Stanborough Secondary School

MARKING AND FEEDBACK POLICY

Applies to:

 The whole school along with all activities provided by the school, including those outside of the normal school hours;

All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related Documents:

- Curriculum Policy.
- Assessment, Recording and Reporting Policy.
- Educational Visits and Off-Site Activities Policy.
- Behaviour and Discipline Policy.
- Teaching and Learning Policy.
- Homework Policy.
- Differentiation Policy.
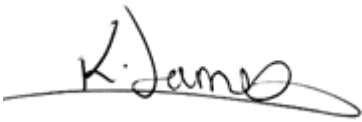- Special educational Needs and Disability (SEND) Policy.

Availability

This policy is made available to staff on the one/shared drive

Monitoring and Review:

We are aware of the need to review the Marking regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Stanborough School.

The Board of Governors undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

K. James	
Kaz James	Pastor Brooks
Interim Headteacher	Chair of Governors

Marking & Feedback Policy

As far as possible the school implements a common marking policy implemented by all teachers. As well as helping students to reach higher levels of attainment, good marking aids the development of such basic skills as Language and Numeracy. (The student's use of language can be expanded when their work is marked or discussed , by the use of questions such as: 'How?', 'Why?' and 'When?').

Purpose

Marking and feedback is an integral part of the learning process. Marking at SSS is selective, formative, effective and reflective. It is a diagnostic and developmental cycle of dialogue that informs short term planning to ensure students make either expected or more than expected progress. Marking and Feedback of learning (summative), e.g., end of unit assessments (See Summative Assessment on p.7.), is still a vital component, but the formative marking and feedback for learning process is our key philosophy. Marking and feedback, therefore, that is acted upon is undertaken once every two weeks.

Thorough marking can improve a student's motivation. Teachers can use selective detailed marking of key pieces of work, supported by a lighter scrutiny of other work. Students are expected to consistently respond to teacher marking and feedback as this will help them to make better than expected progress. The responses will be checked by the teacher (it is up to the teacher to determine how this is done).

The following 4-step process will be used during the marking process:

1. Students will know what they have done well using the acronym WWW, referring to the success criteria.
2. Students will know what they need to do to improve (even better if) using the acronym EBI, referring to the success criteria and therefore moving learning on. This is a guiding comment for improvement in at least one area where success criteria were not met to "close the gap", or a suggestion /question to allow opportunity to make further progress. Students should be guided how to answer questions rather than simply asking them to do so.
3. Students will respond to marking by completing a task (or answering a question) and therefore the EBI must provide the opportunity to do so.
4. Teachers do not accept inaccurate and inadequate responses to written or practical tasks, meaning that responses must be checked by the teacher.

All staff should ensure that:

- Marking is at least every two weeks and thorough enough to spot errors and inaccuracy.
- Written comments (in red pen) and oral feedback, communicate the student's strengths and weaknesses, strategies for improving their knowledge and skills and goals to be achieved.
- They recognise, encourage and reward pupils' effort and progress (Award a merit for work of a high standard).
- Pupils redraft at least one piece of work per two weeks which must include all the corrections and suggestions made by the teacher.
- Steps are taken to act on missing, incomplete or poorly presented work.
- They provide a record of pupils' progress (using a mark book – hardcopy or electronic).
- Students peer mark in **PURPLE** pen and students respond to any marking in **GREEN** pen.

- They use where possible the following symbols to promote consistency within faculties and clarity for

