

BIRMINGHAM INDEPENDENT COLLEGE

MARKING POLICY

ESOL/FUNCTIONAL SKILLS:

Students at Pre-Entry Level

Entry 1 Level

Entry 2 Level

Entry 3 Level

**Marking considerations for examination work based on the
British Dyslexia Association Guidelines (2020)**

GCSE/LEVEL 1, 2 AND 3

Next Review: September 2026

BIC's marking and feedback policy is based on the principles that:

- **students have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning**
- **feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning and teaching**
- **regular marking keeps the teacher in tune with the individual needs and abilities within the group of students and help raise standards.**

GUIDANCE FOR MARKING

Teacher marking is only effective if:

- it informs both the student and the teacher of what has been achieved and what needs to happen next
- the student has an opportunity to read, understand and respond to the marking as soon as possible
- it is informing the teacher of future learning needs which can be incorporated into their planning.

Marking and feedback should take some of the following forms, as appropriate to the work:

- All marking comments will be measured and assessed against the learning objectives and success criteria for each lesson.
- Success criteria, needs to be thought about in advance by the teacher, with the students being involved in creating it where possible.
- There needs to be regular stops during the lesson where there is feedback on progress made so far. The use of the following codes can be used to indicate where a teacher or student has intervened to support improvement within the group of students.

FEED BACK CODES

VF (verbal feedback)

- if verbal feedback instead of written feedback is given, then it should be coded 'VF'.

CI (co-operatively improved)

- both students read and discuss one of their tasks/pieces of work together. The students should talk and agree about improvements which are made, there and then, using a green pen.

PA (student peer - assessment)

- Students assess another student's task/work against the success criteria for the lesson.

SA (self-assessment)

- Students self-assess and improve their own task/work with reference to the success criteria.

SW (supported by the teacher)

- students who are supported by the teacher within the lesson, on a one to one or as part of a group.

Students need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons on this is beneficial to the learning.

Teacher comments would be the last piece in the process. They need to provide specific comments about current quality, motivate further thinking, justifications and move the quality level forward by demanding an additional response.

Marking of student's task/work should be supported by the use of highlighters which should be used underneath the student's writing and not through it. Overuse of the highlighters is not encouraged, as IMPACT is lost – so being selective is of utmost importance.

'Green for Go' – where the student has shown success

'Pink for Think' – where the student needs to correct or re-write

MARKING COMMENTS – the written feedback process

- will highlight the success and improvement against the Success Criteria and Learning Objective
- must be accessible to students
- focused comment should help the student in 'closing the gap' between what they have achieved and next step improvement.
- marking should be positive (highlighting what the student has done well) and developmental (could include gap tasks or targets for future work).

For spelling mistakes '**sp**' should be written and the spelling error underlined.

The teacher will write correct spelling at bottom of the page and the student will re-write the corrected word three times (and given for homework to practise).

Students must respond clearly and accurately to the comments.

Students will respond to their gap tasks in green biro to aid visibility and will respond as near to the time it was set as possible. They must complete the gap task before their next lesson so they can use this information to move their learning forward from this point on.

EXPECTATIONS

All pieces of work/tasks should be acknowledged either through teacher marking, peer marking or self-assessment.

When students have used peer or self-assessment teachers should comment on the accuracy of the assessment.

Teachers' handwriting needs to be legible as a model for the student.

Marking should be completed when the work/task is given back to the students, so the comments inform the next piece of work/task.

Time to respond to feedback: This may take various forms, at the teacher's professional discretion, and could include whole lessons. The more immediate the feedback the more impact it will have.

Time should be given for the students to read, understand and be aware of their targets for improvement. They should then be given the opportunity to review and amend their work as appropriate, normally at the beginning of the lesson.

In order for marking to be formative, 'closing the gap' information must be understood and acted upon by the students.

Teachers will respond as necessary to any student's comments from the previous lesson. The most powerful form of feedback is that given by the student to the teacher. This 'conversation' should be clear to all parties and be revisited after a suitable distance from learning. All dialogue should be constructive and aimed at improving the standards of work.

