

JWA Marking and Feedback Policy

Rationale

Marking is one of the most crucial forms of assessment. It is when we can best demonstrate to students that we value their effort, when we can judge our own effectiveness in terms of teaching methodology and when we can make strategic decisions about the next steps students need to make in order to progress further.

Most important of all, it is an opportunity to have an individual and personalised dialogue with every student regarding their progress.

- **Marking** is an important form of feedback
- **Feedback** is a core component of assessment for learning
- **Assessment for learning** is a core component of personalised learning
- **Personalised learning** is a core component of **accelerating individual progress**

Key Principles:

- To ensure a consistent approach to marking and feedback across the curriculum which students, staff and parents will find constructive, helpful and easy to understand
- To make marking and feedback criteria explicit and share these criteria and their application with staff, students and parents
- To support the development of literacy skills across the curriculum in order to raise attainment
- To involve students in the marking process through self and peer-assessment
- To empower students by making them more effective communicators
- To provide students with regular, prompt, personalised feedback and targets for improvement, to which they will respond
- To provide an evidence base of personal progress over time

Marking Strategy (Formative marking)

Quality teacher marking – ‘two strengths and a target’

At regular intervals (see below) it is necessary to set a piece of work which allows students to demonstrate their progress towards their targets and affords teachers the opportunity to comment upon strengths and personalise feedback. This does not have to be a lengthy piece of work, nor should ALL quality marking be a summative test, but the work will be highly appropriate for identifying strengths and areas for development.

Quality marking will use the “two strengths and a target” framework and will be set out at the end of the piece of marked work as follows:

- **S- ‘Strength’**: a positive comment which relates to the learning objectives/success criteria
- **S – ‘Strength’** : a second positive comment which relates to the learning objective / success criteria
- **T – ‘Target’**: a **minimum** of one area where the success criteria was not met / or a suggestion /question to encourage further thinking. This should be set as a **question**.

An **attainment grade**, relating to the success criteria, will be given for KS4 students.

Every time a piece of work is given an SST quality mark, it must be given one of the following codes. This applies to **all year groups**

A	Above target with this marked piece of work
O	On target with this marked piece of work
B	Below target with this piece of work

Two targets to be given to those students who are below target for that piece of work

SST – this will offer these students the opportunity to reflect and give more detail to their answers. Support and time should be given to these students to allow them to answer the target questions in depth and effectively.

Agreed minimum frequency of Quality Marking (SST).

Work should be quality marked a **minimum of twice per half term and once per half term if that class is only taught once per week**, to fall in line with the Academy QA Marking and feedback cycle. Professional judgement must be used and it may be deemed necessary to carry out further SST marking for students or classes who need further support.

Students must be given **sufficient time to respond** thoroughly to the target/suggestion/question in **GREEN** ink, after which the teacher may re-grade to enable the student to see progress towards targets. Key spelling mistakes/subject-specific terminology will be written out **three times** and learnt.

The teacher must ensure that the response is checked/marked and further feedback given if necessary.

It is this information, supported by other forms of assessment, which will help to inform data as per The Academy data cycle.

Work completed between SST work.

This work **must be** lightly checked and acknowledged in **red pen**. Spelling errors and grammatical errors to be highlighted. It is important to highlight issues with key words and within titles and judgement used as to whether this is applied to the first paragraph only so that low ability students are not discouraged. It may also be appropriate to write out the misspelt word to support less able students. Glaring subject specific errors/misconceptions must also be addressed.

Quality marking by students -Peer and self-assessment - Students should be trained by their teacher to use peer and self-assessment techniques using the outcomes of the lesson. Peer and self-assessment needs to be clearly labelled in books with the marker recording their initials/name next to the work.

This will allow students to gain a better understanding of where they are, where they need to be and what they need to do to get there. This will be done in **GREEN** ink to highlight it as student marking and not teacher marking.

The teacher should **check** the quality of this feedback (acknowledge in red pen) and may need to make a brief comment to supplement the peer or self- assessment marking. They will be given time at the start of a lesson to correct and/or re-draft their work as appropriate.

Homework must be labelled and be frequently marked.

Dot marking and the use of the pink and yellow highlighters, can be used during lessons to allow students to check and amend their errors and to support with the workload of marking

General Literacy Codes

- All work to be marked in **RED**
- Students will respond to peer and self-assessment, targets and feedback in **GREEN** ink
- Spelling errors must be highlighted in **PINK**
- Grammatical errors must be highlighted in **YELLOW**
- *Literacy marks will be placed in the margin next to the line containing the mistake, to encourage students to identify the errors for themselves; alternatively, the teacher may correct it.*

It matters where the mark is:

- Next to the line means you can find it in the line
- Against a vertical pen line means you can find it in the section
- At the end means it is a problem throughout

All curriculum areas will consistently use the following codes:

PINK	Spelling mistake highlighted (Correct x 3)
YELLOW	Grammatical error highlighted
	Punctuation error highlighted . / , / ? / " " / !
	Capital letter (s) misuse highlighted
RP	Re-write this section, it isn't clear what you mean
^	Word(s) missing, this doesn't make sense
//	New paragraph/ mark where the paragraph will start
WW	Wrong word
D	You need to add more detail here – add in the point (s) that you forgot to include
Ex	Develop your explanation further using key vocabulary
FS	Write in full sentences

General Literacy Marking: What to look for when marking extended writing

- **Sentence Punctuation:** accurate use of capital letters (at the start of sentences and for 'I' and for Proper Nouns eg. Manchester; Jane; Oxfam) full stops etc.
- **Paragraphs:** students start a new paragraph for a change of topic, time, place, or speaker in a piece of extended writing.
- **Spelling:** mistakes in spelling subject-specific terminology and key words will be highlighted. Ideally, students will be given time to correct the spellings themselves using dictionaries. If it is not practical or appropriate to do this, then staff will write the correct spelling next to the word and ask students to repeat it three times and to learn it. Spelling of key words and/or other issues arising from marking could be addressed through starter activities as appropriate.
- **Grammar:** does the writing make sense? Check that the tenses agree – subject/verb eg. *I was* (not *I were*), *They were* (not *They was*). Draw attention to incorrect word order. Highlight slang expressions to encourage use of Standard (formal) English. Where appropriate indicate where words have been missed out.

Monitoring and Evaluation

The monitoring and evaluation of this policy will be the responsibility of the Assistant Principal for Teaching and Learning.

In addition:

- Heads of Departments will ensure that their teachers uphold the Academy policy.
- Heads of Departments will undertake work sampling of their subject areas in accordance with their departmental Quality Assurance Calendar.
- Opportunities will be given to discuss and disseminate outstanding practice.
- The EAB will monitor the consistent implementation of the policy.

Policy Review

This policy will be reviewed annually by all staff and changes will be made to ensure that this policy reflects best practice and is up to date.

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