Symbol (written in left hand margin)	Meaning	Possible Action
X	Incorrect	Apply the necessary correction or substitution.
Sp	spelling error	Underline the word and write the correct word above or next to it.
CL	capital letter missing	Help the pupil and put a few in so that he/she can see where he/she has gone wrong.
//	new paragraph	If necessary, discuss the reasons why we use paragraphs with the pupil. (TiP ToP – Time, Place, Topic and Person).
NC	no contractions	Advise students not to use them.
Coll	colloquialism	Advise students not to use slang.
FS	full stop needed	If possible, put a few in so the pupil can see where they have gone wrong.
PN	punctuation needed	If possible, put a few in so the pupil can see where they have gone wrong.
PX	punctuation wrong or not needed	Underline the punctuation.
WW	wrong word	Underline the word.
VT	verb tense	Underline the verb and put in the correct tense.
SS	sentence structure needs changing	Change as much of the sentence, as is possible.
WO	word order	Underline and correct, if possible.
SBA	subject verb agreements	Underline the words and correct if possible.
Pls	plural	Underline the word and add the ending.
A	article	Underline the word and correct it.
?	meaning not clear	Put an explanation in the margin or an * and an explanation at the end of the work.
Abs	a word or phrase is missing	If possible, put a few words in so the pupil can see where he/she has gone wrong.
CON	consistency	Especially for verbs and plurals.
RR	redundancy – unnecessary repetition	Omit the unnecessary words and rewrite the sentence if needed.

pupils and parents.

Codes for Corrections

Effective marking

When marking pupils' work, you need to consider whether:

- Your comments are to form the basis of a discussion between you and the pupil.
- Your comments are to inform future work.
- Your comments are to correct or improve an existing piece of work.

Comments on pupils' work should:

- Relate to planned learning success criteria
- Be legible and clear in meaning.
- Recognise pupils' achievements.
- Indicate the next steps in pupils' learning.

The expectation is that learning objectives and success criteria are used to ensure pupil progress and children can evidence where they have met them through self-assessment. They will be able to give constructive feedback to their peers to help consolidate their own learning.

QCA and the National Literacy Strategy have collaborated on the following publications which you might find useful.

Marking guidelines for writing

These guidelines suggest ways of analysing children's writing to obtain more diagnostic information about either individuals or groups of children's writing. The approach encourages identification of strengths and weaknesses at a detailed level. The materials also contain a writing analysis sheet which teaches can use and adapt.

Marking: Making a difference

Good practice in responding to children's writing

This book supports assessment for learning – analysing and marking pupils' work. For more information go to the Assessment area of the following website: www.teachernet.gov.uk

Peer and Self Marking

Students demonstrate a secure ability to use self and peer assessment across all subject areas. This is done by referring to a peer/self-assessment help-sheet when marking their own or their peer's work. A timetable is presented in each classroom, detailing when students are to mark. It is expected that students peer and self-mark frequently and where possible, at the end of every lesson. Students will use the WWW and EBI acronyms when marking work and a green pen is used to correct or redraft work.

Verbal Feedback:

One of the most powerful single influences enhancing achievement is feedback. Teachers will ensure that verbal feedback:

- has (is) clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections."
- is directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- is combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occurs as the students are doing the learning

- provides information on how and why the student has or has not met the criteria
- provide strategies to help the student to improve

Summative Assessment

The formative marking and assessment outlined above informs the preparation of summative assessment. The marking of the summative assessments informs future teaching and learning to aid progress. Measurable data is collected (including scoring and grading) from these assessment pieces to inform the interim reports, and hence our monitoring and intervention procedures, to improve outcomes. (See full Assessment Policy.)

Monitoring and evaluation

Leaders and coordinators will be expected to frequently monitor, evaluate and provide feedback on the quality of teachers marking and assessment proficiency. They will focus ensuring that:

- Marking provides clear next steps for improvement, children regularly have the opportunity to respond to this and they are able to talk about how this helps them improve.
- The next steps are logical and provide clear learning pathways.
- The well-established relationships means that the feedback that the pupils receive from adults and peers are precise and instructive, this helps pupils move forward in their learning well.
- Feedback and marking also praises, motivates and values pupils' responses and creates a culture of critical thinking and appreciation.
- All children consistently respond to teacher marking and feedback and helps them to make better than expected progress.
- All children are clear about what they are learning, how this relates to what they have done previously and what success looks like.
- All children demonstrate a secure ability to use self and peer assessment across all subject areas.
- Precise learning intentions and success criteria are used explicitly to accelerate pupil progress and all children can clearly evidence where they have met them through self-assessment.