Introduction

Policy statement

This is guidance is to support academies and sets out some key principles that can and should be reflected in all academies policies and practices.

ATT believes that **all** Academies should have a marking and feedback policy and that the core principle of that policy should reflect that marking and feedback is to support the achievement of learners.

ATT is clear that marking and feedback represents an important dimension of effective teaching practice. Marking and feedback:

- ensures that teachers and parents understand where pupils are with their learning and what they need to do to improve further;
- informs interventions to make sure that pupils' progress is on track; and
- supports pupils' evaluation of their own learning.

When marking and giving feedback, all teachers should keep in mind a core set of goals   The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's abilities and goals
- The areas a pupil can improve
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding giving grades for every piece of work

Mildenhall College
A C A D E M Y

Academy
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Working together; supporting individuals

ATT fully supports the findings on marking and feedback of the Independent Teacher Workload Review Group established by the Secretary of State. The Review Group was tasked with assessing the contribution made by marking to excessive and unnecessary teacher workload. The Review Group's report sets out steps that should be taken in schools to tackle marking-related workload burdens in ways that recognise how feedback can be used effectively to support pupil progress and achievement. All Marking and Feedback policies should reflect the advice given in this report.

Checking, Marking and Feedback Policy

Adoption Date: July 2015

Last Reviewed: July 2018

Next Review: July 2021

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Teaching and Learning Policy
- Communication, Reading and Writing (Literacy) Policy
- Assessment, Recording and Reporting Policy
- Homework Policy
- SEND Policy
- Rewards and Sanctions Policy

Mildenhall College Academy Checking and Marking Policy

Teachers provide students with incisive feedback, in line with the academy's assessment policy about what students can do well and what they can do to improve their knowledge, understanding and skills.

Feedback is defined as:

- Written formative feedback in response to a student's work
- Verbal feedback that has a corrective/formative effect

Marking is defined as:

- Identifying errors in spelling, punctuation and grammar
- Clearly indicating whether or not an answer is right or wrong

Checking is defined as:

- Ticking work and/or writing something like 'good' next to a piece of work.
- Checking is not formative in nature and only serves to recognise that a student has done the required work

The Importance of Marking and Feedback

Feedback is an essential component of good (or better) teaching. Much research has been done into the importance and value of effective feedback in raising standards.

Teaching is Outstanding when:

'Marking and constructive feedback from teachers and students are frequent and of a consistently high quality, which enable students to understand how to improve their work, encouraging high levels of engagement and interest.'

It is Good when:

'Teachers assess students' progress regularly and accurately and discuss assessments with them so that students know how well they have done and what they need to do to improve.

'Teachers give students feedback in line with the academy's assessment policy. Students use this feedback well and they know what they need to do to improve.'

The Role of Effective Marking and Feedback

Effective marking and feedback fulfils a number of roles. It:

- Creates an opportunity for teachers to praise and encourage students and so raise their self-esteem and resilience.
- Motivates students to want to produce high quality work and make progress and shows students that we value their work.
- Demonstrates to students through the checking of homework and the completion of class work that we have high expectations of them. In doing this it supports the academy's behaviour policy.
- Strengthens and develops literacy skills through the systematic correction of spelling, punctuation and grammatical errors
- Enables teachers to assess students' understanding and so more effectively plan next lessons.

- Enables quick intervention in the form of corrections for misunderstandings with regard to key content.
- Provides an opportunity for personalised dialogue between a student and their teacher that leads to targeted advice as how they can best improve their conceptual understanding of a subject area.
- Acts as a written record of a student's targets so that they can refer back to it at a future point.
- Enables parents to see what areas their child needs to focus on and communicates to parents that the academy is rigorous in its assessment of students' learning.

Good marking occurs when it:

- Is positive and constructive, with appropriate praise given
- Makes sense to the individual student; this includes being clearly and legibly written
- Is accompanied by a grade that is appropriate to the key stage (it should be noted, however, that it is not always appropriate or necessary to grade every piece of work)
- Is used to inform future action by either the teacher or the student
- Is a vehicle for a dialogue between teacher and student
- Is revisited prior to the next piece of work, reminding students of their targets
- Addresses the literacy needs of the student

Effective Feedback occurs when:

- It is clearly related to the learning objectives and assessment criteria
- It focuses on the challenging tasks or goals (not the easy ones)
- It is given sparingly and is meaningful
- It identifies what is right as well as what is wrong
- It is as specific as possible
- It compares what has been done right this time with what was done incorrectly last time
- It is encouraging and does not threaten a student's self-esteem
- Students have time to respond to the feedback in a future lesson.

