachers in the Department use a common framework for marking work which is fully understood by all the team. This may vary depending on the year group and /or the course being followed.
6. Results of assessment should be reported in a way useful for pupil, teacher, parents and other interested parties.
7. Assessment should gradually build up into a profile for each pupil over the course of the year and their school career.
8. Pupils should be encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
9. Assessment has a common procedure and should:
 - a) give teacher judgements which are as valid and reliable as possible, and consistent with the School standards;
 - b) promote a common interpretation of the departmental grade descriptors;
 - c) give teachers confidence in their professional judgement and skill;

- d) be fair to pupils.
- 10. Assessment records should:
 - a) be based on an agreed set of principles and purposes;
 - b) assess pupil progress against set criteria;
 - c) not be administratively burdensome.
- 11. Assessment records should provide confidence between teachers across year groups and enhance progression for pupils.
- 12. Recognition should be given by management for the time and resource implications of good assessment, and due allowance made for this in the construction of the teachers' working day.

Accordingly, to facilitate assessment, (though for other purposes too), pupils are required to maintain, in a folio wherever practicable, their own designs, planning and evidence of practical work, their written evaluations of those designs and products, and their own critical appraisals. This applies to work that has been completed either in School or at home.

Years 1-3

Homework and **class work** are marked using a common framework and comments are made as appropriate. Marks are usually awarded, (1-10 with 10 being the top grade) as indicators of the degree of attainment of these criteria.

10	Excellent work, detailed and well presented. Evidence of exceptional effort. Practical work finished to a high degree of quality.
9	Very good work. Accurate, detailed, well presented and of good quality
8	Good work which demonstrates a sound understanding. Well presented.
7	Above acceptable work which is generally correct and well presented.
6	Acceptable work which shows adequate understanding and is reasonably presented.
5-1	Work of an unacceptable standard must be re-presented.
0	No work presented.

Within any particular episode of learning, what each grade stands for is made known to the pupils. Work is marked to indicate that the teacher has looked at it and a written comment to indicate sources of error, good points, etc. will normally be made. Spelling mistakes are corrected as outlined in the relevant section of the School's spelling policy to be found in the staff information folder. Punctuation and grammar are commented on as appropriate. The marks/comments are recorded by the teacher in his/her mark book. Staff are usually available at the end of a lesson or at break time/lunch time, as is convenient, to discuss an individual pupil's problems.

Classwork

'Informal' assessment is ongoing during all lessons in response to oral work, team work, practical work, skill development, project work, etc.

Homework

Extensive, regular (if possible, a minimum of fortnightly) and accurate assessment and reporting is to be the aim of each member of the department.

Completion of a project

The completed work for a project is collected and marked. This recognises excellence and indicates the areas that need improvement with specific reference to the “whole” rather than part of the work. A record of this assessment is retained by the teacher in his/her mark book.

Assessment procedures frequently come under review, and amendments are made as and when necessary, particularly in the light of National Curriculum or External Examination developments.

Years 4 - U6

Assessment for examination courses Coursework/ projects

N.B. For details of GCSE and AS/A2 assessment criteria – see individual syllabuses.

With regard to external examination courses, it is usually the responsibility of the subject teacher(s) to assess what pupils produce in accordance with the criteria set out in the examination syllabuses. Internal moderation relating to external examinations is conducted in accordance with the regulations, in order to ensure standardization of marking and, when required, to provide a reliable order of merit. Departmental staff attend the various training sessions held by the Examination Boards and pertinent information is disseminated during subsequent staff meetings. During the course of the academic year, pupils' assessment records are produced by the subject teacher(s) concerned.

The following guide-lines are intended to help pupils and staff with the difficulties of monitoring coursework carried out over a considerable time period. These are aimed mainly at externally examined work but could be seen as best practice for other work carried out of this nature:

- All staff to provide pupils and HoD with a time plan of work to be completed and time/dates due. The final hand in date for coursework is published by the school annually. Interim dates are to be made known to pupils and parents.
- All staff to monitor projects and give pupils written, dated, feedback, including an indication of mark. HoD to be provided with a copy.
- Feed back times will vary, in general staff should see work formally every half term, but should monitor pupils in an ongoing manner.
- Pupils must be made aware that coursework projects are their own work and **any** external assistance may well affect their marks
- If individual pupils are considered a concern, for whatever reason; this concern should be noted and passed to the HoD and group tutor, the individual should be informed of the concerns, project work should be formally monitored with greater regularity.
- GCSE projects will be completed by 1st March. This will allow for internal moderation to take place during the spring INSET day.
- A and A/S projects will be completed to allow both marking and internal moderation. Completion by May 1st.
- Once internal moderation has occurred, these marks will be communicated to pupils. It will be made clear at this time that these may be subject to alteration by the respective boards.
- if pupils or parents are not satisfied with the mark awarded they should refer to the schools internal assessment procedure.

DRAMA DEPARTMENT

Marking Policy

The Drama department works together to ensure marking is consistent, thorough and in line with appropriate external bodies. Comments are detailed and diagnostic, referring to examination criteria where applicable.

Third Year

Written work in the Third Year is varied, including research tasks, script writing, fair copying of notes taken in lessons and evaluations. Work should be marked on a scale from A to E, in line with the school's reporting system. Errors should be indicated, especially of subject specific vocabulary and pupils should be encouraged to keep a list of key words. Oral feedback from practical work should be recorded by the pupils on to the feedback card.

GCSE and A Level

Essays should be marked to the relevant mark schemes and given a numerical score and a band placement. Feedback should be detailed, related to the descriptors in the mark schemes and, where appropriate, should offer suggestions for further improvement. Errors should be flagged and discussed if necessary. Other assignments such as presentations, research tasks and evaluations should be given an A to E grade. Practical work should be assessed in line with AQA's guidelines in the subject specification.

HKA

ECONOMICS AND BUSINESS DEPARTMENT

Marking Policy

All written homeworks, tests and examinations are marked as soon as practicable after they are completed. Notes made in class are inspected periodically, but detailed marking is not expected.

Marking is viewed as a vital part of the learning process and any comments made should be constructive and designed to improve the quality of the work. If possible comments are couched in positive tones.

The marks awarded are to be consistent with the standards set by the examination boards. Copies of marking schemes to act as guidelines are available on the T drive. At IGCSE and A Level, a mixture of 'points-based' and 'level of response' approach is adopted to marking, according to the style of question. Details of these levels of response are available in the relevant AQA and CIE mark schemes.

Spelling, grammar and punctuation mistakes are to be indicated and corrected. Students are instructed to undertake corrections if these mistakes are persistent.

Corrections concerning the accuracy of the subject content of work are left to the discretion of individual teachers, although high standards of presentation and content are expected. If these are not met, students must repeat the relevant task. For Upper School pupils the work detention is to be used for this purpose, if necessary.

PS

ENGLISH FACULTY

Marking Policy

LOWER SCHOOL

New Classes

- Before taking on a class, the teacher should make a note of the pupils' summer grades and examination results.

Marking

- Teachers should use the official mark scheme.
- Two marks out of seven should be given for extended pieces of work. However, for a shorter piece, the teacher may want to concentrate on content or language alone, and thus give only one mark out of seven.
- All pupils will stick this into the inside cover of their exercise books.

Annotation

- Teachers should use the 'Writing Well' sheet as a guide to annotation.
- All pupils will stick this into the inside cover of their exercise books.
- All corrections should be marked, unless specific instructions to the contrary in the case of pupils with special learning difficulties.

Corrections

- Pupils will write out corrections in the method described on the 'Writing Well' sheet.
- Pupils will write out all the corrections that have a letter written in the margin.
- If a pupil has more than 5 spelling mistakes s/he should choose five for corrections.
- Time should be set aside either during lessons or in a formal homework for pupils to do corrections.
- Teachers should make regular checks that corrections are being done.

Comment

The teacher should try and find something positive to say about the piece, and then offer advice for improvement.

The teacher should ensure that her/his own writing is clear enough for a child of this age to read.

