



MARKING AND FEEDBACK POLICY

Aim

- To establish a consistent method for students to receive feedback
- To improve and progress student learning
- To provide students a cohesive assessment approach
- To provide teachers and students performance indicators to grade student attainment

Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to learners, focusing on success and improvement needs against learning objectives. This enables learners to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking is an essential part of planning, assessment, teaching and learning. Responding to learners' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to learners' work in order to give clear messages to learners, parents and other teachers about individual progress. Giving verbal and or written feedback, is an essential part of the assessment process.

With regards to written feedback we aim to have a consistent approach to the marking symbols used by all adults working in the classroom and therefore have a school marking code. Learners are given time to read, reflect on and discuss any written comments in order to gain an understanding of their specific achievements and personal targets for the next steps of learning.

Objectives of Marking feedback

Assessment for learning will form an integral part of every lesson to support student learning.

- To indicate where learners have achieved targets and for the teacher to assess progress against targets/ learning intentions.
- To provide a dialogue with the student and indicate the next stage in their learning and to indicate where they are in terms of their own learning.
- To correct errors and clear up misunderstandings.
- To recognise achievement, presentation and effort, in order to promote positive attitudes.
- To provide constructive feedback to further improvement.
- To identify learners who need additional support/more challenging work and the nature of the support/ challenge required.
- To aid curriculum planning.
- To give learners the opportunity to improve speaking and listening skills by giving them specific and focused opportunities for discussion of their own work or the work of other learners.
- Recognise, encourage and reward learners efforts and progress.

- Help parents and carers to understand the strengths and weaknesses in their child's work.
- Marking should encourage learners to develop:
 - A sense of achievement
 - Target setting skills
 - Pride and self esteem
 - Peer and self-assessment skills

At Rida Boys' High School marking:

- Follows consistent practice throughout the school
- Is positive and constructive with appropriate praise given
- Is related to needs, attainment and ability
- Is related to specific targets, learning objectives and success criteria which are shared and made clear to the learners in advance
- Ensures that learners know how well they are doing and what they need to improve to make further progress
- Provides learners with opportunities to assess their own work and that of others
- Sets targets for learners to ensure learners motivation and involvement in progress
- Establishes a written and/or verbal dialogue between teacher and learner

Marking Procedures

Practical points:

- All work must be marked promptly
- Learners write in **BLUE** Pen
- Learners write a response to teacher feedback in **PURPLE**
- Peer marking is in **GREEN**
- Teachers marking is in yellow highlighter and **RED** pen for SPAG errors
- Written comments should be neat, clear, legible and correctly spelled
- Symbols will be used in marking and will be displayed in classrooms and understood by the learners and are used consistently.

Quality Marking

This is used when a student has done a substantial piece of work and it has to be marked away from the student. Teachers focus on both successes against the learning objectives and improvement needs.

When FLASH Marking teachers:

- read the entire piece of work.
- use yellow highlighter to mark
- provide a fverbal feedback which should help the child to 'close the gap' between what they have achieved and what they could have achieved. It will help students to clearly identify how they have met the success criteria and provides them with a clear focused comment on how to improve.

Learning points:

- Learners should understand the marking and why work is marked.
- Learners should understand that marking is for improvement not only correction.
- The learning objective must be at the top of each piece of work.
- Marking will usually be focused on a clear learning objective therefore all errors will not be corrected. However, it is important that spellings, reversals of letters and numbers are corrected.

- Marking including comments or prompt questions, will be written in language appropriate to the key stage to indicate what needs to be done to move learning forward and where on the work improvement could be made (use of symbol).
- Feedback comments from teachers should be specific rather than general. Where suggestions are made, these must help the student know how to make the specific improvement. There are three types of improvement prompt:
 - reminder (reminding the student of the learning objective).
 - Scaffold – 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 a weak example of work also helps scaffold their understanding about what is required to improve their own work.
 - example (giving exact sentences, words or phrases to copy or follow).
- Time will be allowed for learners to review marking and respond appropriately. During the response time when the learners are following the tasks set to them by the teacher, there must be evidence that learners have responded appropriately (learners initial they have read and completed improvements).
- Teachers will use feedback from marking to inform future learning targets and outcomes.
- Corrections- Spellings repeatedly incorrect teacher to note down correct spelling and students are to write the correct spelling three times in the margin.

Response Time (Key Stage 3)

Students' need to be given regular classroom time to read any feedback and, most importantly, carry out any improvements on the piece of work. They are unlikely to be able to embed any suggestions for improvement and apply them to future work unless they are given time to respond to feedback.

Teacher modelling 'What a Good One Looks Like' (WAGOLL) and whole-class marking can be used to train learners gradually to be able to identify their own successes and improvement needs, individually or in pairs.

Marking Code for Literacy

These symbols should be used for feedback and marking in all curricular areas consistently across the school.

