



# Marking and Feedback Policy

Approved by:

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## Rationale:

The purpose of marking and feedback is twofold: one, to discover where students' strengths and weaknesses lie; and the second, to provide feedback that will allow students to 'close the gap' and enable them to make progress.

Marking enables a teacher to give students individual feedback that is tailored completely to them. It is one of our greatest tools to correct misconceptions in students' knowledge and promote progress at all levels.

Our marking policy should promote our academy ethos LEARN:

Students should be able to Lead by taking ownership of their feedback.

Students should be able to Excel by responding to individual feedback.

Students should be given the tools to reach their Aspire goals.

Students should build Resilience through constructive feedback from teachers and peers.

Students should be able to Nurture one another by helping their peers reach their potential.

## Methodology:

Marking can take many forms including:

### **Teacher led:**

- Detailed marking – this may take the form of marking one piece of work in depth giving formative next step comments
- Live marking – this may take the form of teachers marking students' work during a lesson or verbal feedback
- Marking codes – the use of codes for quick, formative feedback, including the use of literacy codes to promote literacy across the academy
- Assessment – this form of marking would be done in line with data drops and end of unit tests and would be used for summative feedback

### **Student led:**

- Peer assessment – students to be able to make each other's work in line with a mark scheme or success criteria
- Self-assessment – students to be able to mark their own work in line with a mark scheme, success criteria or multiple choice
- Marking codes – students to be able to use codes, such as literacy codes, promote progress

To ensure that students do make progress, and that marking has an impact, students must respond to the detailed marking from teachers. Curriculum leads must incorporate time into schemes of work to allow for this to be completed.

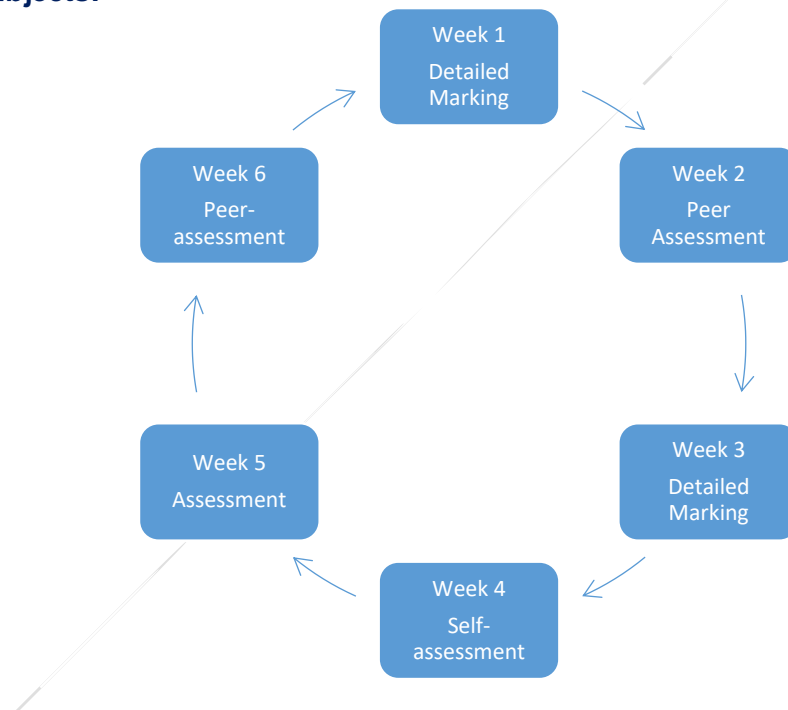
## Frequency:

There should be evidence of teacher feedback three times a half term.

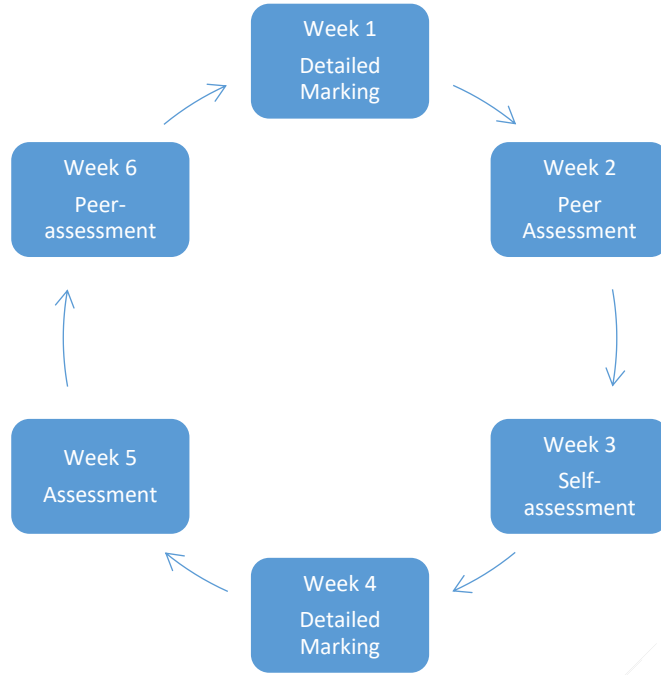
1. One form of feedback must be detailed written feedback in the students' books. This should be marked for literacy.
2. The second form of feedback can take various forms: verbal feedback written down by the pupil, the use of marking codes, detailed marking in books, the use of a video diary showing live feedback in practical subjects. Departments are at liberty to decide what this will look like for each individual department as long as it is in the best interests of the students.
3. An assessed piece of work. This should be marked for literacy.