Mark Scheme for Lower School English

	Writing	Technical Accuracy	Reading
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7	Outstanding. Shows flair. Very lively and engaging. Sophisticated use of language: elaborate or subtle and restrained as appropriate. A very well-constructed and focused response of good substance. Very aware of purpose and audience.	Very well presented. Sensitively crafted. Excellent use of paragraphs to enhance meaning. Spelling almost always accurate. Punctuation of apostrophe, comma and full stop are almost always correct. Sentence types used to enhance meaning.	Insightful. Clear critical stance. Coherent interpretation of text. Well supported by reference. Evaluative skill in evidence by Third Year.
6	Excellent. Confident and assured. Some sophistication in language. Aware of purpose and audience. Well presented. A well-constructed and focused response of good substance.	Good use of paragraphs to enhance meaning. Spelling generally accurate. Punctuation of apostrophe, comma and full stop generally used correctly.	Analytical. Perceptive. Increasing precision in selection and application of textual reference. Sensitive response to the way the writer achieves his/her effects.
5	Good. Interesting and appropriate. There is focus on the task and the response addresses it with consistent success. Language is used effectively.	Presentation is perfectly acceptable. Paragraphs are used with some success. Comma and full stop are used correctly but there may be occasional problems with the apostrophe.	Thorough. Sustained. Relevant points clearly identified. Textual reference is apt and supports main ideas. Developed response to the way the writer achieves his/her effects.
4	Competent. A basic competence is apparent, but there are mistakes. Generally focused.	Some paragraphing. Punctuation problems at times, possibly with apostrophe, but gets meaning across, and punctuation of commas and full stops generally successful.	Relevant. Clear. Mostly relevant points. Use of textual reference is generally competent. Some response to the way the writer uses language.
3	Weak. The topic is handled with limited effectiveness. There is the beginning of awareness of purpose and audience, but technical flaws begin to impede the reader. May be brief or long and rambling.	Presentation may be poor. Mistakes are made more regularly. Sentence structure may be shaky. Problems with spelling of some of the more easy words. Punctuation problems with, perhaps, commas and full stops as well as apostrophe.	Basic. Comments sometimes correct but not always rooted securely in the text. Some understanding of meaning. A little reference to language. Some supporting detail.
2	Very weak. Constant mistakes make comprehension difficult. May be little awareness of purpose and audience. May be of a brief nature or long but without structure.	Very poor presentation. Mistakes are made on a regular basis in all areas. Problems with spelling of basic words, and punctuation use may be haphazard.	Simple. Straightforward inference. Possibly literal. Brief answers. Few signs of understanding. Little, if any, use of textual reference.
1	Student has not been able to offer a comprehensible response, either because of brevity, legibility or mistakes of such regularity that understanding is severely impeded.	Mistakes made with such regularity that understanding is severely impeded.	Limited attempt to respond.

Writing Well

CORRECTIONS:

- YOU NEED TO WRITE A SHORT SENTENCE WITH YOUR MISTAKE CORRECTED.
- YOU ONLY NEED TO CORRECT MISTAKES THAT HAVE ONE OF THE FOLLOWING PIECES OF ANNOTATION IN THE MARGIN.
- YOU SHOULD DO A MAXIMUM OF FIVE CORRECTIONS IN TOTAL.

W	<p>Writing: untidy handwriting, hasty scrawl, messy crossings-out: poor presentation makes reading your work a penance instead of a pleasure. Please be careful. Each piece of work should be neatly headed, clearly written and (where appropriate) paragraphed.</p> <p>Correction: rewrite the offending sentence or passage. In the case of an unacceptably poor piece of work, a total rewrite may be necessary.</p>
G	<p>Grammar: the most common mistakes are:</p> <ul style="list-style-type: none">• Hopping between present and past tense in the same piece of writing.• Using a plural subject and a singular verb, or the other way around. <p>Correction: rewrite the sentence correctly.</p>
P	<p>Punctuation: the old favourite is the apostrophe. Remember its two main uses: possession and abbreviation. Commas and capital letters also need care.</p> <p>Correction: rewrite the sentence or phrase, correcting the mistake.</p>
S	<p>Spelling: this is where your dictionary is important. Use it while you are writing, not afterwards.</p> <p>Correction: look up the word and use it, correctly spelt and <u>underlined</u> in a short sentence.</p> <p>You should make a list of common words which you get wrong, and keep it hand for reference. It may help to have a section for each subject.</p>
V	<p>Vocabulary: choosing the wrong word or phrase for the tone and context of the piece. Slang, for instance, can be effective, but it can also be inappropriate. Try to write in a style which serves your subject matter well and does not jar against it.</p> <p>Correction: rewrite the sentence, choosing a more suitable word or phrase.</p>
C	<p>Construction of sentences: sentences which are incomplete, or run together. This happens most commonly when verbs, or full stops, are missed out, or a comma is used when there should be a full stop.</p> <p>Correction: Rewrite the sentences, ensuring that each is complete.</p>

UPPER SCHOOL

Teachers should use the mark scheme appropriate for the relevant section of the Language or Literature exam being studied. Spelling and punctuation mistakes should be indicated as above.

Trial Exam Marking

- Each teacher will be given a mark scheme relevant to the section they are marking.

