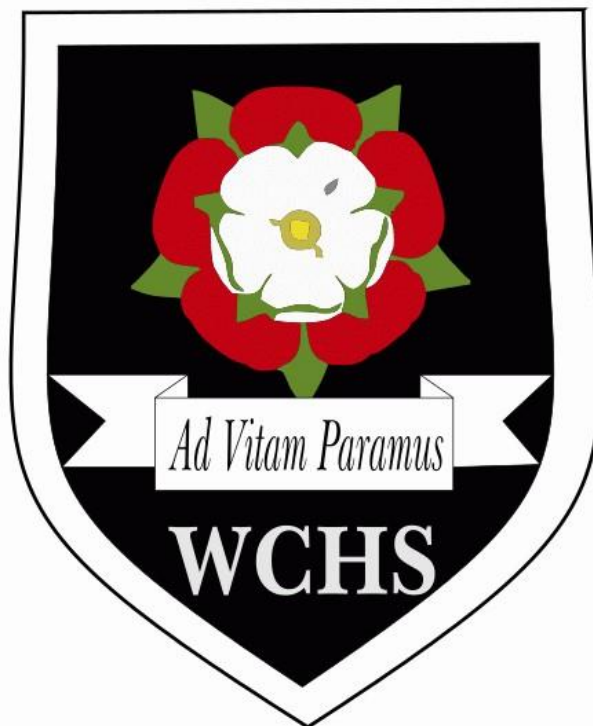


Marking, Feedback and Assessment Policy

West Craven High School



Approved by: John Bates
Principal

Last reviewed on: January 2023

Next review due by: January 2024

1. Rationale

Marking, feedback and assessment take several forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. The best feedback, whether it is written or verbal, will give students a clear sense of how well they are doing and what they need to do to improve. Students make greater progress in their learning and improve their understanding because they reflect upon their learning and respond to feedback.

Feedback is based on accurate assessment. The regular feedback teachers use to support students' progress from lesson to lesson will be based on routine, 'formative', in-class assessment. This is supplemented with regular 'summative' assessments that: indicate current progress; inform internal monitoring and intervention and are reported home to parents/carers. With the exception of external examinations, all forms of assessment should generate feedback that leads to improvement in learning.

Teachers assess students to pinpoint the attainment and understanding of individual students and class groups and provide diagnostic feedback for improvement. Such assessment needs to be frequent and accurate enough to:

- Facilitate precise and effective planning of lessons that challenges all learners appropriately
- Regularly inform students and their parents about their current level of progress
- Allow students regular opportunities to improve their learning

2. Purpose of Marking, Assessment & Feedback

Effective feedback should help students make progress by:

- Identifying clearly where learning has been successful so they can build on that success.
- Identifying clearly where learning has been less successful so they can address those areas.
- Identifying and addressing any mistakes and misconceptions, including literacy.
- Providing opportunities for students to reflect on, and record, their learning.
- Providing strategies for students to take active steps to improve.
- Making it possible for students to agree or understand aspirational targets for future achievement.
- Encouraging a dialogue between students and teachers about their learning.
- Providing students with a sense of achievement and encouraging them to take pride in their work.

3. Marking, Assessment & feedback approaches

3.1 Target Setting and Target Levels

All books or folders should have the grading criteria and the students target level or grade clearly written on the target sticker on the outside cover. This target level/grade should be regularly discussed with students and should be the reference point for conversations about students' learning and progress.

3.2 Live Marking & Sample Assessment

This will take place following or during each lesson. Teachers check, acknowledge and sample students' presentation, progress and understanding during and after each lesson taught. This forms the basis of effective lesson planning. Live marking will take place in most lesson with teachers circulating to support & intervene with students by providing them with specific feedback on what they are currently learning. The minimum expectation for the sample is to initial in red pen a sample of

students' books each lesson. This may indicate verbal feedback given during the lesson or acknowledge that a book was looked at in the sample after the lesson. Teachers ensure that **all** students' books are sampled, checked and acknowledged at least once in a half term.

3.3 Written Feedback

All students, across all key stages and attainment ranges, receive detailed written feedback at least once per half term as a minimum expectation in all subjects in response to formal assessment (section 4). Detailed feedback will clearly identify the strengths and areas for improvement that students will be expected to act upon in green pen. Written feedback will indicate a level or grade and will be clear of the success criteria or assessment objectives and make reference to each students' target level or grade. Time will be planned for students to respond to teacher feedback. This may be time within the lesson or as a structured homework task.

3.4 Verbal Feedback (VF)

This is the most frequent form of feedback and should take place in vast majority of lessons. This type of feedback has immediacy and relevance as it leads to direct student action in the lesson. Students may write a summary of feedback given. Students should respond to verbal feedback and make improvements in green pen where appropriate. At times this feedback may be given to the whole class after the teacher have summarised common/repeat misunderstanding. Where possible this should be targeted with students told which aspect of the feedback applies to them.

