SECONDARY PHASE MARKING AND FEEDBACK POLICY

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1. Introduction

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1. Introduction

1.0   FEEDBACK TO IMPROVE (FBI)

1.01   Assessment strategies, and the evaluation of a student's progress, is an integral part of teaching and learning and should be embedded in <u>every</u> lesson. Assessment for learning, and assessment of learning, takes many forms (written and verbal) and both are equally as important. The most valuable types of assessment and feedback always inform learning (past, present, future). One of the best forms of feedback is verbal; as it is instantaneous and highly personalised.

1.02   This policy will outline the expectations **for written feedback only.**

1.1   PRINCIPLE

1.1.1   Students need to be taught that homework, summative assessments and in-class tests are not being done for the teacher but for themselves as valuable indicators of progress, and are ways of ensuring the best possible progress.

1.1.2   Opportunities to find out how well the students have learned subject content should become the standard way of operating and inform future planning.

1.2   AIMS

1.2.1   To establish a consistent approach to the way in which students receive written feedback.

1.2.2   To enable staff to evaluate the effectiveness of their teaching and to inform future planning, intervention, homework and assessment.

1.2.3   To close learning loops, bridge knowledge gaps and improve the learning dialogue a teacher has with their students and vice versa.

1.2.4   To empower students to effectively reflect and improve their learning so they can reach their full potential.

1.2.5   In short, marking and written feedback should enable students to self-reflect, take action and make progress.
- This is what I can do (areas of strength).
- This is what I cannot do (areas to develop).
- This is what I need to do to improve my grade to meet/exceed my target (next steps).
- This is how I am going to improve and show evidence (change over time).

1.2.6   Marking and written feedback should not;

- Be derogatory in nature.
- Be a prolonged process that adds no value to either a teachers' understanding of the progress a student is making, or provides no explanation to a student on how to improve their work/meet their targets.
- Be full of 'truisms'. i.e. telling the students what they cannot do with no indication of how to improve.

1. Introduction

1.2.7 Marking, when done properly, can provide a real insight for a student on how well they have gained knowledge, concepts and skills over time.

2. Written Feedback – The 10 Non-Negotiables

2.0   WRITTEN FEEDBACK – THE 10 NON-NEGOTIABLES

- Feedback should be predominantly encouraging and constructive.
- Relate to the task in hand with clear success criteria.
- Challenge the students to reflect on their learning.
- Create opportunities for further dialogue with their teachers.
- Create opportunities for further dialogue with their peers.
- Provide clear direction for improvement.
- Reflect the 'proximity' of the students to their target grade if possible.
- Involve students in their own learning.
- Be clear and concise enough for progress to be easily evidenced over time.
- Provide parents with their child's strengths and areas for development over the academic year.

3. Quality of presentation of students' work

3.0 QUALITY OF PRESENTATION OF STUDENTS' WORK

- There should be a title and a date for every lesson in students 'books.
- All writing should be in black pen except where directed by the teacher.
- Books should have no graffiti or other text not applicable to the subject content.
- Graphs or diagrams should be drawn in pencil and any straight lines, including margins, should be drawn with rulers and pencils.
- Students' books should be checked for accurate spelling, punctuation, use of key terminology and grammar.
- Students' handwriting should be clear, neat and legible.

4. What should be marked?

4.0 WHAT SHOULD BE MARKED?

Not everything a student does requires marking. Teachers should not have to spend time ticking and marking their own notes. However, it is important that teachers check that their notes and class activities are accurately recorded with no errors. Students should be made accountable for the upkeep of their books, notes and assessments.

5. Frequency of book marking

5.0 FREQUENCY OF BOOK MARKING

- Live marking during the course of the lesson provides instantaneous feedback. Live marking should check for literacy, text accuracy, skill development and progress over time.
- The type and extent of written feedback will vary from subject to subject.
- Marking that provides no constructive feedback is not required.
- Teachers should review students' work to ensure feedback is acted upon. Reviewed work should be marked with a C ✓ once it has reached the standards expected of that individual.
- Marked work should be returned promptly to the students so misconceptions, errors and omissions can quickly be addressed; this is especially important for summative assessments.

