



THE CORBET SCHOOL

Marking and Feedback Policy

Associated Policies

Teaching & Learning Policy

Assessment & Data Policy

Review Period:- Annual

Review Completed:- September 2019

Next Review Due:- July 2020

Policy Manager:- AH – T&L

Approval Authority:- Curriculum

Introduction

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

This policy is based on the school's commitment to:

- Fairness
- Excellence
- Innovation

Feedback and the setting of targets must lead to action by the student if it is to lead to learning. Pupils should be routinely expected to follow teachers' advice about how to improve their work. Regular, diagnostic feedback to individuals which is acted on has the greatest potential to secure improvements in learning.

The Purpose of Marking and Feedback

The school regards the purpose of Marking & Feedback is to:

- Support teaching and learning by identifying what pupils 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 pupils.
- To promote learning and to raise attainment and self-esteem for pupils. Feedback on pupils' work enables teachers to assess progress and to adapt and plan future teaching.
- 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.
- Support differentiation and to ensure equal opportunities for all learners. The criteria for assessment and marking of work should be shared and understood by all pupils. Where necessary the criteria should be modelled by the teacher.
- Provide summative assessment and formative assessment including peer or self-assessment.
- Enable written work to be 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 literacy.
- Provide information on pupils' progress for school monitoring data, for learners and for parents. Effort and Attainment grades/levels on work will guide termly data updates (See Assessment & Data Policy).

Roles and Responsibilities

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 pupils 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, justify this opinion).

- 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.
- Recognise 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.
- Maximise 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).
- 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.
- Recognise that knowledge acquisition, mastery of a learning point or skill is a developmental process that requires sustained effort.
- Grade attainment using GCSE grades or other appropriate scales.
- Grade effort from A – D when appropriate using the effort descriptors below.
- Use WDYT routinely as detailed below.
- Use subject specific assessment criteria as evidence towards judgements of attainment and to inform progress towards specific targets or learning points where appropriate.
- Ensure that Marking and Feedback 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.

All Heads of Department 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, learning walk 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 Frequency

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

Core subjects:

- Twice every half term detailed written comments (tick and target) are recorded on pupils' work, accompanied with at least once every half term a grade for effort (A – D).

Non-core subjects:

- Once every half term a grade for effort (A – D) and detailed written comments (tick and target) are recorded on pupils' work.

All subjects:

- Once every term an attainment grade alongside the effort grade, developmental comment and target for improvement is awarded. This information will inform data entry for whole school monitoring processes (See Assessment & Data Policy).

Attainment Grades

- Awarded at least once a term.
- 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

- Awarded at least once every half term.
- They can be awarded for a particular piece of work or for progress over a 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.

WDYT (What Do You Think?)

- Used at least once every half term on a specific piece of work.
- Written in the form of a question; designed to challenge the pupils further in their understanding, to encourage them to engage with the teacher feedback, and to reflect upon it (refer to Appendix 1).

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.

Marking and Feedback Codes

✓	Comments reflect success criteria.
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⊕	Specific target for improvements or the next step in the learning process.
WDYT	Specific question designed to challenge and encourage reflection.
Attainment Grades	May be letters or numbers depending on the subject and year group.
Effort A	Exceptional: Working above and beyond expectations.
Effort B	Good: Working as expected.
Effort C	Room for Improvement: Issues with some aspects of your work.
Effort D	Unsatisfactory: Major improvements needed.
Sp	Spelling mistake.
P	Missing punctuation.
//	New paragraph required.
✓	A good point/answer.
✓✓	An excellent point/answer.
^	Something has been left out/requires more detail.
VF	Verbal Feedback: A pupil may be asked to note down or act on verbal feedback e.g. use a dictionary to check spellings, use the starters and connectives spelling mat, include evidence, justify this opinion.

Appendix 1

WDYT Question Suggestions

Reflection & Collaboration

What do you think about what was said?
How would you agree or disagree with this?
Are there any other similar answers you can think of with alternative routes?
Does anyone in this class want to add something to the solution?
How might you convince us that your way is the best way?

Self-Reflection

How did you determine this to be true?
Why didn't you consider a different route to the problem?
Why does that answer make sense to you?
What if I said that's not true? (in response to an answer)
Is there any way to show exactly what you mean by that?

Reasoning

Why do you think this works? Does it always? why?
How do you think this is true?
Show how you might prove that?
Why assume this?
How might you argue against this?

Analysis

How might you show the differences and similarities?
What patterns might lead you to an alternative answer?
How many possibilities can you think of and why?
Predict any number of results?

Connections

How does this relate daily occurrences?
Which ideas make the most sense and why?
Which problems feel familiar? Why?
How does this relate to current events?
What kinds of examples make this problem workable?
What other problems fit this style or example?

Literacy Questions

How did any of the characters or events remind you of yourself? Why?
How did the character's actions affect you? Explain.
If you were this character, how would the story change?
What surprised or confused you about the characters or events? Explain.
Why do you think the author wrote from this character's view?
What do you think the author is trying to accomplish?
How is the author thinking about the world?
How would the story change from another character's view?
Why do you think this story could actually happen, or not?
How can this story teach us something about our lives?
How do you think the characters resolved the major conflict in the story?
How would you have resolved it?
How would you change the end of the story and why?

Science and Social Questions

What's the purpose for this experiment or argument?
Would you elaborate on the purpose of this?
What issues or problems do you see here?

What evidence or data are given that help make this worthwhile?
What are some of the complexities we should consider?
What concepts help organize this data, these experiences?
How can you justify this information?
How can we verify or test that data?
What details can you add to make this information feel more complete?
Which set of data or information is most relevant or important?
How is all of this consistent or inconsistent?
How am I seeing or viewing this information? Objectively or subjectively? Should I then change my view?