- As well as some annotation and a mark, there should be a final comment that suggests at least one area of improvement.
- Teachers must liaise with colleagues marking the same section and ensure that standardisation takes place.
- Teachers should also write feedback and send this to colleagues.

A LEVEL

Teachers should ensure that:

- They are familiar with the different assessment objectives.
- They know the weighting of each for the units that they are teaching.
- Their students are aware of the above.

Essays

- Students should be set one piece of writing per week. Each teacher should thus be setting and marking an essay per fortnight.
- Essays early in the year should not necessarily be marked on use of AOs. Emphasis should be placed on focus and clarity of expression. Grades can be given at this stage.
- However, by October students should be given marks based on the board's examination mark scheme. Final comments and annotation should refer to AOs.

AJS

GEOGRAPHY DEPARTMENT

Lower School Marking Policy

Lower School work should in general be marked out of ten. Staff should make appropriate comments on the work and ensure that work is undertaken to an appropriately high standard. All marks should be recorded.

The following descriptions indicate what your marks mean:

Mark		Description
10	Outstanding	High level of analysis and use of detailed factual material. Shows a very high level of independent thinking and ability to develop ideas beyond the expected level.
9+	Excellent	Analysed with a high level of understanding and use factual evidence effectively in support. Written with a wide range of terminology.
8+	Good	A good grasp of the majority of the subject. Shows a sound level of understanding. Written answers show a good level of analytical thought.
7+	Moderate	A moderate grasp of some of the subject, though there may be areas where understanding is more or less advanced. Varied factual evidence.
6+	Inadequate	Understanding is inconsistent and analysis is not fully developed. Written work may suffer from briefness or inaccuracy.
5	Poor	Understanding is weak and use of appropriate terminology and factual evidence is thin. Style, presentation and spelling are poor with little content. Possibly re-do.
Below 5	Unacceptable	A combination of incomplete and poor. Very weak understanding the work will have to be repeated.

A high mark will reflect both your understanding and the care that you have taken with the work. Merits will be awarded for exceptional effort as well as achievement and can be awarded for an individual piece of work or a consistently high standard across several pieces. Merits can also be awarded for improvement. On the other hand, detention warnings will be issued for work that is unacceptable and in some cases inadequate. Failure to respond to a warning, such as time spent outside the staff room, will lead to a full detention.

Marking Policy at IGCSE and A-Level

1. The marking at both of these levels is essentially dictated by the structure of the questions themselves and by the mark schemes in operation by the Examination Board. The mark scheme used will always be explained to the students at the appropriate time through the course of study. Copies of the mark schemes can be found on the examination board website and on the Geography section of the school website
2. More general homework exercises at IGCSE will normally be marked out of 10 or as appropriate as dictated by the question set. If the work is marked out of 10 then the following scheme as used in the Lower School can be used.

3. All marking should be carried out in a positive fashion with comments, where appropriate directing students to ways of improving their work.
4. If grades are used at either IGCSE or A-level then they need to be linked to the grade system at that level. These are currently as outlined below.

IGCSE	A-level
A* 82%+	A 80%
A 70-81	B 70%
B 62-69	C 60%
C 50-61	D 50%
D 40-49	E 40%

Please note that the new linear A-level is yet to be externally examined and therefore this grade system is based on the previous A-level grading system.

A* grade at A-level requires students to attain 80% overall (320/400).

Assessment Objectives for A-level Geography

Within the question papers for the components Physical systems (01) and Human interactions (02) there will be a combination of short answer questions which carry a low tariff, medium length questions of 6 to 10 marks and higher tariff extended response questions of 16 marks. Within the question paper for the Geographical debates (03) component there will be a combination of short answer questions of 3 marks, medium length questions of 6 marks, synoptic questions of 12 marks and extended response questions of 33 marks.

There are three Assessment Objectives in OCR's A Level in Geography. These are detailed below.

AO1 - Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales.

AO2 - Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues.

AO3 - Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions

HISTORY DEPARTMENT

Marking Policy

The Lower School

All pupils' classwork and homework should be marked on a regular basis. In the Lower School marks should be out of ten for the most part although for longer pieces of work, such as projects, a mark out of twenty might be more appropriate. There should also be plenty of comments, both constructive criticism and praise, as well as some examples of omission (if this is a fault) and some reference to spelling, punctuation and grammar where appropriate.

The following Marking Policy document is issued to all Lower School pupils at the start of the academic year and must be attached to their exercise books:

History – Expectations and Marking

Your work will usually be marked out of 10. The following descriptions indicate what your marks mean.

