

Marking and Feedback Policy



Formby High School
Determined To Achieve

Policy Approved:
Policy Reviewed:
Scheduled Review:

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Rationale and Policy Aims

Marking students' work and providing feedback is considered an essential part of a teacher's role to support students in making sustained progress. It is identified in the Teachers' Standards as a statutory requirement for teachers to provide students with *'regular feedback ... through accurate marking'*. Furthermore, Ofsted recognise teachers providing students with *'incisive feedback'* that demonstrates to them what they can do to *'improve their knowledge, understanding and skills'* and students using this feedback *'effectively'* as outstanding practice (School Inspection Handbook, August 2016).

As recognised by the Independent Teacher Workload Review Group (2016), marking students' work and providing feedback should be *'driven by professional judgement and be meaningful, manageable and motivating'*.

This policy aims to establish a clear framework for marking students' work and providing feedback at Formby High School, setting out the aims of marking and providing feedback, the frequency with which it will occur and the ways in which feedback will be provided.

Policy Statements

- Teachers will use their professional judgement to determine the most effective methods to feedback to students.
- All marking that takes place should be for the purpose of providing feedback that enables students to improve and progress.
- Marking will be used to assess students' progress and feedback will be incisive, identifying strengths and specific areas for improvement.
- Written feedback is sharply focused, subject specific and appropriate to the ability of the student.
- Where deep marking occurs students can expect to receive detailed feedback.
- Students will be expected to reflect and act upon the feedback they receive.
- Students can expect to receive both written and verbal feedback (individual, small group or whole class). Where students receive verbal feedback, they should make a written note of the feedback they receive.
- Not every piece of work will be marked. The assessment tasks and homework that are identified for marking will be returned to students in a timely fashion.
- When students receive feedback, there is an expectation that they will reflect and act upon the feedback during **ROAR time (Reflect on and Respond)**. Examples (but not an exhaustive list) of student response tasks include:
 - Redrafting / improving a part of or all of the original task
 - Responding to an extension / challenge question
 - Completing an additional activity that reinforces or extends understanding
 - Repeating a process or applying a concept to another situation
 - Addressing a misconception
- Written feedback should be legible and take account of students' literacy skills
- Marking will focus on developing students' literacy skills through the use of the Marking Codes.
- Self and peer marking and feedback are effective strategies that may be meaningfully planned by teachers.
- Providing students with the success criteria and the criteria on which a piece of work will be marked will support them to take responsibility for their own learning.

Frequency of Marking

In order for marking to be effective it will be used to regularly assess the progress a student is making. In all subjects and across all key stages, students can expect to receive detailed and incisive feedback from their teachers on **at least two occasions each half term**. The only exceptions to this will be the subjects at Key Stage Three that are allocated one period of teaching per week (RAVE, Art, Design Technology, Cooking and Nutrition, Music, Dance and Drama). This may be feedback on an assessment completed during a lesson, a homework task or a more summative examination.

Other work completed by students will be checked by the teacher for completion and standards of presentation but will not be subject to deep marking.

Responsibilities

Class Teachers

- Mark and provide feedback in line with this policy and Curriculum Area marking procedures.
- Regularly and routinely provide incisive written and/or verbal feedback.
- Use marking for both formative and summative assessment purposes
- Mark regularly and return work to students within a reasonable period of time.
- Mark in a different coloured pen to that used by the student.
- Use written and verbal feedback to provide clear guidance to students on how to progress.
- Plan, as appropriate, opportunities for peer and self-assessment, ensuring relevant criteria are provided to students.
- Encourage students to record verbal feedback.
- Provide legible written feedback, appropriate to the ability of the student.
- Identify meaningful reflection tasks for students to complete and provide opportunities within your lessons for students to ROAR using their purple pen.
- Acknowledge completion of reflection tasks and address any individual issues that may emerge from this process with students.
- Record marks awarded appropriately.

Curriculum and Subject Leaders

- Ensure that an appropriate Curriculum Area Marking Procedure, outlining the marking and feedback approach to be used across the Curriculum / Subject Area (for example, STAR, WWW/EBI).
- Monitor the application of the Marking and Feedback Policy to ensure it is consistently and rigorously applied by carrying out a planned programme of work scrutiny and lesson observations, and regular reviews of exercise books, with particularly focus on any under-performing cohorts.
- Provide opportunities for teachers within the Curriculum Area to discuss marking and feedback, and share best practice.
- Ensure that where less effective marking is identified the necessary support is provided to the teacher to enable him/her to improve practice.

School Leadership Team

- Ensure compliance with the school's Marking and Feedback Policy across all Curriculum Areas and address concerns with the Curriculum / Subject Leader where they may exist.
- Monitor the quality and effectiveness of marking and feedback through a planned programme of work scrutiny and lesson observations, with particularly focus on any under-performing cohorts.

- Develop excellent practice and consistency across all subjects through line management of Curriculum Areas.
- Identify and share examples of best practice for marking and feedback.

Students

- Ensure they have a purple pen for all lessons.
- Carefully read written feedback or listen to verbal feedback provided by their teachers, and reflect thoughtfully and act upon it.
- Seek to improve work prior to submission by proof reading and identifying areas for improvement.
- Present work in accordance with the school's presentation of work guidelines.

Governing Body

- Monitor the implementation this policy and review it on a regular basis.

Curriculum Area Marking Procedures

Each Subject Area will develop its own procedures as an annexe to this policy, outlining the agreed approach to marking and feedback within the subject.

Appendix One – Presentation of Work Expectations

PRESENTATION OF WRITTEN WORK

Begin each piece of work with:

- The date, title and classwork (C/W) or homework (H/W).
- Headings should be underlined using a ruler.
- If appropriate, write the numbers of questions at the left hand side of the page.
- Rule a line after each completed piece of work, leaving space for a teacher comment, but do not waste any space before starting a new piece of work.
- Always write in blue or black ink. Pencil may be appropriate for some emerging writers.
- When new paragraphs are started in written work, they should be indented.
- Complete work with care and attention to detail at all times.
- Deletions should be made by one single line crossing through the word.
- Omissions should be indicated with an inverted “v”:

left

The child ^ his bag.

- Write fluently and legibly, using the neatest possible handwriting.
- Follow specific requirements for the layout of aspects of your work from subject teachers.

PRESENTATION OF DIAGRAMS AND ILLUSTRATIONS

- Draw diagrams in pencil and label in pen unless specified.
- A ruler and pencil should be used to draw all straight lines, including labelling lines.
- Colouring using coloured pencils should be used as appropriate, but do not allow it to detract from your learning, and the use of felt pens is to be avoided.

GRAFFITI

- Exercise books and planners must be free of graffiti and doodles.

USE OF INFORMATION TECHNOLOGY

Work should be spaced in line with the current RSA specifications for punctuation and paragraph layout. This means:

- After a full stop there should be two spaces left before starting a new sentence
- After a comma, or other punctuation, there should be a single space left
- Paragraphs should not be indented but set to the left hand margin
- At the end of a paragraph the return key should be pressed twice to ensure a blank line is left before starting the next paragraph

Appendix Two – Marking Codes

<h1>MARKING CODES</h1> 	
CODE	Explanation
 sp	Correct this spelling in the space provided.
	Add in missing punctuation mark.
//	Add in paragraphs to your writing.
exp	Your expression is a bit clumsy and awkward.
CL	Capital letter should have been used. Add these in.
 v	Use a better vocabulary choice in the space provided.
?	Meaning is unclear.
^	Add in missing word or letter.
SS	Your need to look over your sentences.
✓✓	Indicates an excellent section of work or a well written phrase.