

DAUBENEY ACADEMY



FEEDBACK AND MARKING POLICY

Reviewed – January, 2018
Next Review Date: January 2019

The purpose of the policy:

The purpose of this policy is to make explicit how schoolwork is marked and how feedback is given and responded to by students. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy:

It is important that the teaching team provides constructive feedback to students, both written and orally, focusing on success and improvement needs against learning intentions. This enables students to become more independent, reflective learners, helping them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the Academy.

The principles that guide the school's approach to Marking and Feedback:

Marking and Feedback should:

- Be manageable for the teaching team and accessible to the students.
- Relate to the learning intention.
- Involve the teaching team working with the students.
- Give recognition and praise for achievement and clear actions for improvement.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs - taking opportunities to feedback face-to-face where appropriate.
- Inform future planning.
- Use consistent codes to improve literacy across the curriculum.
- Ultimately, be seen by students as a positive approach to improving their learning.

The effect of marking on attainment:

Research has shown that consistent and effective marking, as documented in this policy, has significant impact on raising achievement.

The methodology of marking students' work:

The following are acceptable examples of methods of marking and feedback. Marking codes for Literacy across the Curriculum have been included in this policy as an appendix.

NOTE ALL MARKING SHOULD BE IN GREEN PEN. STUDENTS RESPOND IN PURPLE PEN.

Oral Feedback:

- It is important for all students to have oral feedback from members of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This will be clearly signposted with the code VF. Verbal Feedback is particularly appropriate within the Performing Arts/Technology areas (see subject specific marking and feedback guidance in appendix 1)..

Summative Feedback/Marking:

This is associated with closed tasks or exercises where the answer is either right or wrong. The students, as a class or group, may self or peer mark. (See relevant appendix on subject specific marking and feedback for further information.)

Formative Feedback/Marking:

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers:

Where a member of the teaching team, other than the class teacher, has been involved in the student's learning, the work should be initialled and commented on where appropriate.

Quality Marking:

All milestone pieces of work or assessments in each subject should be quality marked. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on successes against the learning intention and/or the improvement needs of the student.

When quality marking teachers could:

1. Read the entire piece of work.
2. Highlight up to 3 examples of where the student has met the learning intention and indicate clearly a focused comment linked to this, which will help the student improve their future learning.
3. Spelling, punctuation and grammar need not be marked in every piece of work. (See subject specific guidance appendices.)
4. Teachers should take 2-3 spelling errors and ask students to rewrite them correctly 3 times using COVER, WRITE, CHECK.
5. Symbols may be used as shorthand when marking, but if they are, students need to be clear about what the symbols represent. Suggested symbols are provided in appendix 2.

6. When using the school marking stamp, students should spend time assessing what they did well and then look at the task set by the teacher to extend their thinking or attempt the task to show improvement from their original work.

Students' response to the comments – Self-marking and evaluation:

When required, students should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided (as appropriate). The introduction of the marking stamp has presented this information more clearly.

Students should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Students should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All students should sometimes be encouraged to self-evaluate, including being able to identify their own successes and look for an improvement point. This may be referred to as “What you have done Well” and “Actions for improvement”. Younger or less able students may use traffic lights or smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning. This is part of the training of making students independent learners.

Students should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and Evaluating this Policy:

The policy will be monitored through further consultation with staff and through the planned reviews.

Pupils' workbooks will be monitored by the SLT and Subject Leaders, during Lesson Observations and Book Scrutiny, with written and verbal feedback given to individual members of staff.

Where appropriate, Subject Leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject Leaders will regularly monitor subject specific marking as part of their monitoring role.

APPENDIX 1

Subject Specific Marking and Feedback:

Within certain subjects, aspects of this policy may not apply or they require further detail. The following guidance is in addition to the requirements of this policy.

Maths

- In Maths, pieces of work should be marked by their peers and checked by their teacher.
- On a regular basis, one piece of work should have a quality, constructive comment. E.g. By showing where a mistake was made or by asking a further challenging question.
- Students should be given the opportunity to self-evaluate their work against personal targets set (see student target sheets).
- Time should be provided in lessons for corrections to work, which should be completed by individual pupils.
- Learning objectives should be RAG by the teacher to help students understand their targets
- There should be weekly verbal feedback to individual students.
- The code PA should be used when work has been Peer Assessed and the code VF should be used when verbal feedback has been given.

Literacy

- As appropriate, work should have a quality comment, particularly at the end of a unit of work.
- Journals act as a draft book so no formal marking is necessary on a regular basis.
- Students should be given the opportunity to self-evaluate objectives using an age appropriate method.
- When marking BIG WRITING, there needs to be two comments, one to emphasise and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted.
- Marking ladders should be completed for writing assessment tasks to aid quality marking.
- Quality dialogic marking to be used for end of unit assessed piece of work in Best Book

Vocabulary

- Where subject specific vocabulary is written, this should be correctly spelt.
- Corrections should be written in the margin three times.