Peer assessment and self-assessment when carried out with a clear set of success criteria and careful guidance by the class teacher qualify as feedback

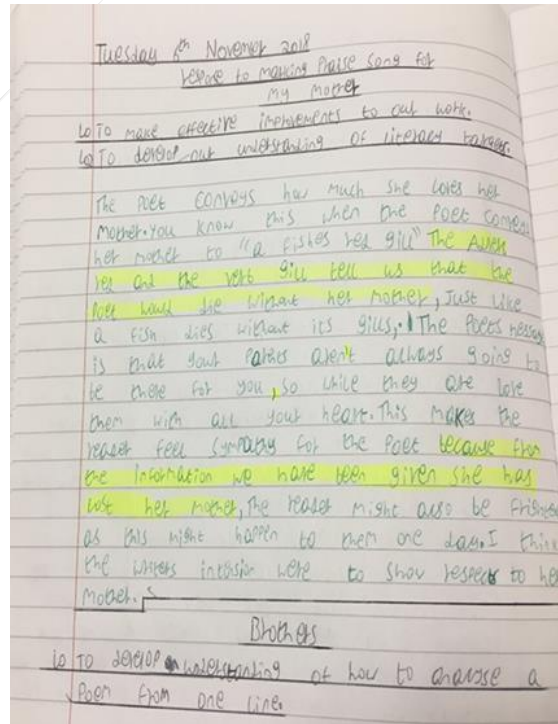
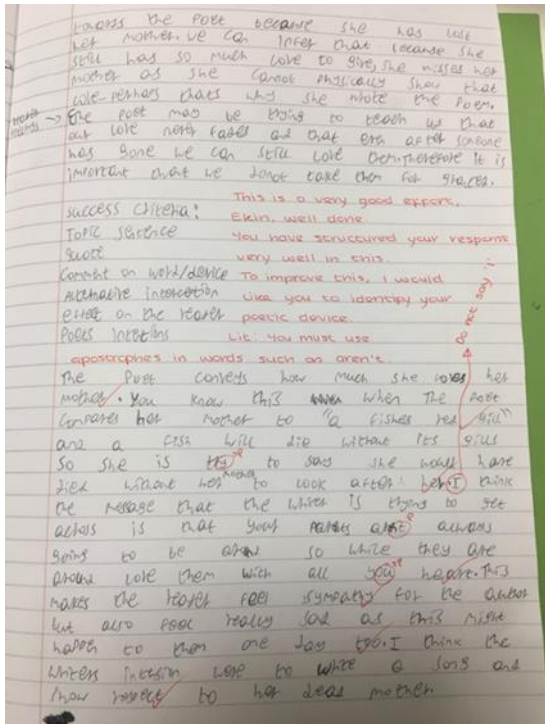
## **E.G. Core Subjects:**



**Non-core subjects:**



**What does good marking look like?**



Marking should be detailed diagnostic teacher evaluation completed on one paragraph of work with:

- Clear next steps for improvement or closing the gap
- Areas of strength

All teacher marking should be completed in red pen.

After detailed book marking, students will complete their 'Response to Feedback' within which they make improvements to their work based on teacher targets. Student responses should be completed in green pen.

Where a student response is a physical action (e.g. computing) rather than improving a written piece of work, the student should write the title in their books Response to Feedback and explain how they have improved their work. Students should respond using green pen.

### **Peer Marking:**

Peer marking should follow 'two stars and a wish' and be completed in green pen.

When completing peer marking, students must be given a success criteria or mark scheme to mark against.

### **What does Good marking look like in non-academic subjects**

For subjects such as PE, Art, Music and other practical subjects there are various ways to demonstrate that students are receiving effective feedback

1. The use of sticky notes on work and student response to the sticky note showing what they have improved
2. The use of verbal feedback stamps
3. The use of video diaries demonstrating group and individual feedback
4. Feedback can be stored on a VLE such as Google classrooms. This must be made available for book audits in a suitable format e.g. on a USB.
5. The use of mark books to demonstrate which students received feedback and to demonstrate their progress

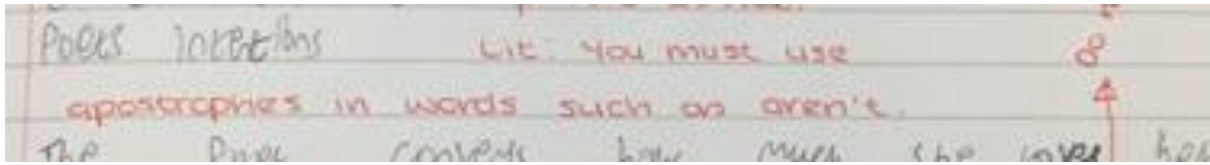
Whichever methods a department decides to use, there must be clear evidence of teacher feedback twice per half term and student response to that feedback, in accordance with this marking policy

### **Literacy Marking:**

All teachers are teachers of literacy and work should be marked using literacy codes:

sp	Spelling mistake
//	Indicates a new paragraph
P	Punctuation error
^	Missing words indicated by an inverted arrow showing where to insert
Cl	Capital letter
EXP	Unclear expression
IW	Incorrect use of word

Students should be given a literacy target to improve on within their 'Response to Marking':



### Monitoring:

Monitoring of marking should be undertaken at a teacher level and leadership level. This should be a transparent process that allows for sharing of best practice.

#### **Teacher level:**

- Student response to marking – teachers should monitor this as it will allow them to physically see the progress students are making and sustained areas of weakness
- Trackers – all teachers should have individual trackers for their classes.

#### **Leadership level:**

- Book looks – these should take place half termly
- Student voice – students should be able to articulate the impact of marking on their learning

