

Educational Diversity

Feedback & Marking Policy

September 2017

EDUCATIONAL DIVERSITY FEEDBACK & MARKING POLICY

1. Rationale

- Marking informs planning and intervention.
- Verbal feedback and constructive marking informs students how to improve.
- Effective and regular feedback and marking is critical to student achievement and the development of independent learning skills.
- Marking and feedback will be consistent with the principles of Assessment for Learning (AfL).

2. Aim

To establish a broad, consistent approach to the way in which we feedback to students' and their work is marked so they feel valued and have a clear understanding of how well they are doing.

3. Shared Principles of Feedback and Marking

- It provides an opportunity to celebrate and acknowledge achievement, progress and effort;
- It provides opportunities for prompt and regular written or spoken dialogue with the student;
- Teachers/support staff and students are clear about the learning objectives of the task and the criteria for success and marking is directly related to these;
- Teachers/support staff and students provide constructive suggestions about ways in which the student might improve their work **using the language of the 4 C's (commitment, control, confidence and challenge)**;
- The next steps and targets are mutually agreed.

4. Definitions and Practice

- **Classwork** – written work and other work completed within the time of the lesson.
- **Extended learning** – written work or other directed to be completed outside of normal lesson time.
- **End of Unit Assessments** – common tasks for whole groups/cohort of students to particularly assess their understanding, for example, at the end of a unit. They are summative, judging student attainment and therefore progress made at a given point in time. They will inform school data monitoring and intervention by the subject.
- **Self assessment** – students complete a piece of work being aware of the success criteria. They then mark their own work according to these criteria and are able to identify positive aspects and areas for development.
- **Peer assessment** – Students are organised in learning pairs ('Study Buddy') within an environment of mutual respect. Using success criteria and mark schemes they mark each other's completed work, feedback and note positive aspects and areas for development. *(Self and peer assessment needs to be structured so that students are trained in how to do this and that their skills of assessment are developed)*
- **Teacher assessment** – formative assessment will vary according to each subject and/or Centre. This could be, for example, a combination of oral feedback, light touch marking: ticks, numbers, traffic light system, two stars and a wish, stickers, initials etc. and more

detailed formative assessment, which informs the teacher and student of learning progress and identifies targets to inform further progress. Staff should also recognise effort as well as quality of the work.

Classwork marked by the teacher should normally be returned to students no later than a week after the work is completed.

Formative marking

Formative marking should consist predominantly of written comments supported by verbal feedback **and reflect the 4C's**. The feedback should provide students with information on how to progress and improve their work and students should be given the opportunity to reply and state how they are going to achieve this.

Please note grades are not always necessary.

Specific success criteria, which is shared with the students, must form the basis of comment only marking. This can consist of age related descriptors, exam criteria or marking schemes generated by the teacher.

Work that is assessed formatively should use the principles of, "what went well" (www); "even better if" for key stage 3 & 4 using contrasting coloured pen (not red). For key stage 2 comments reflecting "tickled pink" (pink pen) or "green for grow" (green pen) should be used and the date marked. Also record verbal feedback has been given when possible via 'VF' or using a stamp. The time for the student to respond to the comments in order to improve must be found within class time to enable peer or teacher support if required.

Summative marking

Grades are not always necessary. They can be meaningless given the size/nature of the task and can distract from improvement grades. However, it is important for teachers, parents and students to know periodically how well the learning is going and what still needs to be done. Students need to be clear about what to do to progress from one descriptor/grade to the next (target) and equally should be clear about the expected progress they should be making throughout the year / key stage.

In order to support this process:

- Age related descriptors (KS2/3 using Climbing Frames) and grades (KS4), as well as success criteria should be translated and shared with students using appropriate language.
- Key pieces of work will be awarded an age related descriptor or attainment grade depending on the students key stage.
- Frequency – termly assessment descriptors/grades for each subject across the school will be collated and sent to the Data Manager. See appendix ARR cycle
- Lead Teachers must ensure standardisation processes across their Centre and across the school. This should be carried out using success criteria in the form of age related descriptors (using Climbing Frames), exam board criteria or mark schemes for the specific piece of work, which occurs at least once a term.
- Lead Teachers must ensure on-going moderation and work sampling of students' work throughout the year.
- Current summative grades will form the key information to report to parents.

Recording of marks

Teachers must record all marks and grades either electronically or manually.

Colour of ink

Marking using a colour, which contrasts with the student's work, is recommended, e.g. green and pink not red..

5. Responsibilities

Role of the Deputy Headteacher with responsibility for Curriculum and Teaching and Learning

- To ensure that the feedback and marking policy is implemented whole school.
- To ensure that good practice is shared through CPD opportunities.
- To ensure that students are aware of their progress and areas for improvement.
- To support Lead Teachers, where appropriate, in the implementation of the policy.
- To monitor and evaluate the impact of the feedback and marking policy.

Role of Lead Teachers

- To ensure that the feedback and marking policy is implemented within all centres to include all teachers and students.
- To monitor the quality and regularity of marking.
- To support individual teachers where appropriate.
- To ensure that all students are aware of their progress and areas for improvement.

6. Monitoring and Evaluation

- SLT will carry this out through the SEF process.
- All teachers must complete the monitoring of sample books (test papers, course work) half termly. This must include working across Centres and key stages, if appropriate, and use monitoring sheets to record the outcomes /findings.

7. Other Policies

This policy should be read in conjunction with other policies/documents:

- Curriculum policy

Date: January 2017

Review date:

Additional Guidance to use inside students' books and to display in classrooms.

<u>Marking Symbols and Targets</u>	
✓	Well done, you have got it right
X	You have made a mistake, try to correct it
TG	Your target for next time
V	Vivos earned
Q	Something to think about for next time
SP	Check your spellings
P	Check your punctuation
//	New paragraph here
T	Check your use of tenses
I	Independent work
S	Work supported by an adult
VF	Verbal Feedback given throughout the lesson
WWW	What Went Well - this highlights the things you did well
EBI	Even Better If - these are the things you need to improve
Your target for this half term is:	_____ _____ _____ _____ _____
Educational Diversity	

Review Date September 2018

Work Sampling Template for Educational Diversity

Work Sampling Template for Educational Diversity					
Name:		Centre:		Subject:	Date:
Frequency of marking / feedback	Evidence	What's going well?	Areas for improvement	Actions	
<p>Are there examples of work marked in detail within an appropriate period of time?</p>					
<p>Monitoring of progress Are students able to track their progress e.g. towards their targets? Are staff recording student progress effectively? Are they up to date? Is work graded? Is there consistency across the Centres?</p>					
<p>Quality of written feedback Do students receive quality written feedback based of AFL/APP/NC/other? Is the feedback constructive? Do students have an opportunity to respond to the feedback/targets? Is there consistency across the Centres?</p>					
<p>Verbal feedback Is there evidence of verbal feedback? Is there evidence that students</p>					

<p>respond to verbal feedback? Is there consistency across the Centres?</p>				
<p>Peer and self assessment Are students given the opportunity to assess their own and other's work? Do they provide fair and helpful feedback to each other? Is self and peer assessment planned for within schemes of work? Is there consistency across the Centres?</p>				
<p>Extended learning Is extended learning evident?</p>				
<p>Presentation Is poor presentation challenged appropriately?</p>				
<p>Marking for literacy Do students receive feedback on use of grammar, spelling, punctuation and subject specific</p>				

language?				
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Date:

Signed:

