# MARKING AND FEEDBACK POLICY

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| Baseline Document | Comments/ Scheduled/Review Date | Action/ Reviewed by | Approved by the Governors |
|---|---|---|---|
| Spring 2019 | | Assistant Headteacher | |
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**Document Owner: The Governing Body, Curriculum & Achievement Committee**

Leadership Team member responsible: Assistant Headteacher – Teaching & Learning

*Warblington School is a UNICEF Silver Rights Respecting School.  By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to a take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29).  We have based our Marking and Feedback Policy around these rights and to reflect on the rights of our students within the policy.*

*We believe that this Policy is a supportive document which enables us to put the education of our students at the forefront of our practice.*

**Rationale.**

The Warblington School marking policy is critical in raising achievement for all students. There is a strong correlation between the quality of regular, subject specific feedback and the outcomes achieved by students.  This policy provides guidance in how, through assessment, marking and feedback, staff can identify students' strengths, areas for development and support students to make rapid progress against age related expectations.

Marking is used as a main component to provide feedback which:

- Celebrates the achievements of students.

- Allows each student to understand what they need to do to improve and how to do it, through the use of subject specific Q questions.

- Encourages students to act on feedback, to progress quickly, giving a personal response, in green pen.

- Supports the process of independent correction for both literacy and numeracy areas of improvement.

- Shares assessment outcomes.

- Identifies and encourages progress.

- Provides opportunities between teachers and students for 1-2-1 discussion, resulting in the student receiving 'live' feedback.

- Informs teachers on planning, monitoring and intervention activities that are needed to improve rates of progress.

**Consistent practice**

All marking must be consistent and use the following non- negotiables:

- At the end of all assessed marked work to use a positive, growth mindset comment. Followed by a Q question that will require a student response. The Q question will be subject specific and challenge the student, either by correcting misconceptions or extending the students' thinking.

- All teacher marking to be in red pen.  Student responses in green pen. Green highlighting for good work, pink highlighting for work that needs improvement.

- Verbal and written feedback is to be prompt for both classwork and homework.

- Verbal feedback is provided as part of teaching and learning, particularly in areas such as Maths, PE and the Creative / Technical Arts.

- Students are provided with PLCs/ exam criteria/ success criteria/ mastery statements to support the understanding of assessment requirements.

- All classrooms will display a student friendly version of the marking policy.

- Middle leaders will monitor marking, using the monitoring form which reflects the policy criteria, at least once per half term.

Strategies to support marking workload are incorporated within the marking of students' work (between assessments) and include at least (but not all):

- Targeted marking that moves forward the assessment process. (Formative and summative)

- Live marking – this includes verbal feedback.

- Highlighted marking – Green for excellent work/meeting criteria, Pink for work that needs improvement. (Green = good, Pink = think)

- Yellow box marking.

- PLC/Mastery statements/grid marking – positive comments and Qs are highlighted from a success criteria bank of statements.

## Assessment

- Subject specific assessments are carried out at least once per half term.  Where this is not appropriate, due to the nature of the subject (lessons that run on a carousel programme) feedback supports the student moving forward within the assessment process.

- Assessments are marked with a positive comment, Qs and the student response is in green. Green highlighting is used for good work, pink highlighting for work that needs improvement.

- Q questions are aimed at moving students forward and are linked to subject specific criteria. (PLCs/ Mastery statements/Marking grids/exam criteria)

- Where students have been identified as not making progress within assessments, this informs the intervention that must be acted upon.  Teachers must adapt planning to fill in the gaps.

- Students are given the opportunity during TRIM time to respond to their assessments in green pen.  This allows them to make progress.

- Literacy and numeracy is also marked using the guide below. (Stickers to be placed on all book front covers)

- Student tracking with targets is accessible on the front of all books, folders etc.  This enables all students to take ownership of tracking their progress and to inform parents.

- Students are encouraged to self/peer-assess using green pen and the stickers provided.  They can sign the work they have assessed.

## Literacy

Presentation of all work must be of a high standard. Titles and dates must be underlined and homework identified. Writing must be in blue or black pen, with diagrams in pencil, and homework identified. Pages must not be missed out. If presentation is not meeting the required standards, students must rectify this. Literacy will be marked using the pink and green highlighters. Green for evidence of good work and pink to show an error in literacy that needs to be corrected. Literacy codes can also be used as per the sticker on the front of books.

- Cpt = capital letter

- // = New paragraph

- Pt = punctuation error

- Gr – grammar error – sentence does not make sense

- Sp = spelling error

- Ww = wrong word choice

- R = ruler must be used.

## Numeracy

Where there are numeracy errors, these will be highlighted in pink to indicate that errors need to be corrected.

## PE marking

During the PPE marking periods, November/February examinations will take priority over class book marking. During this time, there may appear gaps in marking. This will be addressed after the PPE period is completed.

## Appendices

## Maths

- Live marking is imperative in the learning of mathematics so that misconceptions or incorrect methods are not established as routine in the student. Answers to be given during the lesson and students will mark them. Instant feedback prevents the embedding of incorrect skills.

- Assessments should always be marked by the teacher, and the results analysed to inform the teacher of the skills needed to be embedded, and subsequently develop the group's scheme.

- The Mathematics department employs a two-book policy. One is for rough work and this is where students practice, the other book is for best work, clear explained examples, notes on structure, information and methods. This book should be marked periodically (once a half term) to ensure that students are annotating usefully.