3.5 Peer Assessment (PA)

Peer feedback will be planned to take place at appropriate points within the lesson/ curriculum. Effective peer feedback is structured and modelled by the teacher to equip students with clear success criteria to mark, assess and feedback on the work of their peers. Students should use their green pen and initial the marking and feedback to show that this was completed by a peer.

3.6 Self-Assessment (SA)

Self-Assessment and feedback should take place frequently and will be planned to feature often in lessons. Students will be provided with explicit and clear criteria to identify specific improvements that improve their learning. Students will take ownership of their learning by frequently identify their own targets and areas for improvement. These should be recorded in students' books in green pen.

4. Formal Assessment

Following the whole school assessment calendar, teachers are responsible for the marking and feedback of formal assessment under examination conditions. This work must be returned promptly to students and will inform the current grades reported to parents.

- Students' work for external examinations should be marked using the marking criteria of the examinations
- Internal moderation may be needed to produce consistent standards between different teachers

“At its heart marking is an interaction between teacher and pupil; a way of acknowledging pupils work, checking the outcomes and making decisions about what teachers and pupils need to do next with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”
(Report of the Independent Teacher Workload Review Group)

4.1 Marking using the feedback stamp:

All teachers are provided with a marking stamp divided into 3 sections to promote consistency and to assist with SMART marking. All sections of the stamp should be completed as follows:

Attainment:

In this section there should be something relating to attainment. For example the grade for a piece of work, a percentage or mark given to an assessed piece, band level exam question etc. We encourage the use of fine grading (+ = -) to give students an accurate reflection of their progress and relative performance and this can be used periodically where a numerical value is not appropriate.

Effort:

Please give an effort sign

(+) the student has clearly tried very hard – effort is **good or better**

(=) the student has tried quite hard, but there is room for improvement

(-) the student needs to put more effort into their work; work may have been rushed – effort **requires improvement** if they are to reach their target grade.

Presentation:

Please give a presentation sign. These expectations should take into account any specific need for example dysgraphia

(+) the student has clearly tried very hard – presentation is **good or better**

(=) the student has tried quite hard, but there is room for improvement

(-) presentation **requires improvement** please give the student instructions to improve and check that these have been followed up by the student.

4.2 Marking for Literacy:

The development of literacy skills is a key aspect of our marking policy. Teachers should use the marking for literacy code as they mark. Students must act upon this marking, and this should be routinely insisted upon by teachers. For example spelling errors should be identified using the marking for literacy code. The student should write the correct spelling three times. For some students help may be given for finding spellings, but over the long term we wish to encourage greater independence. Capitalisation or punctuation errors should be identified and students should go back through their work and correct these. All literacy corrections should be done by students using a green pen so that teachers can easily identify this in their work.

4.3 Marking to promote student progress

After marking a piece of work, teachers should give two comments. The first identifies success or progress. This is a 'WOW' comment and should identify something you are pleased with. Comments should be brief e.g. WOW – great adjectives.

The second comment should identify the next steps a student needs to take in order for them to make further progress. This is a 'NOW' comment where a specific action should be set and students will be expected to respond to this. The NOW comments should be:

- identified at a relevant point in the student's work, or after the marking stamp.
- subject specific and not relate to effort or presentation as these are covered through the stamp – staff do not need to write anything further in relation to presentation or effort.
- Written comments should be SMART partly to take account of staff workloads, but particularly to provide clarity for students.
- Subject areas could develop banks of sample comments to help share good practice.

5. Student response to marking and feedback

Students should be encouraged to recognise that marking, assessment and feedback is not something done to them, but instead should be seen as a two-way process and their involvement in this process is crucial to their success. Ensure the students follow up on marking. Opportunities should be built in to carry out their

'NOW' comments, correct literacy errors identified in marking and act upon the presentation code. This should be done during specific improvement time which will be referred to in school as 'Make A Difference' (MAD). Student reflection and improvement should therefore be a routine part of the cycle of teaching, marking and planning. On occasions this may be set as part of homework. The key is that students must respond and this should be evident in their books. Students should do this in green pen so their improvements and response to marking is clear.

Examples of MAD will be collected and good practice shared within and across subjects. MAD comments should be written by students in green pen.