Mark		Description
9+	Excellent	Excellent understanding of ideas, detailed use of evidence, clear style, good presentation and spelling.
8+	Good	Good understanding of ideas, use of factual evidence, style, presentation and spelling.
7+	Adequate	Satisfactory in <u>most</u> areas: understanding of ideas, use of factual evidence, style, presentation and spelling.
6+	Inadequate	Work incomplete – though what has been done could be sound.
5	Poor	As above and/or poor understanding, style, presentation and spelling and factually thin. Possibly re-do.
Below 5	Unacceptable	A combination of incomplete and poor. Will have to be repeated.

Credit will be given for work that demonstrates that you have made an exceptional effort. A high mark will reflect both your understanding and the care you have taken with the work. Much depends on how much time and thought you have put into it! Half-marks will also be awarded. **Merits** will be given for exceptional *effort* as well as achievement, and can be awarded for an individual piece of work or a consistently high standard across several pieces. Merits can also be awarded for improvement. On the other hand, **Detention Warnings** will be issued for work that is unacceptable or poor, and, in some cases, for work that is inadequate. Failure to respond to a warning will lead to a full detention.

Please note that homework MUST be handed in on time. If you are likely to be late with your work, for whatever reason, you must inform me BEFORE the lesson, preferably with a note from your parents.

Your homework will be set on _____

It should take NO MORE than half an hour.

Presentation, spelling & grammar are important. USE a DICTIONARY. Your work must be written in blue or black ink. No other colours are acceptable. Any work written in colours other than blue or black will have to be repeated.

You are expected to arrive at your lessons on time. Note the differences between **Week A and Week B**. Bring with you everything that you need. You will be expected to catch up any work you miss – both classwork and homework – if you are absent for any reason, be it illness, a sporting fixture, music lesson etc...If you need to attend a **music lesson**, please inform me in advance of the history lesson affected.

It is your responsibility to look after your textbook. Write the number of your book in the box below. I will sign this and state what condition it was in when you received it. If you damage or lose the book, you will be charged for a new one.

Textbook number(s) Staff signature and initials _____

Condition of book(s)

- 1 = excellent
- 2 = good
- 3 = sound
- 4 = poor

The Upper School

In the Upper School marks vary depending upon the IGCSE task being undertaken in the three different examination papers. Homework and class exercises should usually involve past paper questions and should be marked according to the relevant generic mark scheme as given by CIE. Reference to the specific mark schemes should also be made regarding points of precise content. Appropriate comments should be made to encourage an improvement in performance by highlighting problems of omission, understanding or technique. It is particularly important that pupils are made aware of the technical requirements of the full range of different questions.

At the start of the course, pupils should be given the following, in addition to a breakdown of the syllabus content.

IGCSE History questions are marked according to how effectively you meet certain "Assessment Objectives". It is not the case that you must meet the objectives to the same extent in each question; different types of question will require the different Assessment Objectives to be met to different degrees. This will be explained to you by your teacher and will also become clearer as you become more familiar with the different types of IGCSE questions.

The Assessment Objectives are:

AO1: Recall, selection and communication

Pupils need to demonstrate their ability to recall, select, use and communicate their knowledge and understanding of History

AO2: Explanation and Analysis

Pupils must be able to demonstrate their understanding of the past through explanation and analysis of key concepts; causation, consequence, continuity, change and significance within a historical context. They must also be able to explain and analyse the key features and characteristics of the periods studied and the relationships between them.

AO3: Understanding, Analysis and Evaluation

Pupils must be able to demonstrate the ability to understand, analyse and evaluate a range of course material as part of an historical enquiry. They must be able to show how aspects of the past have been interpreted and represented in different ways as part of a historical enquiry.

Questions set in the Upper School for either homework or classwork will normally be genuine IGCSE questions or closely similar. They will thus be marked according to the exam board requirements for that particular question as regards AO requirements.

Poor work in all year groups should be remedied usually by the work being done again in the pupils' own time (particularly if poor performance is the result of lack of ability or understanding) or ultimately in detention (particularly if poor work is the product of laziness). Failure to hand work in on time can only be excused by a satisfactory explanation (e.g. illness) otherwise it should result in detention, though teacher discretion should always play a part here. Consistently poor performance should ultimately be brought to the attention of the HOD, tutor, Head of Year and parents, as indeed should exceptionally bad behaviour (see Special Needs and Behaviour).