<u>**Marking Policy**</u>

<u>Checking and Marking is to be done in red pen.</u>

Expectations of Checking:

It is not necessary or effective to mark or give feedback on every piece of work in detail. Often, a check is all that is required. Checking of work simply indicates that work has been seen. It can sometimes be done as you move around the room through a simple tick. Its principle purpose is:

- to show you are aware of the quality of work
- to challenge incomplete or untidy work
- to record an occasional comment to recognise outstanding effort
- to correct on occasion a commonly misspelled subject specific word and/or grammatical and punctuation errors
- to identify students who may need more help or challenge.

Checking should be undertaken as soon after a lesson as possible (assuming that it is not done in the lesson) and should be indicated with a tick. Checking may sometimes be done in the classroom with the child or a group, so that dialogue can take place and areas of difficulty be promptly dealt with. It may also be appropriate to use peer and self-assessment as a checking mechanism. Where work is incomplete staff should follow up. This might be indicated by a comment like 'see me'. Staff should note where children are missing lesson notes/work instruction to obtain such notes should be given and again should be followed up to ensure compliance. TAs should be encouraged to help with the checking process. **At a minimum, all students should have their work checked at least once every two - three weeks.**

Expectations of Marking and Feedback:

Marking is by definition more detailed than checking and is formative in nature. Therefore marking should follow more complex and extended tasks where, for example, students are required to give longer answers, to work more independently and/or apply their skills rather than simply recording information or answering comprehension type questions. **Formative feedback (verbal or written) should be provided on at least two pieces of work per half term in the longer half terms and on at least one piece in the shorter half terms.** The length and nature of these pieces of work is for individual subject areas to determine. They might also include homework tasks.

Marking and feedback will probably be more intensive for Sixth Form than for lower academy students. Faculty teams will therefore need to consider whether these expectations are adequate to meet the needs of Year 12 and 13 students and will need to adjust their approach accordingly. **It is likely that formative feedback will be given on at least one piece of work every two weeks.**

The format that formative feedback should take is as follows:
- Mark/Grade: (As appropriate)
- Strengths: (What the student has done well)
- Target: (What the student needs to do to improve and how)

Process Praise
Ideally, the identified strengths should outnumber the targets – a ratio of 3 to 1 is the ideal, though this is not always possible. This addresses the sensitivity some students feel when given constructive advice and helps to build their self-esteem and resilience. It should be clear through the praise given what the student has done well and the impact this has had on their progress/work. 'Targets' should be actionable and related to specific skills (SPAG/Content related) that are linked to assessment criteria. **They should *not* be related to presentation,**

behaviour or completion of work. Guidance about how to improve in other areas such as presentation, behaviour or completion of work should be given verbally as these do not form part of the assessment criteria.

Verbal Feedback
Where verbal feedback is the most effective medium for assessment, teachers should mark the piece of work with a 'V', followed by the date once the verbal feedback has been given. Alternatively teachers may choose to use a 'verbal feedback' stamp. It is good practice for students to keep a record of any verbal targets either within their work or on a separate tracking sheet to ensure that they can a) recall and action them and b) demonstrate to the teacher that they have met them.

Selective self-marking by students and peer-assessment is acceptable and even desirable in terms of strengthening understanding. Students should be encouraged to evaluate their own and other's achievements against the learning objectives, in verbal or written form. Where possible and relevant, mark schemes should be shared and/or co-constructed with students to ensure that they internalise the success criteria they are looking for. Where this happens, students should use the same format as is outlined above. This should be completed in green pen.

The teacher should check the accuracy of self and peer-marking afterwards and where appropriate make a written acknowledgement to this effect. Where self-assessment is incorrect, the teacher should act as a moderator and provide a comment to the student (and if discussion between students is allowed) to their marker.

There may be times when it is appropriate for a TA to annotate work. This may be particularly appropriate with regard to encouraging and developing students' communication, reading and writing (literacy).

DIRT (Direct Impact Reflection Time)
Time must be built into lessons or homework tasks to action the next steps given by the teacher.
When students' assessed work is returned they should be given time to respond to the teacher's comments. **All responses should be written in green pen by the students so that their responses to the marking can be clearly seen and located when looking back through their work.**

Tasks might include:
- doing any corrections
- answering any questions/new challenges posed by the teacher
- finishing an incomplete task
- re-writing a key paragraph or sentence to show that they are acting on the targets and comments from their teacher
- attempting a closing the gap task (identifying what needs to be done on one identified issue to secure or move to the next level)

Verbal Reasoning
Within lessons students should be given the opportunity to reflect on their learning and to consider what they have studied from an alternative view point. Through highly effective questioning the teacher should seek to extend and challenge the student to consider other possibilities and to develop their own ideas and opinions. This should involve pair, group and class discussion followed by recording of ideas in their work. Students will engage in this DIRT activity in every subject at least once a week and ideally in every lesson.

