



PRISM Independent School Marking Policy

Aim:

To establish a consistent approach to the way learners' work is marked, in order for all learners to feel valued and have a clear understanding of how well they are doing. To ensure all learners have their work marked regularly to help them reach or exceed their full academic potential. Marking will help students to improve their work and will inform teachers planning and monitoring.

Rationale:

“assessment for learning (Afl) is the process of seeking and interpreting evidence for use by students and their teachers to decide where students are in their learning, where they need to go and how best to get there” J. Rowe 2007

At PRISM our marking and assessment will be consistent with the principles of assessment for Learning taken into account, as we understand that teachers marking of learners' progress and attainment are central functions in the learning process.

The focus on written feedback will be to help learners to gain a clear understanding of how well they have gained knowledge, concepts and skills. Marking is most effective when the students have an understanding of

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning

The Marking Process

Written feedback must provide detailed and personalised evaluation points for future development, it should be

- Encouraging and constructive
- Personal to the learner (by using names etc..)
- Relate to the objectives and outcomes
- Challenge the students to think for themselves

Marking

- Must be regular, kept up to date with dates added of when this has been marked, this should be done at least 3 times each half term
- Consistent in approach to marking English based on the level of the qualifications.
- Important errors should be corrected
- Practical projects-based subjects need to have regular marking, even if a whole project may extend over a period of time.
- Marks should be recorded on a tracker sheet (Appendix 1) available for both staff and learners to access.
- Each piece of work must state the grading criteria it has successfully managed to cover.

Assessment

- Throughout a learners portfolio there should be evidence of formative and summative assessment and marking.
- Formative comments will be given that show what the learner has done well and what needs to be done to improve their performance or piece of work, summative comments will then be given after the learner has had the opportunity to improve on specified areas.

- Over a course of a term, time should be set aside to allow each learner to respond to the comments and improve work.
- Learners work for external examinations will be marked against marking criteria
- Learners work towards a set qualification will be marked against the specification and outlined what has been covered using the assignment brief (appendix 2)
- Final summative comments will be made on assessor's comments sheet (appendix 3) outlining two strengths of the work, these comments should be encouraging and positive as possible and one improvement that could be used to raise learners standards.

Spelling and punctuation

Standard corrections should be used across all subject areas (Literacy across the curriculum). These corrections should be to the level of the work expected for example when completing a Level 1 BTEC the work will need to be at a Level 1 Literacy Standard.

Internal Moderation

In order to ensure the consistent application of standards and support, marking and assessments will be moderated by internal Quality officer and Internal moderator/verifier, this will be done at set times based on the quality assurance calendar sent to every member of staff at the beginning of each academic year. Feedback will be given to the assessor of each subject, with time allocated for any recommendations or actions required. Marking and Assessment will also be sampled at any time throughout the year by a member of management or senior worker in line with this policy.

Appendix 1

Level 1 Land Based Studies

Name, Level	Unit 14 , assisting with animal accommodation 6 credits						
	Works heet 1 1.1 1.2 2.3	Witness statement 1 + photographs 2.1,2.2+2.4	Workshe et 2 3.1	Works heet 3 3.2	Witness statemen t 2 + photogra phs 4.1	Witnes s statem ent 3 4.2	Observ ation record + diary 4.3 4.4 5.1 5.2
Joe bloogs Top up Diploma							



Appendix 2

BTEC Assignment Brief

Qualification	
Unit number and title	
Learning aim(s) (For NQF only)	
Assignment title	
Assessor	
Hand out date	
Hand in deadline	

Vocational Scenario or Context	
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Task 1	
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:

Task 2	
Checklist of evidence required	
Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:



Sources of information to support you with this Assignment		
Other assessment materials attached to this Assignment Brief	<i>eg, work sheets, risk assessments, case study</i>	
FOR NQF LEVEL 2 ONLY: If you have not achieved the Level 2 criteria, your work will be assessed to determine if the following Level 1 criteria have been met.		
To achieve the criteria you must show that you are able to:	Unit	Criterion reference



Appendix 3

Programme		BTEC Level 1 Land Based Studies		Learner name		William Ferral	
Assignment title		Caring and feeding animals on the farm		Assessor name		Adam Gill	
Unit no. & title		LBS7 moving and accommodating Animals		Targeted learning aims/assessment criteria		All	
First Submission							
Deadline		2.12.19		Date submitted		20.12.19	
Targeted criteria	Criteria achieved	Assessment comments					
General comments							
Learner Declaration		I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.					
Learner signature				Date			
Assessor declaration		I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.					
Assessor signature				Date			
				Date of feedback to learner			
Resubmission authorisation				Date			
by Lead Internal Verifier*							
<p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension. • The tutor considers that the learner will be able to provide improved evidence without further guidance. • Evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.</p>							