The Sixth Form

Sixth Form essays should be marked as per the generic markschemes provided by OCR and AQA. Pupils are issued with the generic mark schemes and on occasions, and where possible, the question-specific ones and it is important that their written work reflects their understanding of these requirements: the essays therefore should also be peppered with copious comments about relevance, structure and content. A lengthy comment at the end, suggesting ways to improve, is important. Sixth Formers' notes should be checked not only to see if they are being done, and done correctly, but to ensure that the pupils (and the notes) are properly organized.

NJD

ICT DEPARTMENT

Marking Policy

All homework, examinations and tests should be marked as soon as possible after they are completed. Any class notes and exercises should be inspected where appropriate, but detailed marking is not expected for years one and two.

Comments should aim to improve understanding and aid learning. They should be positive and where possible they should suggest means of progression. Critical comments should be constructive if they are seen to be necessary, and praise should be given where it is deserved.

Inaccurate spelling of technical terms should be corrected where and if possible, and errors in English spelling, punctuation and grammar should be annotated where and if possible in digital format.

Work for external assessment should be marked according to the criteria provided by the examination board.

Records should be kept of marks awarded on the school firefly website markbook with some work being graded through classroom this should be made clear to the pupils when this is the case OR a comment made in firefly stating where the mark is located; whichever is convenient and sensible.

Often the school scale (1-7) is used where appropriate. **Grade descriptors can be found in the staff area within the lower school folder. The same levels are applied at GCSE and at A-Level though in some cases A* - C is used often either is applied with a comment for each piece.**

PJM

MATHEMATICS DEPARTMENT

Marking and Marking Policies

Sixth Form

Homework

Homework is usually set for a week at a time (averaging 2 hours from *each* member of staff teaching a particular group), and may be written in exercise books or on file paper, according to the wishes of the member of Staff. Supporting comments are given and marks or grades recorded, with dates, in staff markbooks. All students in the Lower Sixth are also given work to do in their directed study periods. The work to be tackled is available on the School website and concentrates on the Core Mathematics content. Answers are provided and students are expected to mark this work themselves, however teachers will regularly check the progress being made.

Tests

Members of staff are encouraged to set their own regular tests and to keep an accurate record of the results.

Internal Examinations

With the introduction of the new linear A level course, there are no external exams in the summer of Lower VI and so there will be internal examinations in their place. In Upper VI, there will be internal examinations in January. In preparation for examinations, all students are issued with past papers in plenty of time and the work marked ensuring valuable feedback is given.

S.T.E.P.

Preparation of students for the S.T.E.P. examinations (for Cambridge or Warwick Universities) is normally undertaken by the members of staff who teach the students involved.

A.E.A.

Preparation of students for the A.E.A. examination is normally undertaken by the members of staff who teach the students involved.

First Year to Fifth Year

Homework

Homework (approximately 30 minutes each in the Lower School and 40 minutes each in the Upper School) normally consists of one written task per week. Marks should be given out of twenty in most cases, and should be both diagnostic and accompanied by meaningful comments wherever possible. Markbooks should record marks, late work, work missed, repeated work, detentions given for poor work and marks worthy of merit. Weekly marks should be recorded alongside topic headings, and dated.

Tests

Common tests are set each half term for First to Third Years to reflect the subject content of that time period. Test marks are given in percentages and entered directly onto the relevant spreadsheet to be used to aid setting decisions for the subsequent year. Prior to each test it is expected that students are provided with a revision sheet. Tests for the Fourth Year should also be given half termly and the results recorded. In some cases a common test may be possible for two groups.

Examinations

End of year examinations are compulsory for First to Fourth Year. Generally, two 45 minute papers will be set for each of the 1st and 2nd Year groups and two 1½ hour papers for 3rd and 4th Year groups, with the top two sets in the 4th Year sitting a different paper to reflect the accelerated course taken by these pupils. Members of staff are responsible for setting, moderating and marking these examinations. Fifth year students sit formal mid-year examinations. It is expected that all 5th Year students are issued with past papers in plenty of time for the examinations. Answers should also be given and the work marked ensuring valuable feedback is given.

Grades

The department awards Effort and Attainment grades in the First – Fourth Year in line with the descriptors for the whole school.

