



ACADEMIC MARKING AND GRADING POLICY

This policy addresses formative assessment including the regular marking and grading of students' work in academic subjects. Summative assessment and reporting to parents are covered by the Assessment, Reporting and Recording policy.

Purposes of Formative Assessment

The primary purposes of assessing, marking and grading students' work are

- To give constructive feedback and guidance for further development of work and ideas
- To recognise and reward achievement, progress and effort Other purposes include :
- Correcting errors e.g. factual, conceptual, spelling, calculation
- Motivating students to improve and succeed in all their work
- Monitoring progress and providing teachers with information on which to base their long and short term lesson planning for individuals and groups of students.
- Creating and informing regular dialogue between teacher and student about progress
- Informing students and parents of the levels / grades that they are currently achieving in relation to national standards and expectations (National Curriculum Levels & GCSE grades) and of the requirements to improve upon these grades and levels.
- Marking for examination purposes e.g. GCSE coursework. Types of assessment / marking / grading

All academic subject teachers employ a wide range of methods of formative assessment to suit different purposes and for different types of work which include the following:

Comments

All subject teachers make considerable use of both written and verbal comments to recognise attainment, effort and progress and to set targets / identify areas for further development. If grades are given, these are always accompanied by comments.

Grading work

The school system of grading is as follows:

E = Excellent

VG = Very Good

G = Good

S = Satisfactory

I = Inconsistent – this is used mainly for interim and main reports

U = Unsatisfactory

These grades, where used, can be given for attainment, effort or progress which can be clarified in a written comment.

- % marks are also used in some subjects and for some purposes.
 - At Key Stage 4, GCSE grades A*, A, B, C, D, E, F, G, U are used for assessments and substantial pieces of work / coursework
 - At Key Stage 3, National Curriculum levels 8, 7, 6, 5, 4, 3, 2 are used for similar purposes. The National Expected Level of Achievement for a student at the end of year 9 is level 5/6.
- Records of marks and grades are kept in staff mark books

Oral Assessment

Oral assessment is used both formally and informally as part of formative assessment.

Self Assessment and Peer Assessment

Students are encouraged to assess their own, and others, work and progress in a variety of ways, both written and oral. The criteria against which is being assessed are made clear to students to assist with this type of assessment.

General guidelines are that students' work should be marked / assessed at least once a fortnight. It is good practice to date students' exercise books / work when they are marked to demonstrate and check that regular assessment is taking place.