



Marking, Assessment & Feedback Policy

This policy document is to be read in conjunction with the Homework Policy.

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Intended Audience:	Staff, Parents and Pupils

Approved by:	Pupil Achievement Committee	Date:	05.06.19
Last reviewed on:	05.06.19		
Next review due by:	09.06.21		

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Aims:

To ensure all students have their work marked regularly to help them reach or exceed their full academic potential. Marking will inform students of what they need to do to improve and will inform teacher planning and monitoring.

To establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of what they are achieving and how they can make progress.

Rationale:

Constant marking and assessment on its own doesn't ensure progress, it needs to be well-thought-out, integrated into the delivery and produce feedback for our learners¹. Feedback is one of the most effective strategies for ensuring pupils progress. Marking is a formal way to capture feedback and must provide detailed and personalised evaluation points for future developments (Ofsted: Good Assessment in Secondary Schools).

Marking and providing feedback in line with school policy is a core professional responsibility.

To make progress, students need to receive feedback which is:

- **Timely** - Students must still remember the work when they get feedback;
- **Regular** - Students need to be used to getting, and acting upon feedback;
- **Informative** - Students must be able to use the feedback to improve their work.

Written feedback should:

- Be predominately encouraging and constructive
- Relate to lesson objectives and learning outcomes
- Challenge the students to think for themselves
- Create opportunities for student dialogue
- Create further tasks to extend / challenge / develop further learning.

¹ Elliott, V et al (2016). *A marked improvement? A review of the evidence on written marking* [online]. London: Education Endowment Foundation. Available at: https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

Marking

- Formalised diagnostic marking undertaken by the teacher should be diagnostic in nature and provide opportunities for the student to understand the process required to improve.
- Students need to understand marking systems, both the criteria for marking as well as the comments and grades or marks awarded. Staff should refer to the KS3 AWL framework or KS4/5 assessment objectives.

Marking Selection

- The teacher should be selective with what they mark, mindful of workload, and produce feedback for key longer pieces of writing/ extended work.
- Each subject should have a marking policy or programme that should determine the selection of marking and the key accessible outcomes which will be diagnostically marked. This should be embedded into the curriculum plan. For examination classes work should be commensurate to exam board requirements / expectations.
- Common assessment tasks (pre-agreed by department) must be standardised and should be moderated to ensure consistency of marking and assessment across the department.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time and this must be outlined in departmental policies.
- Marking must only ever be constructive giving clear actions for improvement.

Marking Process

- Formalised diagnostic marking undertaken by the teacher must include developmental comments and should follow the SLA framework (Strength, Literacy Input and Action). Students must be required to think and be challenged when responding. (see appendices [1.2 Marking Framework](#))
- All departments must follow the whole school approach to literacy marking, on the Good Book Guide, using the agreed codes. (see appendices [1.3 Literacy Codes](#))
- Late or copied work should be identified and addressed by the teacher.
- Poor student presentation should be identified and addressed by the teacher, making reference to the Good Book Guide.
- Marks should be recorded appropriately in a mark book. This could be via an online platform and/or on SIMS

Frequency of Book / Folder Marking:

The type and extent of formalised diagnostic marking undertaken by the teacher will vary from subject to subject. The minimum expectation of formalised diagnostic marking undertaken by the teacher would be (this can include formal exams and assessments set in the school assessment calendar that provide diagnostic feedback):

	1 lesson p/w	2 lessons p/w	3 lessons p/w	4 lessons p/w	5 lessons p/w
KS3	Once a half-term	Twice a half-term	Twice a half-term		
KS4	Once a half-term	Twice a half-term	Twice a half-term	Three times a half-term	Three times a half-term
KS5	Once a half-term	Twice a half-term	Three times a half-term	Four times a half-term	Four times a half-term

Formal Assessment:

- Following the whole school assessment calendar, teachers are responsible for the marking and feedback of formal assessment under examination conditions. This work must be returned promptly to students and will inform the current grades reported to parents.
- Students' work for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers.

