

TITLE: TBS Marking and Assessment Procedure	REF: GOV043.1	VERSION: 2
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The Bicester School – Summary of Marking and Assessment Procedure 2023-2024

Introduction

- Marking is one form of feedback. Its audience is learners, and the primary aim is learning. Some marking (particularly summative) may also be used for monitoring purposes.
- Marking links with our BLIMPS approach and will include:
 - o Formative assessment:
 - Verbal interactive feedback (e.g. interleaving quiz, questioning, discussion, debate, plenary activities).
 - Written feedback to improve learning (e.g. silent work in class and homework tasks).
 - o Summative assessment to monitor and review learning and progress rigorously marked against agreed criteria and norm referenced to national standards (e.g. end of unit test/ exam) centrally recorded and used to inform CAP data.
 - o SPaG marking of formative/summative assessed work to improve literacy, particularly subject vocabulary. This is also supported by our department literacy strategies (e.g. word banks, modelling, scaffolding) and our whole school strategy (e.g. word of the week, AR).
- Staff corrections and marking – use a green pen.
- Self-assessed or peer-assessed work – use a red pen.
- Homework to be set regularly (approximately once per week for EBACC subjects and fortnightly for non EBACC) and should be posted on EPraise.
- We recognise that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism. Teachers will be vigilant to potential indicators of AI misuse in pupils' work, such as differences in language style to the pupil's classroom work, lack of direct quotations and/or references where you'd expect them, and references which can't be found or verified. The Bicester School considers any unattributed use of AI-generated text or imagery to be plagiarism and will follow the plagiarism procedures as set out in the JCQ guidance: <http://thebicesterschool.org.uk/wp-content/uploads/2023/05/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>

- Pupils may not use Artificial intelligence (AI) tools during assessments, including internal and external assessments, and coursework or to write their homework or class assignments, where AI-generated text is presented as their own work.
- This marking and assessment procedure should be read in conjunction with the Whole School Literacy Policy.

Department	Formative Assessment	Summative Assessment	Literacy Assessment
English	<p>KS3/KS4: Half termly formative assessment points (Autumn/ Spring/ Summer).</p> <p>KS3: Yellow feedback sheets in student books with student responses in red pen each half term.</p> <p>KS4: Green pen marking informed by GCSE objectives for student response.</p> <p>KS5: Formative assessment set every 2/3 weeks with constructive marking for student response.</p>	<p>KS3: Summative assessment at the end of each long term (Autumn/ Spring/ Summer)</p> <p>KS4: Exam paper each long term (2 papers in Y11).</p> <p>KS5: Lang- exam paper each long term/ Lit- Exam each short term (coursework writing term 6)</p>	<p>Bank of key terms provided during formative assessment feedback for KS3 students to use when reviewing and improving answers.</p> <p>SPaG marking used for all summative assessment and students are expected to make corrections.</p>
Maths	<p>KS3/ KS4: In class red pen marking with answers shared by teacher and student input encouraged. Sparx insights used as starters to go over misconceptions/gaps. Homework (interleaving/practice papers) peer marked with red pen in lessons. KS5: In class exam style questions. Peer marking of chapter reviews with results recorded on central spreadsheet. Students complete assessment trackers.</p>	<p>Y7 - 9: Mini-assessments twice per half term on topics covered up to that point. Marked by teacher in green pen. Y10: Summative assessment once per half term. Marked in green using GCSE style mark scheme. Y11: Two formal mock exams. KS5: Mini-assessments twice per half term (8 for Y12 and 6 for Y13). Mocks in January and Summer term (Y12). Assessments kept in folders, which are checked regularly.</p>	<p>Key tier 3 (subject specific) vocabulary is marked for spelling.</p> <p>KS3 and KS4 students are given a score for QWC (Quality of Written Communication) on their assessment feedback sheets, which includes communication marks for written explanation.</p>
Science	<p>KS3: Units link to open ended level assessed tasks. 8-10 set per year (at least one per half term). Marked using TEAM style marking sheet. Results recorded on spreadsheet.</p> <p>KS4: At least one 6 mark question set for each topic (set every 2-4 weeks). Marked using TEAM</p>	<p>KS3/KS4: One summative test per 3-4 weeks (via Active teach). Teacher marked in green pen. Pupils make corrections in red. Marks recorded on overview sheet.</p> <p>KS5: End of topic tests and frequent exam practice questions. At least one mock per year. Practical log books kept up to date and marked based on spec criteria.</p>	<p>SPaG marking focusing on key tier 3 vocabulary specific to mark schemes. Students then respond and correct spellings in red pen.</p>