BIC Marking Key

All Students (including ESOL students pre-entry 1, Entry 1, Entry 2, Entry 3 and Level 1, Level 2 and Level 3).

LO/	Learning Objective Partially Achieved
LO//	Learning Objective Fully Achieved
VF	Verbal Feedback to Student
CL	Collaboratively improved
SA	Self Assessment
PA	Peer Assessment

'Green For Go' - where the student has shown success

'Pink For Think' - where the Student needs to correct or rewrite

GT	Gap Task
Gr	Grammar
WO	Word Order
Sp	Spelling
P	Punctuation
Te	Tensing
//	Start a new paragraph
SW	Supported Work

Marking Key For Sentence Types

FANBOYS	A FANBOY (for, and, but, or, yet, so) sentence is a two part sentence
HAMN	HAMN (however, although, moreover, nevertheless) sentences-two part sentences
WAIB	WAIB (when, as, if, because) sentences – two part sentences
Adv	Adverb sentences
-ing, ed	-ing, ed sentences
Sv	Simple sentences with a verb.

Marking considerations for examination work based on the British Dyslexia Association Guidelines (2020)

The purpose of coursework and examinations is for students to demonstrate knowledge and understanding. There must be no difference in the requirement for disabled students to provide evidence of learning than for their non-disabled peers. However, as a direct result of their disability, the standard of written work of students diagnosed with a Specific Learning Difficulty (SpLD) may differ from that of their non-disabled peers and it is these subtle differences for which markers may need to make adjustments.

This applies to those with these recognised conditions: **Dyslexia, Dyspraxia, AD(H)D, ASD, Dysgraphia, Dyscalculia and Developmental Language Disorder.**

Guidance for Academic Staff - Marking Assessment Work

The aim of this guidance is to:

- ensure that students' assessment work is marked fairly, neither compensating nor penalising for disability
- provide guidance for markers on good practice on marking students assessment work
- enable markers to give positive and constructive feedback

Spelling, grammar and punctuation are rarely included as a marking criterion in any academic written work and therefore students, disabled or not, should not be penalised for minor errors that do not hinder the reader's ability to understand the content of the academic written work. However, if the spelling, punctuation and grammatical errors detract significantly from the content of the assessment work, or if the assignment is expected at a professional level and would be intended for release to an audience (such as other professionals, parents and learners) it may be appropriate for the tutor to return the work unmarked for the candidate to proofread and make the necessary corrections. For academic standards to be safeguarded, considerate marking cannot extend to written expression so poor that coherence and intelligibility are an issue.

Considerate Marking Guideline

Difficulties Experienced

Good Practice for Marker

Spelling errors

- Phonetically plausible spellings could be used
- Capital letters may not be correctly placed
- The same word spelt in different ways
- New vocabulary, technical language, or subject specific words misspelt

- Focusing on what the student is trying to say/argue rather than on the errors.
- Concentrating on understanding the point even if there are mistakes in the text.
- Disregard minor spelling, grammar, punctuation or syntax errors where meaning can be

Spelling, Punctuation and Grammar

- Multi syllabic words could be disordered or omit syllables
- Incorrect choices on spell check may result in similar word with different meaning
- Spell check settings may result in American spellings. Letters may be mis-sequenced or reversed

Punctuation and grammatical errors

- Full stops, commas and apostrophes may be missing or misplaced
- Speech marks and brackets may be incomplete
- Long sentences may be used and be incomplete or overuse of conjunctions
- Run on sentences or short sentences that lack links with those that precede and follow
- Punctuation in citations and references may be omitted or misplaced

Syntax errors

- Verb confusion, such as, with subject, tense, and negative forms
- Misuse of adverbs and adjectives
- Inappropriate use of contractions and

ascertained (unless it is competence standard).

