Salendine Nook High School

Marking & Feedback Policy (Non-statutory)

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Rationale

It is vital to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. Incisive feedback enables students to become reflective, independent learners and supports them in closing the gaps in their learning between what they can currently do and what we would like them to be able to do in relation to their aspirational target grades. It is also essential for their exercise books to become a learning journal for students to reflect on during revision and build on during lessons.

The following document outlines the importance of precise, informative feedback to our learners and also exemplifies manageability for teaching staff.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be accessible to students and manageable for teachers
- relate to the learning intention, success criteria and comment in relation to previous attainment
- give recognition and praise for achievement and clear strategies for improvement
- allow designated time for students to read, reflect and respond to marking
- inform future planning and group target setting
- use consistent strategies and codes across the school to inform students of how to improve
- be seen by students as a positive approach to improving their learning
- Reinforce high standards of presentation and quality of work.

Good feedback and marking occurs when it is:

- clearly related to the intentions and success criteria of the lesson
- linked to their target grade and current working grade.
- provided in a variety of ways that are meaningful and accessible for the <u>individual</u> child
- used by the teacher and learner to inform future planning
- positive and constructive, with appropriate praise given
- Encouraging the student to reflect on misconceptions and consistently embed improvement of their skills and knowledge.

Approaches to Marking:

How do we mark students' work?

Teachers mark all students' work in red ink. The student completes any improvement peer or self-assessment in green.

The frequency of marking students' work should be proportionate to the number of lessons a staff member has with the student. Peer and self-assessment should occur in some form every lesson or over a short sequence of lessons. Time should always be built into lessons for students to use 'Learning Intentions' and 'Success Criteria' to establish the level of achievement and progress they have secured for the lesson (or short sequence of lessons).

In KS3, all staff in English, Mathematics and Science must mark at least one key pieces of work per fortnight in depth. Subjects with fewer periods such as Humanities and Languages should deep mark one piece at least every three weeks. Subjects with the fewest periods should deep mark one piece per half term (as distinctly separate from assessments).

At KS4 all staff should deep mark one piece per fortnight.

This should be complimented with self and peer assessment using clear criteria against which to check the work.

Compliance marking (simple checking) by staff should also be used as appropriate to reinforce the presentation standards printed in the front of the exercise books and to check that work has not been left incomplete.

SNHS advocates using a range of strategies to make marking manageable for staff and productive for students. The range of feedback strategies used are outlined below and each Department in the school can decide how most effectively feedback should be given, using these strategies. (This list is not exhaustive.)

Formative marking strategies used to close gaps in learning and make marking/feedback and assessment manageable for staff.

A tick and an initial - this might be used when there has been a large amount of teacher input in the lesson for example through modelling answers or where oral feedback was given.

Self- assessment - students are encouraged to self-evaluate and reflect by identifying their own successes and looking for an improvement point. This is done using success criteria shared with the students. All self-assessment must be completed in green pen.

Peer assessment – the marking process is modelled with the class and students can mark work in pairs or the work of a partner. This allows them to develop their own critical capacity. All peer-assessment must be completed in green pen.

Grade only marking – teachers award the numerical grade to the piece of work and then, using success criteria, students formulate their own comments to act on.

Stickers – a range of stickers are used with prescribed tasks to support students in identifying gaps in understanding.

DIRT - Making 'Perfect' - Purple Pen/Task– when marking a set response, the class teacher will complete a DIRT assessment task for the whole class with common areas of misconceptions and any students who need to take specific actions. This is shared with the class as a whole and misconceptions are addressed with the whole class. These tasks can be photocopied and stuck into exercise books to support students to improve their work. The improvement work should be completed in Purple Pen with the aim to make their answer 'perfect'. The use of WAGOLL and WABOLL should be used as part of this training exercise.

Oral Feedback - It is important for students to have oral feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and success criteria and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning. Students can write any comments made by the teacher next to their work in green pen to help them remember any important points.

Video capture – This may be most useful in practical subjects where clips of the lesson are filmed on a school device and referred to in relation to the success criteria for the lesson.

Literacy issues

Spellings and English usage should be corrected in a way which is appropriate to the needs of the student. It might, for example, be best to focus only on spelling of subject specific terms. Also it may be appropriate to correct basic punctuation and grammar errors. Common spelling mistakes should be noted and students should write the correct spelling in their books.

In Depth – 'Quality' Marking

Teachers should focus first and foremost on the learning intention of the task set. The emphasis being on successes against the learning intention and then will highlight the improvement needs.

When marking in- depth, teachers should:

1. Read the entire piece of work.

2. Highlight examples of where the student has met the learning intention.

3. Highlight areas of the work which could be improved.

4. Provide focused summative comments and questions, which should help the student to 'close the gap' between what they have achieved and what they could have achieved.

5. Work should be awarded a grade.

6. Always allow for the work to be improved using the feedback given by the teacher.

How will students respond to the summative comments and questions given by teachers?

To ensure that marking is supporting students to make at least expected progress, all students should act on the feedback given to their work. This reflection and improvement should be completed in a way that is most efficient to the subject area (details on this can be found in department marking policies). The methods of response and improvement to feedback by the student will help exemplify the progress they have made, as a result of the feedback given.

Summative Feedback

At the end of a half term students will complete a standardised assessment for that topic of work. This assessment must be awarded a grade in-line with the mark scheme for the assessment. It is up to the departments to decide how they mark the summative assessment and feedback the outcomes to the students. (This will be outlined in departmental marking polices)