Student Response:

It is important that students act on feedback to make it as meaningful as possible.

'Reflect and perfect' response requires students to respond to teacher feedback and demonstrate that they understand how to make progress and take action. 'Reflect and perfect' should lead to the student actively engaging with the teacher feedback and developing their piece of work as directed.



- After each piece of formalised diagnostic marking undertaken by the teacher, adequate time should be allocated in lesson or for independent study for students to respond meaningfully to feedback.
- Student response should be made in **green pen**.
- Student response should be reflective and show progress. Simple answers to questions (e.g. 'Yes, sir', or 'ok') are not meaningful, appropriate or acceptable.

Self/Peer Assessment:

- Marking can also be carried out in the forms of Self Assessment and Peer Assessment.
- Students must have a firm understanding of the Assessment Objectives and success criteria in order to promote progress.

- Adequate time and modelling must be allocated to train students how to assess their work using Assessment Objectives and success criteria, identify areas for improvement and provide developmental feedback.
- Peer and Self Assessment should be written in green pen. (see appendices [1.1 Types of Feedback](#)).
- Students should use WWW and EBI to mark work where appropriate.

Marking for More Able:

Our More Able pupils are not all the same – their needs, motivations, situations and attainment often differ for many different reasons. Feedback is a crucial tool to support their development and guide their learning.

To encourage and remind planning for More Able, we use the challenge stamp. The stamps help:



1. Assist with monitoring challenge and depth activities within lessons
2. Act as a reminder to us all we must embed challenge tasks within lessons – showing activities over time
3. Act as a motivator and reminder for students that they are completing challenging materials and support with developing their own Growth Mindset

Appendices:

- Types of Feedback Table
- Marking Framework
- Literacy Codes
- Best Practice Exemplar

1.1 Types of Feedback

	Informal Marking		Formal Marking		
	Self/Peer Assessment	Live Marking	Diagnostic marking	Termly Assessment	Summative Exams
What is it?	<ul style="list-style-type: none"> Students mark their work. Typically a quiz. 	<ul style="list-style-type: none"> Teacher circulates during lesson, making notes 	<ul style="list-style-type: none"> Extended writing / exam questions / section of exam 	<ul style="list-style-type: none"> Essay / section of exam / full exam 	<ul style="list-style-type: none"> Final, summative exam
What is its purpose?	<ul style="list-style-type: none"> Give immediate feedback, identify misconceptions 	<ul style="list-style-type: none"> Correct any misconceptions and literacy mistakes. 	<ul style="list-style-type: none"> Give actions to improve. Correct any misconceptions and inform planning for next lessons. 	<ul style="list-style-type: none"> Assess against Unit Plan. Give actions to improve. Correct any misconceptions and inform planning for next lessons. 	<ul style="list-style-type: none"> Assess students against Unit Plan / specification. Cumulative assessment of all learning thus far.
How is it marked?	<ul style="list-style-type: none"> Students Green Pen their work 	<ul style="list-style-type: none"> Oral contributions Notes in margin. 	<ul style="list-style-type: none"> Strength Literacy codes Action 	<ul style="list-style-type: none"> Strength Literacy codes Action 	<ul style="list-style-type: none"> Grade Strength Literacy codes Action
How do students respond? (Green Pen)	<ul style="list-style-type: none"> Correct mistakes, if appropriate 	<ul style="list-style-type: none"> Correct mistakes, if appropriate 	<ul style="list-style-type: none"> Correct L mistakes Respond to A 	<ul style="list-style-type: none"> Correct L mistakes Respond/Redraft using A 	<ul style="list-style-type: none"> Correct L mistakes Redraft using A
How often?	When appropriate	During most independent tasks	Mark, in detail, a substantial piece of work Refer to the Frequency of Book / Folder Marking Table	As per the curriculum plan	As per the assessment calendar
Where?	Books / Folders	Books / Folders	Books / Folders Exam conditions	Books / Folders Exam conditions	Exam booklet / paper