	style marking sheet with results recorded on spreadsheet.		
History	<p>KS3: Whole class feedback sheets identifying common spelling mistakes and spelling errors. Regular quizzing to check and interleave knowledge and understanding.</p> <p>KS4: Regular quizzing. GCSE style questions teacher/ self/ peer marked.</p> <p>KS5: Termly folder checks. Workplans and presentations teacher/ peer marked.</p>	<p>KS3: End of unit test (based on GCSE style questions). GCSE style writing assessments and h/w assessments.</p> <p>KS4: GCSE exam questions based on unit of work.</p> <p>KS5: h/w alternating between exam questions and workplan notes.</p>	<p>SPaG marking and red pen reviewing focuses on tier 3 spellings encouraging students to develop answers. KS3 mark schemes assess structure/ use of quotes/ connectives/ tier 3 vocabulary. KS4 'Big picture' sheets test tier 3 vocabulary with guidance on structure and model answers. KS5 personalised feedback on use of language, structure, evaluation and analysis. Workplan notes develop research and note making skills.</p>
Geography	<p>KS3/4: Some compulsory assessment and some at teacher discretion (e.g. Feedback on exam questions/ h/w/ extended writing/ projects/ presentations etc). Work is teacher/ self/ peer marked. Use of whole class feedback sheets.</p> <p>KS5: Folders checked termly.</p>	<p>KS3: 3 end of unit tests per year broken into sections including one extended exam question (6-8 marks). DIRT feedback.</p> <p>KS4: GCSE exam questions based on units of work. Mock exams. Question level results recorded for analysis. DIRT feedback.</p> <p>KS5: Exam papers (4 end of unit tests per year) and additional extended writing tasks (at least 2 per term). Data recorded for analysis.</p>	<p>Code 'Sp' and 'G' to signpost any mistakes and corrections made in margins during assessment feedback. For key stage 3 this will include writing out common spelling errors in red pen.</p> <p>KS3/4: Spelling, grammar and subject specific vocabulary is marked out of 4 in extended answer questions.</p> <p>KS5 Feedback and support with extended writing and appropriate use of subject specific terminology. AO3 marks are awarded within the NEA for clarity of argument and coherent analysis of findings.</p>
MFL department	<p>KS3-5: Silent writing, listening or reading activities marked by teacher/self/peer. 5 written pieces of work per year with whole class feedback given based on sample of answers, identifying the common errors and providing the opportunity for students to redraft answers.</p>	<p>KS3/4: 4 assessments per year per language for Y7 increasing to 6 per year for Y8-Y11.</p> <p>KS5: 6 assessments per year plus mock exam and Paper 2 essay for Y12. 4 assessments for Y13 plus Paper 2 essay, mock exam and speaking exams. All results are collated and Norm referenced by HoD.</p>	<p>Regular verbal feedback on use of written and oral terminology. Use of subject specific marking abbreviations across department in addition to whole school SPaG codes.</p>

