



Marking and Feedback Policy

Recommended by:

Teaching, Learning & Achievement Committee: Date: 5 October 2016

Adopted at Full Governing Body Meeting

Date: 30 November 2016

Signed by R J Collis DL, Chair of Governors:

Review date: Autumn Term 2017 (earlier if any legislative change)

MARKING & FEEDBACK POLICY – TEACHER GUIDE– SEPTEMBER 2016

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Overview

In The Cottesloe School we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout the school.

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image and become independent learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

Principles of marking and feedback

1. Marking will be against the learning intention, tasks set in lesson plan, individual targets or set criteria
2. Any learning points / misconceptions will be addressed.
3. Learners will have the opportunity to respond to their feedback and question comments.
4. There will, whenever possible, be an opportunity for the learner to participate in the process so that there is a shared perspective on feedback, marking and target setting.
5. The presentation of work should be stressed as vitally important and teachers should actively promote the generic methods as detailed on the classroom posters. Comparison between the work produced by the same students in different departments will help to inform quality assurance.

6. The use of following pens is recommended but most importantly teacher feedback and student responses must be easily visible and clearly different from the original work.

Stationery used	Task undertaken
Black pen	Learners work
Green pen	Teacher feedback
Red or Blue pen	Response to teacher feedback/ peer assessment/ self-assessment

7. The following codes should be used when feeding back to students.

Code	Explanation
Sp(with word underlined)	Try this spelling again
O	Missing full stop or comma
//	Begin a new paragraph
T	Mistake in the use of tense
WO	Show your working out
Cap (with letter circled)	Capital letter should have been used
ss	Sentence structure is unclear
?	Meaning is unclear
^	word missing/insert word or letter

Monitoring and Tracking Progress

Learners will be able to identify their progress towards their targets after each assessment period. All learners will track their progress over a series of assessments, these will be summarised on learners books and folders using the school tracking ladders. Learners should be involved in tracking and monitoring their progress as well as setting aspirational targets.

Work Scrutiny

The scrutiny of marking and feedback will be dependent upon the phase in which the work is generated. This is outlined below:

- i. Curriculum Leaders will be expected to monitor the quality and quantity of marking and assessment undertaken in the department. This can take various forms including peer to peer within the department. This will establish whether the policy is being adhered to.

- ii. Curriculum leaders will subsequently be requested to make regular judgements about the quality of feedback and marking in order to help inform the performance management process.
- iii. Every week, the Senior Leadership Team will meet with a Curriculum Leader to review a large selection of books and establish the standard and quality of marking and feedback within the subject area.
- iv. Further book scrutiny will occur during tracking learning visits by Middle and Senior Leaders and are responsible for recording the findings on the appropriate database. Any subsequent action or follow up visits must be actioned as required.
- v. All books should be signed by leadership of all levels when scrutinised during a lesson visit.

The work scrutinies listed above will all be recorded using the appropriate format in order to form evidence for staff at all levels.

Policy Summary and Frequency Guidelines

Type of Work	Type of Marking/ Assessment	Method of Identification	Returned within
Class work	Light Touch/ Acknowledgement marking	Green Pen - Ticks, teacher initials, Literacy corrections and/or brief attainment based comments	Fortnight
Coursework or Written Assessment	In-depth teacher marking	SIR sticker or equivalent	One Week
Tests	PLC marking OR Peer/self- assessment	Different colour pen	One Week
Homework			
Extended Written Piece	In-depth teacher marking Marking for Literacy	SIR sticker or equivalent Policy-codes to be used.	One Week
Peer Assessed Task	Peer assessment using marking criteria	Red or Blue pen	In Lesson
Research	Questioning	To establish engagement and understanding	In Lesson
Revision	Testing		In Lesson
Feedback			

Fix -It	Recognising learner response to feedback / reaching a target	Achievement Unlocked Sticker	In Lesson
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Appendices (Guidance for Good Practice)

The Five Main Types of Formative Marking and Feedback at The Cottesloe School

- i. In-Depth Teacher Marking
- ii. Peer/Self-Assessment
- iii. Verbal Feedback
- iv. Marking for Literacy Using Whole-School Codes
- v. Light Touch/Acknowledgement Marking

i. In-Depth Teacher Marking

This should result in good quality written feedback which must evoke some appropriate written response from the student and the 'SIR' framework is one suggested form which can be used. This should be written at appropriate points within the students work.

Time should be built into subsequent lessons to allow learners to review their strengths and targets and respond to the feedback they have been given. The 'Achievement Unlocked' stickers are recognised as good practice as an indicator that the teacher monitors the students responses.

S – 'Strengths' – 2 positive comments which relates to the assessment criteria;

I - 'Improvement' - One area where the success criteria was not met / or a suggestion / questions to allow opportunity for further progress.