1.2 Marking Framework

Code	Meaning	Description
S	Strength	A strength of the work. Should be specific, and linked to the unit plan, for example: Excellent use of quotes to back up your points.
L	Literacy	Literacy mistakes should be corrected using the codes below. It is not necessary to write out anything more than see above , though you may wish to comment on any patterns, for example: Ensure you write the whole paragraph in the same tense
A	Action	<p>1 or 2 actions for the student to respond to. Avoid the temptation to give too many actions; this can be overwhelming to the students. On receiving marked work back, students should always be to respond to their Actions in Green Pen.</p> <p>Must be specific, for example: Redraft paragraph 3, using technical language (e.g. metaphor).</p> <p>In addition to the EBI, this could include further actions for challenge or next steps.</p>

1.3 Literacy Codes

Code	Description	Student Response (Green Pen)
//	New paragraph needed	N/A
/	New sentence required	N/A
Sp	Spelling mistake	Write out correct spelling 3 times
C	Capital letter needed / not needed	Students correct the letter
P	Punctuation incorrect / missing	Students add, remove or correct the mistake
Gr	Non-standard grammar (e.g. "we was looking")	Students change to standard English
V	Vocabulary too simple	Students add in a synonym
?	Meaning/handwriting unclear	Students rewrite the sentence
Awk.	Expression lacks clarity or is awkward	Students rewrite the sentence
^	Omission	Students adds to the response as directed

1.4 Best Practice Exemplar

Date, written in full. → Monday 4th September 2017

KQ, written as title. → How is Mr Briggs presented in Scene 15?

1. Willy Russell ~~Mr~~ ^{Willy} Russell
2. Mrs King ✓
3. Carol ✓
4. Liverpool ✓
5. Margaret Thatcher ✓
6. The Zoo ✓
7. Proges class ^{is} Progress class
8. Blackpool × Canary Castle
9. Mr Briggs thinks Mrs King is not strict enough ✓
10. He shouted at them × He shouted at Riley and Diggs because they were misbehaving

Quiz used as Do Now. Self-assessed by student with corrections.

"Shut up, lad!"

imperative / angry

"I trusted you lot. (pause) I trusted you."

hurt / repetition

Mr Briggs

disrespectful

authoritative

"you act like animals"

"When we get to the castle we'll split up"

Introduction task, in which students generate ideas.

Mr Briggs is presented in this scene. It says "shut up, lad!" This shows that Mr Briggs is angry and makes the students hate him. Also Mr Briggs ^{says} was very hurt because he ~~said~~ that he ^{was} the children and he repeated it. Also he is very authoritative. It says "when we get to the castle we'll split up." This shows he is the ^{in charge} boss of all the teachers. Lastly he is very disrespectful because he ^{says} "Good use of quotes" L: See above. A: Redo in the space below. Explain how each quote proves the point you are making, using the techniques from our mindmap.

~~Mr Briggs~~
Mr Briggs is presented in this scene as angry and disrespectful. For example it says "shut up, lad!" This is an imperative and this shows that Mr Briggs is angry. Also Mr Briggs is hurt because he says "I trusted you lad. (Pause). I trusted you." This is repetitive which shows he is sad they have not followed instructions. Furthermore he is very authoritative "when we get to the castle we'll split up" he is in charge of all the teachers and lastly he is very disrespectful because he says "like animals." This is a simile this shows the way down on the children.

as what?

(C)

(gr)
change of tense
authoritative
authoritative
authoritative

Literacy codes used. Student corrects their mistakes.

Develop/Deepen task, in which student has applied their learning.

Diagnostic marking using SLA. The most attention is given to the action.

Once they receive feedback, the student redrafts, paying attention to their Action. Note the teacher specifies they should "redo in the space below."