Attainment

7	Demonstrates a full understanding of all aspects of the course, is consistently outstanding and is able to analyse and present problems at the highest level. Shows insight and flair.
6	Shows an excellent understanding of all of the topics covered and is able to analyse and present problems at a high level. Written work is consistently well done.
5	Shows a very good level of understanding of most of the topics covered. Written work is generally well done. Consistent excellence is yet to be achieved.
4	Shows a good level of understanding of most of the topics but with some inconsistencies.
3	Shows some understanding of the topics covered but with many inconsistencies. Some written work appears to be well done although on some occasions it is not quite up to a good standard.
2	Some work can reach the level expected but there are weaknesses and inconsistencies. A high level of direction to achieve a modest outcome is required.
1	Shows weaknesses in many areas and is generally struggling. Needs guidance to complete the most basic of tasks.

Effort

A	Alert, attentive and very keen to maintain or strive towards competence in this subject. An independent learner.
B	Always makes a good approach to the work set and tackles assignments in a responsible manner.
C	Needs a more consistent approach. On occasions attitude causes some concern.
D	Shows a lack of focus and commitment towards this subject and needs frequent encouragement to stay on task.

Target grades are issued at the end of the summer term for the Fourth Year based on the student's examination performance.

GAE

MODERN FOREIGN LANGUAGES

Marking policy

Formal written work is marked as soon as practicable after it is handed in.

Mistakes are identified and corrections are made by the teacher where appropriate.

Various methods are used to encourage pupils to correct their own work. Pupils may be required to write out formal corrections or they may be asked to write a fair copy of a piece of work or of a section of a piece of work. It is left to the individual teacher's discretion as to which correction system to use in a particular case, the decision being based on a view as to the best way to encourage high standards and maximum progress of individual pupils.

Ticks are used to indicate elements of particular merit within a piece of work.

Most work is marked out of 10 or 20 depending on the piece of work, but sometimes grades rather than marks are used if the teacher considers it to be more appropriate (for example in the run-up to an examination). With exam classes, the exam board mark scheme and grading system will often be used for typical exam-based tasks.

It is expected that a brief target-language comment will be made on each piece of work, the comment being as positive as is reasonable. More detailed comments, starting with the positive and continuing with suggestions for development, together with any necessary explanations, may be made either in the target language or in English as appropriate.

In the Sixth Form, teachers may require a pupil to re-submit a "fair copy" of a piece of work when it is considered that this will be beneficial.

The policy for marking work submitted online via iPads is currently under school review.

SLL

MUSIC DEPARTMENT

Assessment and Marking Policy

Lower School

- Pupils are graded for work according to the assessment criteria in the Lower School schemes of work (Grades A – E). They are given constructive verbal feedback following practical work highlighting areas for improvement.
- Class teachers keep a record of grades awarded and pupils keep a record in their pupil exercise book/file where they will also receive, as appropriate, written comments from the class teacher that recognise achievement and help pupils to improve. Teachers also correct spellings with particular reference to music technical language. Work is stored in exercise books, iPads and Google Drive.
- Pupils receive a school attainment grade at the midyear point. This is a grade based on grade descriptors in line with school policy.
- In the Summer Term the school end of year attainment grade reflects the performance in class and the end of year listening/theory examination.
- The midyear and end of year grades are recorded in Isams.
- Midyear and end of year grades are moderated and analysed within the department.

Upper School

- For coursework the GCSE syllabus mark scheme applies.
- For additional homework/tests a mark based on the GCSE mark scheme is used.
- Pupils will also be given regular individual verbal feedback and written comments on work with targets for improvement.
- Class teachers keep a record of marks awarded and will use this information to provide mid year and end of year school attainment grades.
- Pupils store work on CC network, Google Drive and in A4 folders. The class teacher will monitor the storing of work once per term.

Sixth Form

- For coursework the A Level syllabus applies.
- For additional homework/tests a mark based on the syllabus will be used as appropriate.
- Pupils will be given regular individual verbal feedback and written comments on work as appropriate, with targets for improvement. For Music Technology - comments and targets will be held in individual files on the computer network.
- Class teachers will keep a record of grades and marks and use these to write predicted A Level grades.
- Pupils store work on computer hard drives/ Google Drive or in A4 folders. The class teacher will monitor the storing of work once per term.

DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

Marking Policy

Written work is perhaps the largest part of homework assigned within the Department although illustration and design also receive recognition as does appropriate research carried out thoroughly and independently. With the introduction of ipads in the classroom, tasks may be completed and submitted online. Merits are used to acknowledge additional effort or improvement and presentation is also recognised alongside attainment.