R- 'Response' - completion to a high standard of the suggestions / questions to allow opportunity for further progress.

ii. Peer and Self-Assessment

This can be a useful activity if done sparingly and in an environment where learners have been taught to do it effectively. This should be done in blue pen to highlight it as learner marking and not teacher marking. All peer and self-assessment should be verified by staff whilst acknowledgement/light touch marking is being undertaken.

iii. Verbal Feedback – VF

Verbal feedback is a valuable form of formative feedback. Some faculties may use this type of feedback more frequently because of the nature of their subject. The quality of verbal feedback will be seen during the various forms of lesson visit throughout the year as well as through student voice forums. The use of VF on work is acceptable but not necessary.

iv. Marking for Literacy

It is not necessarily expected that staff correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In Key Stage Three, or for less able learners, it will be necessary to write the correct version for the learner. As learners gain confidence and knowledge, they should be able to identify and correct their own mistakes using their dictionary.

When marking for Literacy, all staff should use the whole-school marking code. The code forms an integral part of the Literacy Policy and should be displayed in every classroom and in the books of some learners.

v. Light Touch/Acknowledgement Marking

Teachers will acknowledge all work variously through the use of ticks, teacher initials, simple literacy corrections and/or brief attainment based comments.

SIR (Strengths, Improvement and Response) Marking

As well as providing students with the feedback on the work they have completed and targets for improvements it is also vital that teachers build into their lesson, opportunities for students to act upon this information and advice.

FIX-IT or **TARGET TIME** is the process of allowing students to respond to comments that have been written as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our students, not for their next piece of work but **NOW** – in their lesson. The immediacy of this process is critical and should therefore take place within a week of the marking.

'**FIX-IT**' time can take as long as you feel necessary, they can form the starter or for longer pieces of work (e.g. controlled assessment) take the whole lesson or for homework. Essentiality SIR marking is that time honoured good practice of getting students working really hard to ensure that the standard of their work is the best it can be.

Examples of SIR marking:

- i. Reflection and responding to precise feedback. Students using teacher feedback to analyse their own work, question by question improving methodology and accuracy of answer.
- ii. Feedback in the form of questions to extend students understanding. This scaffolds student understanding, step by step, with the expectation that students act upon their feedback using SIR – writing an appropriate detailed response to teacher feedback.

Drafting and proof reading, their books with a clear signal that improving their writing and literacy is a basic, but crucial expectation of their learning. In this case SIR marking is about improving extended writing and ensuring students proof read their work automatically.

Teacher Guidance for effective FIX-IT or TARGET time

1. Keep it focused and immediate.

If you simply hand back work to students and tell them to improve it, the response will invariably be less than successful. They need specific support and to avoid overloading students we need to focus in upon specific improvements to their work.

2. Model and scaffold

- Models of work, with specific strengths or weaknesses, are crucially effective toward increasing student understanding.
- Seeing an outstanding exemplar helps lessen the load and gives students a high standard to reach for with their work.
- Reviewing a poor example, picking apart its flaws with the teacher, or improving upon a weak example of work also helps scaffold their understanding about what is required to improve their own work.
- **FIX-IT** time may seem to be about independent work, but in actuality there is still a need for guidance from teacher expertise. Successful FIX-IT still relies on structured activity particularly with lower ability students.

3. Targeted feedback

If students are receiving regular high quality feedback that is targeted and precise in each of their subject areas then cumulatively they should learn clear patterns regarding how they need to improve in specific subject areas as well as recognising common patterns. Marking is therefore crucial – it determines teacher planning and it can be a defining factor for successful **FIX-IT** time.

4. Utilise verbal feedback to support SIR marking

If we establish a really clear focus for SIR marking, with good quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake good quality 'one to one feedback' whilst **FIX-IT** time is taking place.

Formal (Controlled) Assessments

It should be noted that formal assessments should be separate to book-based work and identifiable as such.

What Constitutes Effective Marking and Feedback?

Focus 1: Teacher Feedback

- Are Misconceptions identified and addressed?
- Are there examples of in depth (e.g. SIR) and/or other forms of marking?
- Is marking appropriate over time?

Focus 2: Student Response

- Is there evidence of high quality 'Fix-it' time, student response and closing the loop?

- Are students trained in how to accurately assess each other's work and their own and provide feedback?

Focus 3: Monitoring of Progress

- Are tasks challenging or differentiated according to the needs of learners?
- Does the work show gains in knowledge, skills or progress over time?
- Are learners able to track their progress using tracking ladders?
- Is homework clearly visible and does it consolidate or extend learning?
- Is there clear evidence of class work and assessed tasks in books?

Focus 4: Standards

- Are Whole school codes used?
- Do learners receive feedback on the use of grammar, spelling, punctuation and key terms?
- Is there a high standard of presentation leading to learners taking pride in their learning?

Policy Review

This policy will be reviewed annually by all staff. Changes will be made to ensure that this policy reflects best practice and is up to date.

September 2016

