



THE CORBET SCHOOL

Marking & Feedback Policy

Associated Policies

Review Period:- Annual

Review Completed:- January 2015

Next Review Due:- January 2016

Policy Manager:- AH – T&L

Approval Authority:- Curriculum



THE CORBET SCHOOL

MARKING AND FEEDBACK POLICY

Last Reviewed: January 2015

Responsible: Assistant Head Teacher: Teaching and Learning

(TO BE READ IN CONJUNCTION WITH THE TEACHING AND LEARNING POLICY and THE DATA AND ASSESSMENT POLICY)

Purpose:

The purpose of this policy is to inform our practice in marking and feedback and the principles upon which this is based.

Principles/values

This policy is based on our commitment to:

Fairness

Excellence

Innovation

The Purpose of Feedback and Marking: In this section the purposes of feedback and marking are set out and are aspirational, through CPD we will embed these in practice.

- Marking and Feedback should support teaching and learning by identifying what students already know and can do and how they might move to the next stage in their progress. Effective use of marking and feedback should be evident in all lessons. The aim is to ensure the effective use of marking and feedback to support the learning of all groups of students.
- The key purpose of feedback and marking is to promote learning and to raise attainment and self esteem for pupils. Feedback on work enables teachers to assess progress and to adapt and plan future teaching.
- Feedback and marking provide a means of communication with pupils; an opportunity to comment on positive attitudes to learning, to relate work to assessment criteria, to provide pupils with clear guidance on improvements to work and to provide teachers with a continuing record of pupil progress.
- **Feedback and the setting of targets must lead to action by the student if it is to lead to learning. Students should be routinely expected to follow teachers' advice about how to improve their work.**

- Effort and Attainment grades / levels on work will guide termly data updates. Feedback and marking must provide information on students' progress for school monitoring data, for learners and for parents. (See Assessment Policy Section 4: Data Entry dates).
- To support differentiation and to ensure equal opportunities for all learners the criteria for assessment and marking of work are shared and understood by all pupils. Where necessary the criteria are modelled.
- Summative assessment, formative assessment including peer or self-assessment is used as appropriate.
- Written work is corrected to support high standards of literacy, so that pupils can effectively communicate their understanding of subject knowledge and as a means of monitoring pupil progress in the use of language.

Roles and Responsibilities: Regular, diagnostic feedback to individuals which **is acted on** has the greatest potential to secure improvements in learning.

All Teachers should:

- Adopt a range of methods to ensure that pupils receive effective and timely feedback on their work.
- Ensure pupils are taught to use success criteria and to adjust or correct their work where necessary setting appropriate targets (with guidance) and asking for help and advice when necessary
- Encourage students to take responsibility for their own learning through self/peer assessment and provide time for pupils to reflect on how they are / are not meeting the success criteria.
- Provide pupils with the opportunity to complete tasks independently and give specific feedback to individual pupils as they are working.
- Ask pupils to note down or act on verbal feedback and record **VF** where appropriate (e.g. use a dictionary to check spellings, use the starters and connectives spelling mat, include evidence here etc.).
- Advise pupils on how to **act on targets** for the next stage in their learning and plan for ways to follow up progress towards targets.
- Recognize that assessment can have an emotional impact; motivation and pupils' beliefs in their own abilities are key factors in progress.
- Ensure comments are positive and relate to the learning intentions.
- Maximize the impact of marking upon learning by planning lessons which include time for pupils to review teacher comments and to act on guidance where appropriate (re-drafting of work, answering a question, adding additional details etc.).
- Follow departmental systems for the tracking and revisiting of targets/ levels of progress.
- Make effective and consistent use of Departmental proformas where evident in pupil books/folders, as evidence for record keeping/termly data input.
- Recognize that knowledge acquisition, mastery of a learning point or skill is a developmental process that requires sustained effort.
- **Grade effort from 1 – 4** when appropriate using the effort descriptors below.
- Use the NC Level descriptors in National Curriculum subjects as evidence towards judgements of attainment and to inform progress towards specific targets or learning points where appropriate.
- Use subject specific assessment criteria at Key Stage 4 (GCSE /BTEC / FCSE) as evidence towards judgements of attainment and to inform progress towards specific targets or learning points where appropriate.

