

Marking Policy

September 2023

1. Purpose & Aims

- 1.1 Our aim is to ensure that Worcester Sixth Form College students receive timely and meaningful feedback on marked work to enable them to identify strengths and areas to focus future study to further develop their skills and knowledge, in line with JCQ requirements for NEAs and the resubmission process for BTEC courses.
- 1.2 Marking should be consistent, fair, accurate and provide feedback that is constructive and clear to enable students to create their own development target.
- 1.3 We aim to allow flexibility in our approach to marking, taking into account the nature of the subject, the workload of staff and the purpose of the piece of work in terms of formative or summative assessment.

Objectives.

2.1 Marking should:

- Inform students, staff, parents (and others) of student attainment.
- Provide reassurance, encouragement and praise.
- Provide information to assist in making realistic applications to employment and higher education.
- motivate students.
- identify specific areas for improvement.
- provide a means for students' self-evaluation.
- provide a means to discuss progress with students and to assist in their preparation of individual action plans.
- Follow the guidelines of the relevant exam board in terms of feedback (where applicable).

Roles and Responsibilities

3.1 Teachers

- Return the work to students as soon as possible and within 10 working days (two calendar weeks) depending on the level and type of work e.g large pieces of coursework may take longer as detailed in the departmental assessment schedule.
- Explain the assessment and marking system to students. Share the assessment schedule and assessment criteria prior to submission of the work.
- Comment on the learning which summarises what has been achieved. Feedback should be meaningful for the student but manageable for the teacher.
- Marking should be targeted rather than correcting all errors.
- Give feedback that can be easily understood so can be used by the students to help them improve (where applicable, work within the BTEC regulations to signpost to skills building for future work).
- Maintain accurate records for tracking and recording progress.
- Explain plagiarism and the implications with reference to the student code of conduct.
- Use feedback to plan targets and teaching strategies.
- Ensure marking is moderated and consistent across the subject for key assessments (see guidelines for standardising and moderating marking – Appendix 1).
- Encourage peer and self-assessment where applicable.
- Ensure any specific learning needs are supported.

4.1 Students

- Have access to marking criteria and be able to interpret the marks they receive.
- Proof-read all work.
- Develop and maintain high standards for presentation of work.
- Read comments made by teachers and use feedback to plan individual targets and areas for improvement.
- Catch up on work missed after absence.
- Self-assess or peer assess using the criteria fairly and responsibly.
- Meet submission deadlines.
- **Refrain from copying work** from other students, from the internet or from textbooks without direct acknowledgement or reference. Repeated and/or persistent plagiarism, misuse of artificial intelligence (AI), cheating in exams or use of model answers will result in disciplinary proceedings.
- **Ensure all work is suitably referenced – include any use of AI.** Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments.
- If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content and then reference the sources they have used.
- In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.
- Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used

5 Parents and Carers

Parents/carers should do all they can to encourage and support their son or daughter with their submission of work, including finding an appropriate place to work, checking that set work is completed.

Parents/carers should:

- Remind their son/daughter of the principles of the Worcester Working Week.
- Wherever possible, support their son/daughter in the production of set work.
- Encourage their son/daughter to fully engage with all learning and make the most of any opportunities provided.
- Be aware of the potential use of AI and discuss the implications with their son/daughter and reinforce the importance of clear referencing.

6.1 Learning Support

Teachers should consider adaptations that can be adopted for students with additional learning needs. Learning Support will advise on this. Learning support assistants will make adaptations as required in collaboration with teaching staff

7.1 Senior Leaders

Senior Leaders will take responsibility for setting the College's approach to marking and coordinate the approach across the College. Senior leaders will monitor and support HoDs and Subject Leaders in ensuring consistent and effective provision of marking and invite feedback from students and parents.

Review

The policy will be reviewed annually, and any changes approved by the Senior Leadership Team in consultation with the Heads of Department.