- If you have not made comments on **all** spelling, punctuation or grammar, inform the candidate in your feedback.
- Refer the candidate, as necessary, to the marking criteria/competency standards in the handbook/workbook.
- The standards criteria and assessment criteria specify requirements – ensure your feedback is supportive and offers suggestions for improvement.
- Candidates will not be penalized for errors in SPaG. However, if the spelling, punctuation and grammatical errors detract significantly from the content of the assessment work, you can ask the candidate to proof-read their work and make the necessary corrections. You may want to guide them to text to speech software or the support of a peer for this. For academic standards to be safeguarded, considerate marking cannot extend to written

possessive nouns

expression so poor that coherence and intelligibility are an issue

- Prepositions have been omitted or mistaken
- Incomplete comparisons
- Wrong word use or mixing up similar words
- Question formation errors
- Choice of pronouns and possessive pronouns
- Use of plurals
- Missing articles
- Difficulties with recognizing arithmetic signs+, -, ×, ÷
- Reversal of numbers and placement in a written calculation
- Mental arithmetic without memory aids can be difficult
- Times tables may not be automatic
- Sequencing a series of steps in calculation can be difficult even when using a calculator
- Basic number concepts such as telling the time, calculating ages, estimating and measuring can be difficult
- Mixing up times of scheduled appointments – miscalculating how long

- Ignore difficulties with manipulating numbers and focus on marking content and intended meaning unless a competency standard, or where 100% accuracy in reporting is required.
- Where numerical content is part of an assignment, additional feedback, guidance and support may be needed.

Use and application of number

it will take to complete tasks

- Poor self-esteem as a learner of mathematics and/or maths anxiety
- Documents may not be correctly formatted and labelled Presentation of work may appear poor even when produced with a word processor.
- Work may appear careless or rushed
- Presentation may not be as expected to academic standards.
- Difficulties with recording ideas and knowledge in a sequenced order may not reflect depth of understanding
- Word finding difficulties may result in a simpler style of writing than can be expressed verbally.

General presentation

- Focus on marking content and ignore presentation of work unless a competency standard and where 100% accuracy in reporting is required.
- Provide guidance of how to present work according to the needs of the course.
- Give examples for structuring and sign-post writing frames.

Structure and Academic Style

- Order and flow of information can be muddled due to difficulties with sentence structure and paragraph construction
- Simple words chosen rather than the more complex academic terms
- Repetition may be evident
- Difficulties in

- Focus on what the student is trying to argue rather than on the errors
- Recognise the points of interest in digressions acknowledging the candidate's research attempts in feedback and sensitively highlight what is not required
- It is helpful to signpost the candidate to relevant information according to the

Word knowledge and vocabulary

- developing a sustained and detailed discussion
- Proof reading may be challenging resulting in errors being missed
- Difficulties maintaining focus on a point resulting in digressions or lengthy explanations that could be presented far more succinctly
- Topics may not be well linked or fail to cover all the assessment criteria
- Reference lists may appear untidy and not in alphabetical order
- Breadth of vocabulary may be limited
- Words with more than one meaning can cause confusion
- Difficulties with words originating from other languages
- Unknown or technical words, jargon and acronyms can be confusing
- Confusion with active and passive language
- assessment criteria
- Give examples of where information can be brought together to strengthen a point
- Give examples of referencing corrections and refer them to the referencing guide
- Ignore word knowledge or vocabulary of work unless a competency standard
- Model subject vocabulary in feedback with definitions.
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A Step-by-Step Marker's Guide

1. Ensure marking is about the assessment criteria, the ideas, knowledge and understanding of the subject content and analytical and evaluative or other skills and not the technicalities of spelling, grammar and punctuation (unless specified as a learning outcome/competence standard).
2. Make the marking criteria for the module explicit in the module guide, the virtual learning environment and assessment marking grids
3. Focus on looking for ideas, understanding, knowledge and content rather than errors
4. Give an example of required change in feedback comments and encourage students to use this example to go through their corrections independently
5. For comments on SPaG, select a sample section rather than correcting the entire assessment work and inform the student that this is your approach
6. Ensure positives are highlighted and constructive comments are given about what is good as well as how it can be improved
7. Tutors should ensure feedback is clear and does not expect candidates to read between the lines. Use straightforward language in feedback comments using simple sentences e.g. "You are not clear at this point" followed by "Do you mean..?" rather than "Does not make sense".
8. Feedback should be offered in written format for a first version. It could be typed and added as comments and the marking grid completed. This should be well presented and accessible.
9. A face-to-face tutorial should be provided if a second version does not meet the criteria.