Science

- As a practical subject, marking will take place at least half way through a topic of work and at the end when a milestone has been completed. Success criteria should have a traffic light RAG written by the student to help the students evaluate each lesson and to also help teachers identify students who may need further support.
- **Light touch marking** - Work will be acknowledged with a tick or cross against learning intentions in theory lessons. Questions and dialogical marking will be used to extend and deepen students learning. Homework and spelling tests will also be marked in this way or using peer/self marking in class, any peer or self marking will be clearly identified in the work.
- **Deep Marking** - Students' work in science will be marked and, if possible, graded for detailed knowledge and understanding against curriculum grade descriptors at least once every 3 weeks using success criteria open ended tasks. Students will be given detailed feedback that identifies areas of strength (WWW) and areas for development (EBI). The students will be given time to reflect and act upon the advice given in line with the whole school policy.
- **Self-assessment** - In science students will be asked to self-assess a piece of work at least once every topic to compliment the peer and teacher marking taking place. The students will be given specific success criteria to assess their work against and will be asked to write their feedback to highlight areas of strength (WWW) and an area for development (EBI). The self-assessment will be clearly indicated with the marking code SA or a department stamp and the date.
- **Peer assessment** - In Science students will be asked to assess a piece of another student's work at least once every topic to compliment the self and teacher marking taking place. The students will be given specific success criteria to assess the work against and will be asked to write their feedback to highlight areas of strength (WWW) and an area for development (EBI). The peer-assessment will be clearly indicated with the marking code PA or a department stamp and the date.
- **Examinations and revision** – during periods of assessments written feedback in books will be replaced by feedback on the examinations. This will follow the deep marking policy including time for students to evaluate and improve the assessment once it has been marked and graded. Once these are completed the normal marking pattern will resume. Any revision notes made by the students in preparation for examinations will not be marked by staff.

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Computer Studies

- Samples of work used for Computer Studies feedback should be annotated with the Computer Studies learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the pupil has used rather than the necessary outcome.

Performing Arts

- Subjects such as PE, D&T, and Drama should use oral feedback to support the pupils' learning and development. This could also include opportunities for the pupils to evaluate positively the work of their peers' performance. When written work is completed, the principles of quality feedback and marking should be applied. Evidence of assessment can be obtained through film or recordings.

Music

Performance and composition

Students will receive verbal feedback in lessons so that they can improve their work. During each half term, at least one performance or composition will be recorded and stored in a catalogue of student recordings. This is used to track student progress over time. After each recording, students will complete a self-assessment and comment on what they have done well and what they need to improve on for future performances and compositions.

Written work and listening tests

Students will receive written feedback after they have completed an extended piece of writing. This will become more frequent at Key Stage 4. Students will also be expected to peer mark listening tests.

Foundation Subjects.

- Assessed pieces to be marked following marking ladder guidance. Assessed pieces should take place one per term but may occur half termly when appropriate to the topics taught.
- Dialogue marking should take place for milestone pieces of work, as directed by Subject Leaders.
- Dialogue marking should encourage pupils to deepen their understanding of the lesson by, for example, answering the teacher's question in more detail, explaining the meaning of something written, adding examples, following an instruction and correcting grammar or punctuation.

Citizenship/PSHE Marking & Feedback

Citizenship is one of the main subjects from which students will develop their spiritual, moral, social and cultural understanding of the world in which they live. It is also one of the main subjects from which they will develop knowledge, skills and values linked to safeguarding of themselves and the community within which they live. In light of this, although some work will be individual and will benefit from a tick, comment or question style feedback, most feedback will be issued in the lesson during whole class, group and individual one to one student/teacher lesson time.

Question prompt marking - Whilst some activities and pieces of work will either simply need confirmation or correction (and possibly a brief comment), the vast majority of written response marking in citizenship should be questions which encourage students to think deeper, further or question their thinking. This will be linking with the 'deepen your learning' hashtag currently being tweeted by the school and citizenship subject twitter feed. **Examples** of questions or question stems would be:

- Would you think the same way if...
- Is this always the case...
- Is this completely fair?
- Why do you think you feel so strongly about this?
- Why might others disagree with this/you?

Obviously, this is not an exhaustive list; any question which challenges students' thinking is successful marking in citizenship.

Photographic evidence of students' work – There may be occasions when group work or paired work has occurred and this, from time to time, or wherever appropriate and feasible may be photographed and held as evidence on the google drive. This method of recording group/paired work might be used as a reference in future lessons to remind students of their prior learning e.g. by displaying on the interactive white board in a future lesson; however, this is at the discretion of the subject teacher.

APPENDIX 2

Marking codes for Literacy across the Curriculum

Mark	Meaning
VF	Verbal Feedback
Gr	Grammar
P	Punctuation
√	Success criteria has been met
P+	Success criteria mostly met
P-	Success criteria partly met
NA	Success criteria not met
T/TA	Help has been given by teacher or teaching assistant.
I	Independent work.
SP	Spell this correctly. Correct spelling may be written for some pupils.
▲	Put an effective word here.
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes, when possible correct in the margin.
CL	Capital letter missing or in the wrong place.
//	New paragraph.
Cover	Supply teacher or Cover Supervisor
*/ signiture	Peer Assessed
M	Merit