Communication, Reading and Writing (Literacy)

All teaching staff and TAs have a responsibility to reinforce and develop students' levels of literacy. When marking, attention should be paid to the basic level of literacy of a students' work and

corrections made if needed. Where made, corrections should be targeted - i.e. to a particular paragraph or to a repeated mistake – rather than attempt to correct every error in the work. Trying to do anything other than selective correction risks demoralising the student.

Effective ways of supporting literacy are:

- Ensuring that capital letters are used at the start of sentences and full stops at their end.
- Ensuring that basic punctuation in the form of commas, apostrophes, speech marks, quotation marks, ellipsis, colons and semi-colons are used correctly.
- Correcting spelling errors in subject specific vocabulary.
- Identifying for correction a limited number of words (e.g. high frequency or homonyms) through underlining them and writing them out in the margin, or by circling them, if it is intended that the child will self-correct. Only highlight the first time a word is spelt incorrectly in a piece of work.
- Correcting spellings using the LOOK COVER (SAY) WRITE CHECK method.
- Modelling/correcting students' paragraphing in written work. Weaknesses in this area are one of the main reasons for underachievement in English.

N.B: Marking/target setting should not be overly focused on spelling and presentation. Targets should be set on key areas for skills development, e.g. purpose and structuring in a piece of writing.

Marking Codes:

The following correction code should be used when marking students' work for literacy:

1. Spelling mistakes should be underlined and 'SP' written in the margin. Unfamiliar and difficult words may be spelt out for students.

2. Punctuation mistakes should be circled and the student asked to identify what is wrong.

3. Inappropriate abbreviations should be circled and the student asked to identify what is wrong.

4. The symbol *//* should be used to indicate where a new paragraph is required.

5. A line through should be used to show there is repetition or a word not needed.

6. The symbol ^ should be used where a word is missed, ^ ^ where more than a word is missed.

7. ~—--— (a wavy line) should be used where there is a grammatical error and a question mark placed in the margin.

Literacy is not, however, just about spelling and punctuation. Other methods can be used to support the development of literacy skills when marking both written and oral pieces. These include:

- Encouraging students to 'have a go' and not be restricted by the need to spell all words correctly at the drafting stage of a piece of writing, which inhibits the creative process. This will help develop their vocabulary.
- Encouraging students to use subject specific vocabulary and to be precise in what they are saying when they are answering questions in class, describing their work or delivering presentations.
- Encouraging students to read out loud in lessons where appropriate. Staff should correct mispronunciations and help if students stumble on their words, though this should be done in such a way as to be supportive of the student and take into account their emotional sensitivity

Presentation of Written Work

Staff must ensure consistency in the way students present their work by following the code outlined below:

When setting out written work students must:

- Write using only blue or black ink

- Write the date e.g. Thursday 19th July 2018 or 19.07.2018

- Title every piece using appropriate initial capital letters e.g. The Owl and the Pussycat

- **Underline the title and date using a ruler**

- Label each piece of homework (H/W)

- Use a pencil and ruler to draw diagrams, graphs, maps etc.

- Cross out mistakes using a single line

- Not use Tippex or other forms of correction.

Student 'friendly' versions of the marking and presentation policies should be displayed in classrooms.

Responsibilities

It is the responsibility of all classroom teachers:

- To ensure that all class work and homework is marked regularly according to the academy's Checking and Marking Policy.
- To ensure that subject specific targets are recorded on subject tracking sheets and in students' planners.
- To ensure that when marking takes place any unfinished student work is subsequently completed.
- To keep a record of marks and assessments achieved in accordance with the agreed procedures within the faculty.
- To explain the marking and assessment grading systems to the students.
- To ensure that assessment information informs further curriculum planning.

It is the responsibility of the Faculty Leader/Subject Leader and their senior leadership team line managers:

- To ensure that all members of staff within their team mark students' work in compliance with the academy's Checking and Marking Policy through work scrutiny, student perception interviews and lesson observations
- To ensure that students' targets are recorded on faculty tracking sheets.
- To intervene with and challenge team members that are not following the above requirements
- To quality assure the accuracy of assessment and the advice being given to students through the use of moderation in faculty training time and/or any other time they deem is appropriate and useful

- To create a portfolio of exemplar marking to use in training/moderation/induction activities within the faculty
- To seek assistance from their line managers if any of the above is unclear and/or issues that limit the successful implementation of this policy persist