



# The Market Weighton School

## Feedback & Marking Policy

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| Policy Author                             | Richard Harrison |
| Date                                      | Spring 2013      |
| Date Policy Adopted by the Governing Body | Autumn 2013      |
| Review Date                               | Summer 2018      |
| Reviewed By                               | Richard Harrison |
| Next Review                               | Summer 2021      |
| Version                                   | 2                |

## Aim of the Policy

To ensure that all learners receive regular, high quality feedback that acknowledges their successes and focuses on the improvements they can make against specific learning outcomes. Feedback should be constructed in such a way as to ensure as to foster a growth mind-set so all learners are challenged to achieve the best they can, not merely their target grade or level.

Marking will provide the teacher with assessment data. This data will form part of the overall assessment picture which teachers use to plan lessons and measure progress. All marking should be meaningful, manageable and motivating as outlined in the Report of the Independent Teacher Workload Review Group and accepted by the DfE in March 2016.

**Meaningful:** *marking varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

**Manageable:** *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

**Motivating:** *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.*

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

## Outcomes

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The policy is designed to improve the consistency in approach, application and frequency of marking and feedback across the school. It will provide a baseline for different departments to use in the development and application of their assessment policies.

Regular marking and detailed feedback are valued by learners as an essential part of their understanding of the progress they are making and what they need to do next. Teachers should provide diagnostic feedback that is accurate and clear so that students know how to improve. Care should be taken to write neatly and use appropriate vocabulary for the student.

The process of young people setting realistic goals, monitoring their performance and progress and inviting feedback from others which they learn to deal with positively and act upon, will help develop our students into resilient learners.

The teacher's feedback and marking in a student's book or folder should provide evidence of a dialogue recording the 'learning journey' taken by that learner.

## Principles of Feedback and Marking

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Feedback and Marking should;

- Embed the principles of Assessment for Learning;
- Ensure student's work is marked frequently and timely so that feedback is relevant and has an impact on learning and progress;
- Be related to the learning objectives shared with the learners;
- Give learners opportunities to become aware of and reflect on their learning needs;
- Recognise and celebrate successes;
- Respond to the student's needs;
- Be clear and unambiguous to students;
- Be valued by learners as an essential part of their understanding of the progress they are making and what they need to do next;
- Encourage and teach learners to self-mark and self-assess and to be able to peer-assess;
- Help inform lesson planning and target setting;
- Be a conversation with the learner and personalised. The comments should praise what is correct or done well and then make reference to features for improvement.

## Roles and Responsibilities

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### Class Teacher

Ensure learning objectives and outcomes shared with LSA

To carry out duties in line with the teacher standards (6) make accurate and productive use of assessment.

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- *Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.*
- *Make use of formative and summative assessment to secure pupils' progress.*
- *Use relevant data to monitor progress, set targets, and plan subsequent lessons.*
- *Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.*

## **LSA**

Monitor and check designated students' work and intervene directly when necessary to support their learning. Most Feedback and Marking will be oral but be aware of the principles of F&M above and strategies used below.

## **AHT /Lead Teacher**

Monitor the application of the F&M policy. Ensure regular moderation takes place to ensure the policy is used consistently across the department, especially in cases where non-specialist teachers are used. Undertake regular work scrutiny to monitor.

## **Link SLT**

Require AHT /LT to bring evidence (department minutes, results of work scrutiny, learning walks) to show the policy is being applied consistently, to link meetings.

## **HT / AHT (Teaching & Learning)**

Ensure the policy is applied consistently across the school.

Identify key monitoring opportunities.

Organise training as required.

Update policy as required.

## **Strategies**

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### **Summative Marking / Feedback**

This will usually consist of ticks and one word comments to acknowledge achievement or to point out errors. When appropriate, students should self-mark in which case the learning that this can underpin should be discussed as part of the plenary section of the lesson. This type of marking is appropriate for end of unit tests and exams.

Teachers mark in **Red**

Students mark and respond in **Green**

Peer marking in **Purple**

### **Formative Marking / Feedback**

Much of the feedback from teachers and teaching assistants will be in the form of praise or question and answer sessions in the lesson, designed to encourage students to make progress and to challenge them to aim higher. This dialogue can be the most effective and efficient type of marking and feedback the teacher can provide. Teachers should

constantly strive to develop their Q&A skills and remember to ask open questions when appropriate. Teachers should actively monitor learning every lesson in order to inform future planning.

