

S	Successful
H	Happy
A	Aspiring
P	Purposeful
E	Exciting
D	Diverse



Marshfields School Marking and Feedback Policy

November 2017

Marking and Feedback Policy

Originator: A Anderson

Date: November 2017

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Teachers Standards 2012

PART ONE: TEACHING

A teacher must:

3 Demonstrate good subject and curriculum knowledge

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

6 Make accurate and productive use of assessment

- 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.

Marshfields School seeks to enhance its 'Shaped vision' through the marking of students' work. Marking should encourage and motivate the pupil, improve learning and inform assessment. Through the marking process both the student and teacher should acquire a clear picture of what they have achieved and where to go next in their learning.

Rationale

Improving learning through assessment is enhanced by providing effective feedback to students, who need to be able to assess themselves and understand how they can improve. The marking and feedback of student's work is therefore an important part of teacher assessment. This policy sets out how staff at Marshfields School will ensure that marking and feedback is an integral part of our assessment procedures. The principles of Assessment for Learning underpin our marking and feedback policy. All marking must focus on the success criteria for the key learning objectives for the activity or task being marked. These objectives and the success criteria must have been clearly communicated to the students.

The Purpose of Marking

- To inform students of their individual progress and performance. 'What has gone well?'
- To set clear targets for future learning and progress. 'What to do next?'

- To help students identify the criteria by which their future progress can be measured.
- To develop students' ability to accept praise and criticism, in order that they can reflect effectively on what they have learned.
- To equip students with the skills of constructive self-criticism so that they can become effective independent learners. Building resilience and knowing what success feels like.
- To motivate students by praising and celebrating their achievements.
- To inform teachers of the progress that students are making and their understanding.
- To enable teachers to evaluate the impact of the teaching on students' knowledge, understanding and skills.
- To facilitate teachers to become reflective practitioners.
- To enable teachers to make judgements about student attainment using the triangulation of assessment data developed since 'Life without Levels' (September 2016), or within the grading systems of specific accredited courses.
- To evaluate the quality of teaching and learning.
- To reinforce Marshfields expectations and aims.
- To communicate progress to parents and carers as part of the reporting cycle.

The Principles of Effective Marking and feedback

Effective marking and feedback takes a variety of different forms depending upon the demands of the particular task or activity. The principles, which follow, are intended to provide a framework by which staff can plan and evaluate their practice in marking students' work. Effective and informative marking and feedback: -

- Provides clear, constructive feedback which helps students to understand what they have achieved and what they need to do next. All work, marking and feedback should be dated. To inform students about their progress and staff about their planning.
- Encourages student engagement through active questioning which is followed up.
- Provides opportunities for students to mark their own and others' work.
- Focuses on learning and progress, as the criteria for success.
- Engages with subject-specific knowledge, understanding and skills and not just with effort and presentation.
- Includes both written and verbal feedback.
- Sets specific targets or next steps for students to improve and make further progress.
- Is legible and is expressed in clear language appropriate to the needs and abilities of the individual student.
- Recognises, encourages and rewards student's effort and achievement.
- Feeds into the planning of future teaching activities.

Guidelines for Marking and Feedback

- Work should be marked in a positive manner which reflects the aims and ethos of the school.
- All written work will be marked regularly and returned quickly to students (within two weeks of completion by the student). All work, marking and feedback should be

dated. Students at Marshfields respond well to in class marking where written comments are further supported by verbal clarification.

- Marking should provide helpful and constructive feedback to students.
- Recognise effort and achievement.
- If given a mark, grade or level of achievement, students should clearly understand what this means.
- Encourage children to proof-read and check each piece of work.
- Plan for and give children time to respond to marking by editing a section of work, make amendments or extend a piece of work.
- All marking and feedback should be consistent across all years.

Marking and Feedback Guidelines

Marking will give constructive feedback and steps to progress. It may also include verbal feedback, ticks, simple marks (10/10), stickers, stamps and may develop skills such as peer and self-assessment. The degree of student assistance will be given via a stamp or written comment stating TA Assisted, Teacher Assisted and Independent Work. It should be evident within student's books and folders that a clear dialogue is taking place. The student should play a full part in knowing where they are at and how to improve. Lesson time should promote students understanding of marked work.

How Students' Literacy is Annotated

Annotation of student literacy will focus primarily on the use of Capital Letters, Full Stops, Spellings and Sentence Sense.

- Sp Spelling or error which has been corrected, the word may also be underlined or circled.
- O If a letter is circled, check if you need a capital or full stop.
- ? This doesn't make sense.
- V Followed by the date, denotes that verbal feedback was given.

- Up to three spelling mistakes will be identified for children to correct, re writing them three times each. Additional literacy work may be given.

How students learning and progress is marked

- Numbering could be used throughout students work to highlight positive aspects and areas for improvement. These should be made at a ratio of three positive to one negative.
- Each aspect will be actively explained, engaging the student in comment, feedback and make corrections.
- Written active comments that challenge the student and explanations by the teacher, should accompany every piece of marked. Where appropriate these will be differentiated. Next steps will be made clear as appropriate to the piece of work and in a student accessible way.
- Teacher marking, annotation and comments must not be in blue or black ink.

- Students respond to the active comment and literacy annotations and self-review using a blue or black pen.
- Learning Objective met, target met, assisted work, independent work stamps used where appropriate.
- Where possible, work to be marked with student and corrections should be completed immediately.

Responsibilities

It is the responsibility of the SLT and middle leaders: -

- To monitor the consistent use of this policy across the school and to report back to staff on a regular basis.
- To ensure that the school has an effective Marking and Feedback Policy which is fully understood by staff and that the policy is reviewed on a regular basis.
- To ensure the implementation of the school's Marking and Feedback policy and to ensure that marking is regular, formative and of high quality.
- To ensure regular standardisation of agreed assessment procedures, through moderation, so that meaningful grades or levels are recorded and communicated to students.

It is the responsibility of all teachers: -

- To ensure that all class work and homework is marked regularly according to the school's Marking and Feedback policy.
- To keep a record of marks and levels achieved in accordance with the agreed procedures within the team.
- To explain the marking and assessment grading system to the students.
- To ensure that assessment information informs further curriculum planning

Each Curriculum Area will tailor this policy to specifically detail the regularity of marking both every day and in depth, quality assurance procedures (moderation), record keeping of student assessments.

Presented to the Governors for approval: Curriculum Committee_____

Approved by Governors: Curriculum Committee_____

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