

**Aims of marking**

- To measure the understanding and learning of individuals against specific assessment criteria.
- To give constructive feedback to students showing how completed work relates to the assessment criteria and clearly indicate how improvements may be made in the future.
- To build an accurate record of a students learning over a period of time and thereby ensure that progress is made. When reporting to parents, staff will base their judgement on this record indicating the Current Attainment Level/Grade for a student. (see Appendix One)

**Method**

- Short assignments, whether class or homework may be marked only with ticks and written comments to indicate basic corrections and possible ways to improve.
- More formal assignments (written/aural/oral/practical) must be marked with **numerical grading** using the following criteria and should be accompanied with a target for improvement in the future.
  - **10 - 8 Marks:** An excellent piece of work, which exactly fulfils or almost fulfils all the necessary criteria
  - **7 – 5 Marks:** A good piece of work with (stated) areas for improvement
  - **4 – 2 Marks:** This work shows (stated) areas of misunderstanding
  - **1 – 0 Marks:** This work has failed to meet the required standard. You may be asked to re-work all or part of the work again. (Guidance given)
- Schemes of Work must include a minimum of six more substantial assignments per year, which are assessed against National Curriculum criteria or the specific examination grading criteria indicated in the course syllabus. These will have an agreed mark scheme and marking will be moderated across the Faculty/Department.
- These substantial assignments are vital to the summary assessment recorded each term and are used in indicating progress towards the Minimum/Potential Expected Level/Grade (see Appendix 1) for the end of the Key Stage.
- The marking criteria for such assignments must be published with the assessment brief and discussed with students prior to the work being set.
- Examinations questions should show the mark allocation. Scripts should be marked to give a final percentage. Following moderation, percentages should be translated to equivalent NC Levels or the specific examination grades indicated in the course syllabus.
- At the end of Key Stage Three, in the non-core subjects, this will contribute to the final Teacher Assessment National Curriculum Level.
- Heads of Faculty have responsibility for monitoring marking in line with the published Academic Calendar, by sampling exercise books and reviewing mark books. SLT monitor this process via Faculty Line Management meetings each half-term.
- The Common Marking Scheme will be displayed in all teaching areas.

Revised and approved by the Curriculum Committee  
Under delegated powers from the Governing Body  
Review Period

20 January 2009  
3 years

## Appendix One

## Reports to parents will show:

1. Subject specific attainment targets for the end of the Key Stage. These will be expressed as:

	Target Indicators	Description	Measure:
KS3	Minimum Expected Level (MEL)	A baseline target determined by prior-performance data indicating the level that should be achieved by the student.	National curriculum level, given as a figure between 1 and 8; relating to subject assessment criteria and level descriptors.
	Potential Estimated Level (PEL)	A challenging, but attainable, target indicating the level that might be achieved with consistently high application and effort.	
KS4 & 5	Minimum Expected Grade (MEG)	A baseline target determined by prior-performance data indicating the grade that should be achieved by the student.	Grade relating to examination syllabus assessment criteria. (eg: GCSE grade A*-G; GCE grade A-E; Pass/Merit Distinction for OCR National)
	Potential Estimated Grade (PEG)	A challenging, but attainable, target indicating the grade that might be achieved with consistently high application and effort.	

2. A grade/level that indicates the degree of progress in relation to the Target Grades/Levels. This will be expressed as:

	Progress indicator	Description	Measure:
KS3	Current Attainment Level (CAL)	Indication of the level that a student is currently working at. This can be referenced against the targets described in point 1.	National curriculum Level and Sub-Level (see point 2.2)
KS4 & 5	Current Attainment Grade (CAG)	Indication of the grade that a student is currently working at. This can be referenced against the targets described in point 1	Grade from the scale indicated by the course syllabus (e.g. GCSE A*-G)

2.1 At Key Stage 3, Current Attainment Levels will include a Sub-Level. These are expressed as a lower case letter a, b or c and indicate the extent to which a National Curriculum Level has been achieved.

NC Level	Sub-level		Description:
(1-8)	a	<b>Established</b>	The student consistently and confidently displays the necessary knowledge, skills or understanding to achieve this level. He/she needs to be looking at the assessment criteria for the next level to develop further.
	b	<b>Consolidated</b>	The student competently displays the necessary knowledge, skills or understanding to achieve this level. There may be some inconsistency, but it is clear that the student can apply what he/she has learned.
	c	<b>Emergent</b>	The student has displayed the necessary knowledge, skills or understanding to achieve this level, but has done so inconsistently. The student needs further opportunity to consolidate his/her skills or knowledge.

2.2 At the end of Key Stage Three a National Curriculum Teacher Assessed (TA) Level in all subjects, including the core subjects, will be given.

3.1 At KS3 and 4 Effort, Standard of Homework, Punctuality and Behaviour in Lessons for each subject will be recorded using the following scale

- **1**     ***Excellent***
- **2**     ***Good***
- **3**     ***Inconsistent***
- **4**     ***Poor***

3.2 At KS5 Effort, Attendance and Meeting Deadlines for each subject are recorded using a variety of scales with an appropriate key to their meaning.

- INTERIM REPORTS will be produced electronically and will show the Target Indicators, a Progress Indicator and the performance indicators described in 3.1 or 3.2 (appropriate to Key Stage) for each subject.
- ANNUAL (Full) REPORTS in all Key Stages will include all of the above, an individual Academic Statement describing performance and a 'Next Steps' statement describing ways to improve in the future for each subject.