Teachers are encouraged to make full use of self-marking tests or other web based resources that can save teacher marking time.

### Quality Marking

Exercise books (or folders) should contain frequent\* examples of detailed marking. Here the emphasis will be on correcting any errors or misunderstandings which are hindering progress. It will also give clear instructions on how the work can be further improved or what needs to be done next in order to make further progress in line with that learner's specific learning objectives. This is an opportunity to motivate and challenge our students to aim higher.

Specifically

- Learners know in advance the explicit learning criteria against which the work will be marked;
- The work should include a comment on what the student has done well; this should be identified by **www**: (what went well); **blue highlighters can be used for good work.**
- Set at least one formative written target to indicate clearly to the learner what action they must take to improve their work; this should be identified by **ebi**; (even better if); **yellow highlighters can be used to show where improvement is needed.**
- Check and correct spellings, punctuation and grammar as appropriate to the individual student and subject. Any corrected spellings should be written out correctly three times by students as part of their response to your marking;
- Time for students to respond to your marking should be built into the following lesson. Student response should be written in **green** pen to show improvements.
- \*For subjects taught once a week there should be at least one piece of 'quality marking' each half term. For subjects with two or more lessons per week there should be at least two pieces of such marking;

Departments may select, in advance, pieces of work designated for quality marking that could be used in standardisation / moderation sessions. For periods when controlled assessment is the main / only teaching and learning activity taking place, teachers should be marking the controlled assessments in a timely way to allow for appropriate feedback according to the assessment rules within the specification. Marking has most impact on learning when completed in a timely manner making the feedback more relevant.

**Note : for Teachers of BTEC the following:**

### *Formative Marking*

Feedback from the teacher/assessor should be focused on improving the students work to achieve the assessment criteria.

### *Quality Marking*

There should be clear instructions on how the learner can achieve the assessment criteria. There should be clear reference to how the work meets the criteria and how the work can be improved to make further progress. This should be done as a matter of course whilst learners are completing assessments.

The frequency of “quality” marking will depend upon the assessment plan, but each assignment should have at least one instance.

### **Marking for Presentation and Literacy**

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The purpose of marking for literacy is to improve the students’ ability to communicate accurately and effectively across the curriculum. This can be done in the following ways:

- Marking against the **literacy criteria** made **explicit** to the student in advance. Identifying what has been done well and areas for improvement *e.g. correct use of features of text type, paragraphing, use of specialist vocabulary, appropriate for audience and purpose, etc.*
- ‘Secretarial’ marking - Identify and correct a limited number of errors in **spelling, punctuation and grammar**. Try to identify patterns of errors and suggest strategies for improvement *eg use the look - say - cover - write - check method to learn spellings; create a personal glossary; expect students to proof-read and amend every piece of work before submission.*
- Comment on **presentation skills, legibility and handwriting**.
- Give **targets for improvement** in writing accuracy, and expect a response from students. Check for progress and corrections in future work.

Staff should be able to demonstrate that they are marking for presentation and literacy, using all appropriate strategies outlined above over a suitable period of time.

### **Marking for Presentation Symbols**

|     |                        |
|-----|------------------------|
| t+d | Title and date missing |
| ur  | Use a ruler            |
| h   | Improve handwriting    |

### **Marking for Literacy Symbols**

|    |                        |
|----|------------------------|
| sp | Spelling               |
| p  | Punctuation            |
| CL | Capital letters needed |
| // | New paragraph needed   |
| /\ | Word(s) missing        |
| gr | Grammar                |

### **Monitoring**

The application of the policy will be monitored throughout the academic year by SLT and LTs. It will be a standing item at Faculty' meetings and be formally scrutinised each term within a faculty meeting and during learning walks, lesson observations and student voice book sees, with the outcome of the scrutiny discussed in scheduled link meetings.

### **Glossary**

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| F&M | Feedback and Marking      |
| AHT | Assistant Headteacher     |
| LTs | Lead Teachers             |
| Q&A | Questioning and Answering |