What this means:

Sp	Incorrect spelling – (<u>word underlined</u>)
CL	Capital letter missing / used incorrectly
^	Word/letter missing
~~~~	Grammatical error
P	Punctuation missing or used incorrectly
//	New paragraph needed
?	What did you mean by this?
VF	Verbal Feedback
✓	Correct answer
O	Missing full stop or comma
Wo	Show your working out

As students gain confidence and knowledge, they should be able to identify and correct their own mistakes.

THE MARKING CODE IS DISPLAYED IN EVERY CLASSROOM

Peer and self-assessment

Peer and self-assessment are not replacements for teacher or practitioner marking and feedback. They are important additional forms of assessment which engage learners in becoming self-critical and independent. Peer and self-assessment is more than learners marking each other's work, it's the idea that we activate students as instructional resources for one another, accessing the huge power of collaborative learning.

Peer and self-assessment are ways in engaging learners in understanding their progress in learning and identifying next steps in their learning that can be used in addition to oral and written feedback from teachers and practitioners. The aim is to involve learners in the analysis and constructive criticism of their own work. Time is built into the lesson for reflection in structured ways.

Learners can play a huge role in improving their own learning and the learning of their peers. Strategies that promote self and peer learning will lead to an increase in motivation and social cohesion within the classroom. Students will access an education that is increasingly personalised as they are engaging with their own difficulties and in addition, students helping others will improve their cognitive elaboration as they are forced to think through ideas more clearly.

Learners do not become self-evaluative overnight; the process needs to be tackled in stages. In the beginning, learners should have the process modelled for them. The teacher may use examples of work and provide a "critique" by thinking aloud using the criteria. Learners need to be taught structures of language which they might use, for example, through an oral prompt or writing frame.

These stems might be used:

you have met the criteria here by...

this is your best sentence because...

you could improve this example further by...

you have not met this part of the criteria because...

to reach the criteria you need to include more...

Techniques that can be used to activate students as resources for their and their peers learning:

Traffic Lights

This is a technique where students indicate their level of understanding of the learning objectives by signalling a red, yellow or green card. These techniques must be used with a level of individual accountability for the learners. Questions must follow to check understanding or students who signal green could support students who are red, the yellows can listen to the greens and check they understand the work as well as they said they did.

STOP I do not understand

Yellow Almost There

GREEN Yes I understand

Verbal feedback VF

Verbal feedback is a powerful form of feedback and needs to be planned for. Success and improvement against the learning objective and success criteria for the task is one of the most effective focuses for feedback. This form of assessment may be applied for PE and Drama.

If the practitioner plans to use this approach it is important to indicate on the piece of work that this has happened through the use of symbols (VF) and a brief comment to summarize the feedback, this can also be written by the student. Some prompts for verbal feedback can be seen in the table below;

Feedback for different purposes	Examples of oral prompts
Correcting an error	Good try, but that's not correct. Actually, it's...
Providing information	Yes, what you're talking about is called...
Appraising and praising	That would make sense. Good thinking...
Challenging	Try that again. This time, include...
Seeking clarification	What do you mean when you say it needs more detail?
Encouraging amplification, exploration, development	How might you take that further? Which would be the best way to...?
Focusing or directing the learning	All this is really important, but it's really your use of...that will improve your work
Crystallizing steps	Spend a few minutes deciding which two changes you will make to your...
Distilling and summarizing learning	Let's think about what we've learned so far. Firstly, we...
Encouraging learners to reflect	Let's just think about what we've discussed – is there anything else you might do?

Written Feedback

Written feedback to learners about their work should help them learn. Teachers need to provide learners with written feedback so that they recognise their next steps in learning and how to take them. Effective written feedback has the following characteristics:

- it focuses on the learning objectives selectively
- it confirms that the learners is on the right track
- it stimulates the correction of errors or improvement in a piece of work
- it scaffolds or supports the next steps
- it provides opportunities for a learners to think things through for him/herself

When giving feedback it is worth noting that ineffective feedback can have little or no effect on their learning.

The Marking of Students' Work

The purpose of marking students' work is to:

- Acknowledge individual student achievements
- Identify the steps they need to take to progress in their learning
- Ensure effective dialogue between teacher and learners
- Facilitate self-esteem and motivate students
- Ensure high standards of presentation, accuracy and quality of students' work

It is the teacher's responsibility to ensure that students' classwork and homework is marked accurately. Where appropriate, in core subjects, books should be marked once a week, in foundation subjects each fortnight. Teachers marking should be completed in yellow highlighter and red pen.

It is not required that all work needs to be marked for attainment. Key pieces of work each half term will provide assessment of attainment and progression. E.g. notes for KS3/KS4 courses will be marked for accuracy of content. Where relevant, work should be graded or levelled according to the key stage. It is good practice to use students' names within comments to personalize assessments.

Written comments in the students' books and verbal comments should be constructive, indicating to the learners what and how to improve. Facilitators should remember that feedback needs to be constructive and personal to the learner. One word written comments should not be used. Grades should not be given alongside comments for improvement as learners will naturally focus on their grade and not the feedback. When re-marking work the previous assessment comments should be referred to. During lessons students should be given time to reflect on the comments and respond accordingly. Any action/improvements from students should be completed in purple pen (Power of the Purple Pen).

Student self and peer assessment must be used as an integral part of the assessment cycle, this should be evident in learners work and completed in green pen. To distinguish between self and peer assessment students can circle PA and SA and for PA the assessor should use their initials to identify who the work has been marked by.

Work of exceptional quality should be rewarded in some way e.g. stars, letters, postcards or phone call to parents. Alternatively, students could be verbally praised in class with the work shared with the rest of the class and assembly.

This policy is supported by RIDA schools PROUD Policy that enables students to achieve the success.