Marking for Progress and Literacy

| Marking Code | Literacy Element to be Corrected | Required Action by the Teacher | Required Action by the Student |
|---------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓ | Correct | To mark work that is correct | Read and reflect during MAD time |
| ✓✓ | Very good | To mark work that exceeds | Read and reflect during MAD time |
| x | Incorrect | To mark work that is incorrect | Read, reflect and correct during MAD time |
| SPX3 | Incorrect spelling | Write the code above the word that is incorrect. If appropriate write the correct spelling x3 at the bottom of the work | Write the correct spelling three times, underneath your teacher's writing, or at the bottom of the page if you are finding the spelling yourself using your green pen |
| // | Start a new paragraph | Write the code in the margin to show that paragraphs are missing from the work | Re-write the work using the green pen, ensuring that you now use a paragraph |
| ^ | Missed something out | Write the code where the letter or punctuation has been left out | Insert the appropriate letter or punctuation |
| ? | Sentence doesn't make sense | Write the code above or next to the sentence that does not make sense | Re-write the sentence, making sure it now makes complete sense |
| Ⓟ | Incorrect or missing punctuation | Write the code above the punctuation that is missing or incorrect | Insert the correct punctuation using your green pen |
| Ⓒ | Incorrect or missing capital letter | Circle the letter that has an incorrect or missing capital letter | Insert the correct use of the capital letter |
| WOW | | Identifying something that you are pleased with | To be given time to acknowledge the comments |
| NOW | | Setting the student specific actions | The student should respond to the set actions |
| MAD | Make a Difference | To make time during the POS to reflect and respond to progress marking | The student has the time to respond to progress marking in green pen that supports learning. |

Presentation of work

Basic Expectations of Students

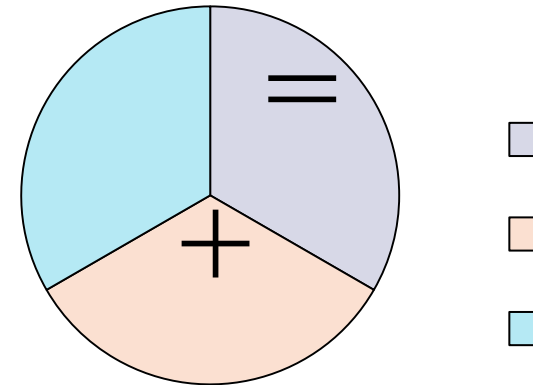


Students must:

- Write a title and the date in full
- Underline all headings using a ruler
- Use black/blue ink for most writing
- Draw tables/diagrams in pencil using a ruler □ Cross out mistakes using one straight line.
- Use Purple pen for peer assessment

The marking stamp

Meanings and response



Effort Attainment

Presentation

- Green Pen for self-assessment

Students must not:

- Graffiti on or in their books. This will be dealt with appropriately by the teacher and by the department.

Presentation is graded on:

+ (above target),

= (on target) or

- (below target) If you receive a – (below target) by your teacher then you must take the appropriate action set by the teacher so that it improves.

The attainment mark could be a grade, a test score, percentage or band.

Effort is graded on + (above target), = (on target) or - (below target) will apply.

You will be given a:

WOW comment – something that you have done well.

NOW comment – the staff member will inform you to do something that will support progress.

MAD Time – Is the time given to you in class to respond to marking and support with progress.

Marking and Assessment - Roles and Responsibilities

| Role | Responsibility |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher | <ul style="list-style-type: none"> • Ensure work is marked in line with school policy • To share good practice of book marking in meetings • To record assessment data in SIMS. |
| Head of Curriculum | <ul style="list-style-type: none"> • Ensure staff mark in line with the school policy • are responsible for monitoring the quality of marking in their curriculum area and should take necessary steps to deal with issues of underperformance • Check marking of books on a regular basis • Ensure there is a coherent and consistent approach to identifying learning milestones and identify key tasks to be marked in detail • Marking is planned over an extended period of time so that a clear evaluation of the student's strengths and weaknesses can be given • Planned opportunities are created each term to moderate key assessment activities to ensure consistency • To ensure that the Curriculum area has a data base to track student progress for all year groups. |
| HLTA's/TA's | <ul style="list-style-type: none"> □ To read through the comments written by the teachers in order to guide any students they are working with in the class |
| Leadership Team | <ul style="list-style-type: none"> • Devise and implement a programme to monitor the implementation of the School Self Review process • Ensure Curriculum Leaders are carrying out their roles in relation to monitoring and marking |
| Students | <ul style="list-style-type: none"> • Read all comments by teachers and complete tasks set • Respond positively to comments written by teachers and make improvements • Under guidance from teachers, sometimes mark their own or another student's book using green pen • Put their best effort into book work • Catch up on work after absence • Keep high standards of presentation in book work |
| Parents | <ul style="list-style-type: none"> • To read through the comments written by teachers regularly • To engage in dialogue via planners and books with the school where appropriate • To support the school in checking that students are organising their book work |
| Governors | <ul style="list-style-type: none"> • To agree to the school's Marking Policy • To listen to feedback on the implementation of the new policy |