All Heads of Department, with the support of the Senior Leadership Team Line Manager, should:

- Ensure that their team understand the marking and feedback requirements for their subject.
- Periodically monitor feedback and marking in their subject through timetabled work scrutiny, lesson observation or otherwise.
- Support teachers in ensuring that effective feedback and marking becomes an integral part of teaching and learning.
- Embed consistent good practice in marking and feedback across the Department by sharing good practice.

Marking for Literacy

Teachers are expected to demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject. It is very important that pupils are able to present their writing clearly using accurate punctuation, correct spelling and legible handwriting. It is important that all subject staff mark consistently. The following codes can be used to support marking for literacy.

Symbols in margins:

Sp	Spelling mistake – subject specific key words in particular should be corrected / written out in full
P	Missing punctuation
//	New paragraph required
✓	A good point/answer
✓✓	An excellent point/answer
∧	Something has been left out/ requires more detail

Marking Frequency

The frequency of marking depends on lesson allocation to each subject and the types of tasks undertaken, including key assessment tasks.

Non core subjects:

- **Once every half term a grade for effort** (1 – 4) and a detailed written comment (tick and target) are recorded on pupils work.
- Once every term an attainment grade (NC level or GCSE grade) alongside the effort grade, developmental comment and target for improvement is awarded using the standard whole school assessment sticker. (Pass/Merit/Distinction BTEC and comments as appropriate within the BTEC mark scheme). This information will inform data entry for whole school monitoring processes (See Assessment Policy Section 4: Data Entry dates).

Core subjects:

- **Twice every half term** a detailed written comment (tick and target) are recorded on pupils work, accompanied with at least **once every half term a grade for effort** (1 – 4).
- Once every term an attainment grade (NC level or GCSE grade) alongside the effort grade, developmental comment and target for improvement is awarded using the standard whole school assessment sticker. (Pass/Merit/Distinction BTEC and comments as appropriate within the BTEC mark scheme). This information will inform data entry for whole school monitoring processes (See Assessment Policy Section 4: Data Entry dates).

Marking Policy: A Quick Guide

ATTAINMENT GRADES

- **Awarded at least once a term (KS3: National Curriculum Levels (+ a, b, c) KS4: GCSE/BTEC Grades).**
- The whole school sticker is used to record termly attainment grade.
- Can be for a formal assessment piece of work.
- Can be a summative grade for the term/unit of work.
- Must be accompanied by a written comment which is linked to the learning intention and offers targets and/ or advice for the next step in learning.

EFFORT GRADES 1 – 4

- Effort grades are awarded once every half term (non-core subjects) / twice every half term (core subjects).
 - They can be awarded for a particular piece of work or for progress over period of time.
 - The grades must be accompanied by a **written comment** which is linked to the learning intention and offers targets and /or advice for the next step in learning.
 - **Must lead to action by the pupil so that errors and misunderstanding are not repeated or so that the next stage in his/her learning is addressed.**
 - Literacy targets can be set alongside subject specific targets.
 - Comments should always be positive and developmental.
- ✓ Comments reflect success criteria
 ⊕ Specific advice for improvements or the next step in the learning process

VF Verbal Feedback	A pupil may be asked to note down or act on feedback e.g. use a dictionary to check spellings, use the starters and connectives spelling mat, include evidence, justify this opinion, label the diagram more accurately.
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Effort Grades:

Effort 1	“Excellent Effort” : Working at or close to their maximum
Effort 2	“Good Effort” : Working reasonably hard
Effort 3	“Minor Concerns” : Satisfactory effort but does not appear to be pushing themselves

Effort 4	“Major Concerns”: Problems with aspect(s) of their approach to work
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