



Marking & Feedback Policy

Policy Lead:	Assistant Headteacher (EA)
Last Review Date:	September 2021
Next Review Date:	September 2022
Approval needed by:	Headteacher



Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

To support teaching and learning all marking and feedback should be underpinned by the same approach that governs lesson planning and structure: Share, Build, Practise.

Share Knowledge – staff should share the successes and areas of development so that pupils know how to improve

Build Knowledge – feedback should be constructive and aimed at developing learners further

Practise knowledge - Pupils should be provided with the opportunity to embed the feedback in their learning and subsequent work

Responsibilities:

- It is the responsibility of the teacher to ensure that the quality of their assessment and feedback is of the highest possible standard. It is the teacher's responsibility to ensure their written and verbal feedback comments are of a high standard and related to success criteria, that they set students improvements and/or challenge activities. Teachers must ensure that they provide opportunities for students to respond to feedback (Improvement phase time). It is also the teacher's responsibility to go back and check students' responses to improvements and/or challenge activities to acknowledge their efforts and secure their progress.
- Staff will ensure that students are provided with the necessary time to respond to formative assessment and ensure that planning addresses areas of misconceptions. Students will be required to respond to their teacher's feedback by
 - ✓ Extending / further developing answers.
 - ✓ Rewriting pieces of work.
 - ✓ Completing incomplete work.
- Students are required to respond to feedback from both general marking and formal assessments. Feedback may take different form, personal or whole class feedback. Students are required to respond to their teacher's feedback and correct the following using purple pen.
 - ✓ Corrections of spelling or grammar.
 - ✓ Language development (the inclusion of subject-specific key words and concentration on more descriptive vocabulary)
 - ✓ Corrections of incorrect work

- It is the Department/ Faculty Leader's responsibility to monitor the quality of assessment within their curriculum area, ensuring that the quality of assessment and feedback is consistently good or outstanding. Department/ Faculty Leaders will conduct formal reviews of students work within each of the key stages in line with the whole school quality assurance process. It is also the expectation that Department/ Faculty leaders will be continually monitoring and evaluating the quality and frequency of feedback in student's books in accordance with this policy. It is the expectation that the format of this monitoring be both regular and rigorous.
- It is the role of the Senior leadership team to support the Department/ Faculty Leader in quality assuring assessment and feedback within that curriculum area. It is the expectation that they too, will be continually monitoring and evaluating the quality of feedback in addition to and alongside the Department/ Faculty Leader. They will triangulate the quality assurance process and are responsible for ensuring the high standards of assessment and feedback expected at The Oaks are adhered to within their curriculum area. Ultimately, they are accountable for the quality of assessment and feedback.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately be seen by students as a positive approach to improving their learning.

There are five different types of formative assessment and feedback at The Oaks:

- ✓ **Written** feedback which is student specific and focusses on what the student has done well (WWW = what went well) and what the student needs to do to achieve the next grade (EBI = Even better if). This will be recorded by the teacher in **green pen**. Students should receive regular opportunities to have key pieces of learning assessed in depth by the teacher. Students need to be given the opportunity to respond to this feedback in a way that adds value to their learning. The time for this to happen needs to be planned into lessons and it is the responsibility of the teacher to provide these opportunities to the students..
- ✓ **Whole class** feedback will be used for the teacher to gauge a class approach to a new topic or set piece of work. This will be printed on **green paper** and evident in books. Staff will identify the www & ebi's and misconceptions for the class, this information will then be used to guide the teachers approach towards the planning for the next lesson. The following lesson should be structured to allow staff to address the identified misconceptions using new or adapted teaching to support progression.
- ✓ **Verbal** feedback for individual learners or for the whole class. Students should receive regular verbal feedback within lessons. This should be positive and also help the students to develop in their learning.
- ✓ **Peer/ Self-Assessment** where the student is familiar with the appropriate success criteria and is able to assess their own/ others performance and set targets for improvement. This will be evident in books in **purple pen**.
- ✓ **Live marking** where teachers show that they have checked students work. Students work should be checked regularly and acknowledged, possibly through the use of ticks, simple literacy corrections and/or brief attainment based comments. This will be evident in books in **green pen**.

Marking for Literacy where the whole school literacy codes are used.

It is not expected that staff correct every punctuation and grammatical error in every piece of writing. However, every teacher is a teacher of literacy and should address poor literacy in their assessment of students learning. Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. This will be evident in books in **green pen**, and use the marking symbols below:

Key to marking symbols for literacy:

<p>Sp - spelling P - punctuation C - capital letter // - new paragraph ? - sentence doesn't make sense</p>

Presentation of Work in Class Books

Presentation of work It is important that students are encouraged to present their work in an acceptable and professional manner.

- Students are to write in blue or black ink only.
- Response to feedback or self-assessment in purple ink.
- Dates/titles are to be underlined.
- Students must use rulers to draw straight lines.
- Diagrams/drawings/ graphs are to be completed in pencil
- Neat/well-presented work is modelled/praised.
- All books and folders must clearly display the full name, subject, class teacher, group and target/ tracking data.
- Any mistakes should be crossed through with a neat, ruled line (No Tipp-ex)
- Worksheets should be glued in neatly
- It should be evident where a lesson ends (either draw a line underneath or “new lesson new page”)
- Poorly presented work should be addressed.
- Doodling/graffiti in books is not acceptable and must be challenged

Marking frequency

Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Each department will provide an outline of how often they will mark, what this will look like in Appendix 1 of this policy.

Summative – Each department will plan for regular summative assessment, in accordance with The Oaks assessment policy, to support each data capture point. Summative assessments are identified on curriculum plans and are used to inform data collection points, these assessments will be evident in student books/folders.

ONE STOP

What should student's books look like at The Oaks

High standards of presentation

- ✓ The date & title should always be recorded
- ✓ All headings should be underlined
- ✓ Try to keep your handwriting neat and clear
- ✓ Black or blue pen should be used to write with
- ✓ Diagrams, maps and graphs should be drawn in pencil
- ✓ Stick in any sheets neatly

Tracking stickers to be completed in a timely manner

Full name, subject, teacher, group to be on the front of books

Knowledge Organisers to be stuck in at the front of each new topic

WWW & EBI used for formative and summative assessments

Staff can utilise a combination of whole class feedback or personal feedback

Personal feedback must be given in line with faculty policy (minimum of every 2-3 weeks)

Whole class feedback can be used to support misconceptions in advance of assessments or personal feedback, this must be on green paper and evident in books

End of topic / spiral assessments must be evident in books and 9-1 grading criteria applied

Purple pen self / peer assessment evident in all books (utilised for knowledge recall)

Books should evidence how teachers have planned for progress and improvement following formative assessment