The Department mark according to a set of grade descriptors which mirrors the grade descriptors of the School's reporting system. This allows us to form an impression of the work, assess its content and consider effort as well as attainment. It has eased the burden of marking homework since we do not tie down our grades to a set of points to be made in the homework assigned (though of course there is content which ought to appear). Homework tasks are set by individual teachers while others are tasks across the year, usually in light of end of unit tests and projects. The grade descriptor system allows us to employ a wider range of material for reinforcement activities.

Third, Fourth and Fifth Year pupils are also marked according to the AQA assessment criteria for examination style tasks in preparation for the GCSEs at the end of the Fourth Year and the Fifth Year.

A Level pupils produce work which is marked according to task. Note-taking tasks and research skills will be marked on the 1-7 scale. Essays are marked according to OCR essay mark schemes. Essays in Year 1 of the A Level course are marked out of 30, rising to out of 40 in Year 2 of the A Level courses.

Tests/Exams

Tests will have a variety of scores depending on the numerical total set by individual teachers. Unit tests which are written for a year group have a uniform total. Practice question for examinations in Third, Fourth, Fifth Year and the VIth Form are the basis of end of unit tests and are marked according to the GCSE and GCE assessment criteria.

Record Keeping

In addition to each teacher's mark book the Department has set up a spreadsheet for reporting mid-session examination results. The online mark book is being used by a number of staff but is not compulsory and works well alongside the traditional mark book. Tasks set on the planner are incorporated into the online mark book.

Informing/Involving students and parents

In pupils' books and folders there is an explanation of the mark scheme and the assessment criteria. Marks can be released from the planner to provide a record of attainment and progress in pupil's individual planners. Parents' Evenings and reports allow a more formal account of progress. After the internal examinations and the mid-session examinations, pupils receive a bright yellow target sheet which details their marks but also indicates areas for improvement. Teachers retain a copy of these to aid in the tracking process and to help pupils to maximise their potential.

HEMS

FACULTY OF SCIENCE

Marking Policy

All written homeworks, tests and examinations are marked as soon as is practicable after they are completed. Notes made in class are inspected periodically, but detailed marking is not expected.

Marking is viewed as a vital part of the learning process and comments made should be positive, focusing on means of improvement rather than criticism. Pleasing work should be praised.

Work below the Sixth Form should be marked out of ten when appropriate, giving credit for accuracy and presentation.

At Sixth Form level marks should be awarded as appropriate to the task.

Errors should be annotated, including errors in English spelling, punctuation and grammar. Inaccurate spelling of technical terms should be corrected. Corrections concerning the accuracy of the subject content of work are left to the discretion of individual teachers, although high standards of both content and presentation are expected.

Class teachers are expected to keep a clear and complete record of marks awarded.

LJH

DEPARTMENT OF SPORTS STUDIES

Marking Policy

Marking – Practical Activities

All practical activities are marked in consultation with the CIE (IGCSE) and AQA (A Level) guidelines. Where ever possible two members of staff will independently assess the pupils before their final practical marks are awarded.

Marking – Theory

- Pupil Feedback
 1. % for tests
 2. 1-7 for end of term grades
 3. Mark out of 10 for C/W and H/W (unless the work is set questions with specific mark available in which case % will be given)
Marks 1-5 Unacceptable, 6—7 Satisfactory, 8 Good, 9 very Good, 10 – excellent.
 4. Practical will always be a mark out of 50
 5. Where possible one formative comment with target setting per piece of work.

- Frequency:
 1. Class work – once per topic
 2. Homework – returned within the week
 3. Coursework – as deliverers require
 4. Practical work – end of topic
 5. Tests - returned within the week

- Grammar and Presentation:
 1. Grammar – staff to circle mistakes with the emphasis on the student to correct
 2. Presentation – formative comments may relate to the presentation of student work where applicable

- Excellent work:
 1. Contact home with praise – as and when
 2. HOY with evidence
 3. Digniora – via Headmaster

- Underachieving:
 1. 3 poor marks – to HOD
 2. Failure to deliver work (Course/W or H/W or C/W) –

- a) 24hrs to deliver
- b) Lunch time detention or extra work given
- c) After school detention and refer to HOY and HOD

- Recording / Data Base:

1. Individual staff to record marks to a preferred data base
2. Practical marks to shared drive
3. Course work grades shared drive program
4. End of term grades to HOD

- How students receive grades

1. Easily identifiable marks set at the end of a students work in BOLD / Separate Colour
2. Practical Marks – to individual students where and when applicable
3. Course Work - to individual students where and when applicable

MGM