Computing	<p>KS3: Student notes reviewed. Extended piece of writing produced each half term.</p> <p>KS4: H/w booklet and student notes reviewed with corrections.</p>	<p>KS3: Y9 Assessed work kept in folders with teacher comments based on exam assessment criteria.</p> <p>KS4: Mini topic assessments set 1-2 times per half term. Teacher marked with student making improvements. Marks recorded on assessment grid.</p>	<p>Termly summative assessment feedback sheets identify missing tier 3 vocabulary. Students respond to this in the reflection space at the bottom.</p>
Religion and Worldviews	<p>KS3: Fortnightly EPraise quizzes and one formative assessment per topic (3 per year). Marked using whole class formative mark sheet.</p> <p>KS4: Fortnightly EPraise quizzes and additional homeworks marked by teacher.</p>	<p>KS3: One summative assessment per topic (3 per year) marked using whole class summative marking sheet.</p> <p>KS4: Past papers set 1-2 times per term with individual and whole class feedback.</p> <p>KS5: Past papers set 2-3 times per term with individual and whole class feedback.</p>	<p>All key terminology (tier 3) is marked formally during assessment and pupils respond in red pen. Class marking feedback sheets feature commonly misused or misspelt words that students will action by using these words in subject specific sentences.</p>
Creative Arts, Music, Food and Drama	<p>KS3/4/5: Variety of formative assessments throughout year including teacher and peer assessment.</p>	<p>KS3: Designed to replicate GCSE/BTEC assessment objectives. 6 APs for Art/ Drama (1 per half term) and 3 APs for Music, Creative Tech and Food.</p> <p>KS4: GCSE style assessments. 1 per half term.</p> <p>KS5: A Level style assessment. Minimum of 1 per half term.</p>	<p>Tier 3 language encouraged through discussion and written answers.</p> <p>Art: KS3 research pages marked for tier 3 spellings. KS4/KS5 spelling errors identified on desk top assessment sheets.</p> <p>Music: KS3- tier 3 vocab tested using white boards, but no formal written assessment. KS4 SPaG marking focuses on tier 3 vocabulary for students to correct.</p> <p>Food: Students graded on use of Tier 3 vocabulary during practical assessment.</p> <p>Drama: KS3 focus on tier 3 language through end of topic quizzes and ‘Do Now’ starters. KS4 SPaG marking focuses on tier 3 vocabulary for students to correct.</p>
PE	<p>KS3: Formative feedback given during practical lessons.</p> <p>KS4: Books checked and verbal feedback given termly. Formative question are teacher/self/peer marked fortnightly.</p>	<p>KS3: Summative assessments recorded in final week of each term to show effort level, performance and progress.</p> <p>KS4: GCSE students</p>	<p>In Core lessons, Physical literacy is a foundation, Co-ordination, Agility and balance.</p> <p>In each sport we have a word bank of key words that are taught and displayed in the learning</p>

	KS5: Formative marking of extended questions.	KS5: Written assignments set for BTEC in line with assessment timetable. For A Level termly formal assessments take place.	areas, that form the knowledge part of their understanding and assessment. In exam classes books and work are marked to the SPaG policy. Key words and concepts are displayed and tested.
Business	KS4: Homework set twice per half term. Formative feedback given (could also be whole class feedback with students self/peer assessing initially) Teacher to add effort grade (1-4). Books not routinely marked by teacher, but staff will conduct an occasional check to monitor progress. Students use red pen to mark own class work (or peer assess) and make corrections as directed by teacher. HOD to do 'book looks' periodically.	KS4 :summarise assessment each half term (end of GCSE units) Teacher marks and gives score / grade as per HODS mark scheme and grade boundaries. Use lesson time to go through and conduct 'red pen review'	Use of SPaG marking in formative and summative assessments across key stages. Teacher verbally models subject specific terminology. Longer essay-based questions are marked and students are given feedback on language, structure, analysis. Where a unit is keyword or formula dominant, students create key term flashcards.
	KS5: A level economics. Regular assessments to be included in lessons via exam questions and textbook questions. Formative marking through self/peer and teacher assessment.	KS5 A level economics: end of unit tests, plus regular end of year/mock exams. Teachers to mark according to provided mark scheme and provide summative grade. Students review for actively in class.	KS4 – student notetaking of new subject specific vocabulary. Regular summative assessments include MCQ questions testing students on key terminology. KS5 – Resource booklets per unit guide students in developing note taking skills.
	KS5 BTEC Applied Business Feedback, written or verbal, to be given based on set tasks. Practice c/w or exams to be marked formative and summatively and to be reviewed in class with red pen review.	KS5 BTEC Applied Business See left. Actual c/w tasks are marked summatively (formative feedback cannot be explicitly given) and resubmission opportunities are given where needed, in line with BTEC rules.	