The frequency of written marking is dependent on the subject and the number of times that subject is taught per week (core v non-core subjects). Key pieces of work to assess progress will be identified in subject specific 'long term plans' including summative assessments. These pieces of work will robustly assess the progress a student has made over time. Students will be provided with detailed constructive written feedback and an opportunity to make corrections and address misconceptions. All student corrections and additions will be made in purple pen for ease of identification. All tasks, including summative assessments, will be quality assured by Senior Leaders and Curriculum Leaders.

6. Assessment

6.0   ASSESSMENT

There should be **at least one** rigorous summative assessment per term in addition to the tasks that are marked in student books. These assessment pieces could be a past exam paper, controlled assessment, extended writing/essay, project work or practical tasks. These summative tests DO NOT replace end of topic tests. **All** teacher marked work needs to be summarised on WIN sheets (see Appendix 1).

- Time should set aside in lessons for student interaction with marking assessment and feedback.
- The outcomes of all summative assessment should be in grades/levels.
- All assessments/grades/levels will be clearly recorded in the teacher's planner.
- Students should record all summative assessment activities at the front of their books to record progress over time.

7. Feedback to improve using WIN

7.0   FEEDBACK TO IMRPOVE USING WIN

7.0   What have you done well?

What Improvements need to be made?

What are your Next steps to make these improvements?

7.1   WIN SHEETS

Example of WIN sheets can be found in Appendix 1 of this policy.

7.2   WHOLE CLASS FEEDBACK

At times, a review of classwork by the teacher may be used instead of providing individualised feedback in books. The principles of WIN should underpin this feedback. Examples of good work and/or modelling exercises can support the students through this process.

7.3   STUDENT RESPONSE

It is expected that teachers provide time to enable students to engage in the learning dialogue provided in the written feedback. This time can be in and/or out of lessons.

Students will be required to reflect upon their work, or the work of their peers:

- To consider the depth of their learning and understanding.
- To alter and change their work where necessary.
- To respond to questions posed by a teacher.
- To address literacy errors and improve the quality of their written communication.
- To further develop their responses.
- To meet grading criteria.
- To develop confidence.

8. Literacy codes

8.0   LITERACY CODES

Standard codes that are expected across all subject areas.

Sp	Spelling
Gr	Grammar
P	Punctuation
KTM	Key terms missing
^	Add/Missing word
✓	Good Point (appropriate to expected standard)
C✓	Corrections seen by your teacher and agreed
[ ]	Check what is writer here and consider changing
?	What does this mean?

Other methods of highlighting errors can be used as appropriate, for example, circling, underlining etc. Specific subjects may include additional codes as deemed appropriate.

9. Monitoring

9.0   MONITORING

9.01   Training will be provided for new staff and staff having difficulties in applying the policy in their own practice.

9.02   The implementation and continued use of the strategy will be monitored on a regular basis as part of the Trust's Quality Assurance process. The main focus of this monitoring will be the impact feedback (in the forms outlined in this policy) has on student progress as evidenced in books/folders/assessments/other.

10. Working to students targets and reinforcing expectations

10.0   WORKING TO STUDENTS TARGETS AND REINFORCING EXPECTATIONS

10.02   High expectations and standards will be reflected in all students' work (submitted and other).

10.02   If a student fail to submit a requested task then time must be allocated for them to complete it.

10.03   If a student hands in work that is below their target grade/expected level then they are <u>expected</u> to make the necessary improvements following feedback.

10.04   If a students' work is *significantly* below their expected target grade/level they must re-do and re-submit the piece of work.

Appendix 1

APPENDIX 1 - WIN SHEETS

Name: **Class:**   **Target Grade:**

Date:	Topic :
What have you done well?	
What do you need to do to **I**mprove?	
Next steps?	

Name: **Class:**   **Target Grade:**

Date:	Topic :
What have you done well?	
What do you need to do to **I**mprove?	
Next steps?	