**Technical and Creative Arts/ PE and performing Arts.**

- Formative assessment will take place regularly during lessons using the department model of What, Why, Where and How (WWWH). This model of formative assessment will provide verbal feedback to students throughout each lesson creating opportunities in all aspects of the pedagogy.

- In the department of Creative and Technical Arts, summative feedback and assessment will be completed in line with the relevant data collection points for each year group. Each teacher will complete the assessment form attached to each student, providing opportunities for feedback in line with the school policy.

**Science**

- Towards the end of a topic (or pair of topics at KS3), students will complete a PLC and answer differentiated questions (Qs). These will be assessed by peers or teacher, using the highlighter system. Students will be directed to appropriate revision resources based on their area for development.

| FACULTY/ SUBJECT | ASSESSMENT | | HOMEWORK | |
|---|---|---|---|---|
| | **KS3** | **KS4** | **KS3** | **KS4** |
| **MATHEMATICS** | | | | |
| Mathematics | full assessment once within a term | full assessment once within a term | weekly | weekly |
| **ENGLISH** | | | | |
| English | once per half term | once per half term | weekly | weekly |
| **MFL** | | | | |
| MFL | once per half term | once per half term | fortnightly | weekly |
| **SCIENCE** | | | | |
| Science | once per half term | once per half term | one per half term (projects) | fortnightly |
| **TECHNICAL AND CREATIVE ARTS** | | | | |
| Graphic Communication | once per half term | twice per half term | once per half term | once per half term |
| Catering | once per half term | once per half term | once per half term | once per half term |
| Resistant Materials | once per half term | once per half term | once per half term | once per half term |
| Child Development | N/ A | once per half term | N/ A | once per half term |
| IT/BTEC & Core | once per half term | once per half term | half term (project) | once per half term |
| Art | once per half term | once per half term | once per half term | once per half term |
| Photography | once per half term | once per half term | once per half term | once per half term |
| Computer Science | | once per half term | | fortnightly |
| **HUMANITIES** | | | | |
| History | once per term | once per half term | once per term project | once per half term |
| Geography | once per term | once per half term | once per term project | once per half term |
| RE | once per term | once per half term | N/ A | once per half term |
| **PERFORMING ARTS** | | | | |
| PE | once per half term | on completion of unit of work | N/A | once per half term |
| BTEC Sport | | N/ A | | during assessment window |
| Dance | | N/ A | | fortnightly practical |
| Music | once per half term | on completion of unit | half termly project | fortnightly |
| Drama | once per half term | on completion of unit | half termly | weekly rehearsals |

## Book Scrutiny

**RAG the quality of assessment and feedback**

| | | Student | Student | Student | Commentary |
|---|---|---|---|---|---|
| 1. | Is work marked regularly in RED pen and in accordance with the school policy? (use of green/pink highlighters) | | | | |
| 2. | Are students clear about what mastery statement/ level they are working at and what their target is? | | | | |
| 3. | Are PLCs in the books and are they being used to inform students about the gaps in their knowledge and skills? (Specifically after assessed pieces of work) | | | | |
| 4. | Does the use of the Learning **Q** support the setting of targets to enable students to make progress? Does feedback use the Growth Mindset principles of praising effort and retry? | | | | |
| 5. | Do students respond to the feedback in green pen and use it to improve their work? | | | | |
| 6. | Is there evidence of verbal feedback seen in the lesson? | | | | |
| 7. | Is there evidence of peer and/or self-assessment in the books? | | | | |
| 8. | Is homework identified in the books? Is it set and marked in accordance with the school policy? | | | | |
| 9. | Is there feedback for literacy? Are spellings and grammar corrected in line with the policy? | | | | |
| 10. | Do the books represent a "learning journey"(e.g something has been taught and you can track the progress over time)? Do the students take pride in the presentation of their books? | | | | |
| 11. | Subject specific comments. Eg/ Use of any additional workload management strategies. Yellow box marking , Live marking Math – use of 2nd work book. | | | | |

| Strengths | Development needs |
|---|---|
| | |

# Book Scrutiny – presentation

**TEACHER** .............................................................

**YEAR GROUP** .........................................................

**DATE** .................................................................

| | | Student | Student | Student | Student | Commentary |
|---|---|---|---|---|---|---|
| 1. | Does the front cover contain the student's name, year group, subject, subject teacher and classroom? | | | | | |
| 2. | Does the front cover have a literacy sticker, KS4 flight path and means of identifying PP students? | | | | | |
| 3. | Have title/ learning objectives and dates been recorded and underlined? | | | | | |
| 4. | Has the margin been used correctly? | | | | | |
| 5. | Is all written work in blue or black ink? | | | | | |
| 6. | Is the work legible? Are students using the correct punctuation? | | | | | |
| 7. | Have a pencil and ruler been used on diagrams, tables and drawings? | | | | | |
| 8. | Are errors crossed out neatly? | | | | | |
| 9. | Are books used economically? Are any pages missing? | | | | | |
| 10. | Are worksheets trimmed and glued in neatly? | | | | | |
| 11. | Is there any evidence of graffiti or doodling? | | | | | |
| 12. | Is it clear to identify homework? | | | | | |

| Strengths | Development needs |
|---|---|
| | |

# <u>Marking – The Basics</u>
## 'Worthwhile, Workable, Winnable'

## ASSESSMENT MARKING

**Steps 1 – 6 should be used at the end of every assessed piece of work as per the assessment policy.**

1. Work to be marked in red pen.  Good work highlighted in green and work that needs improving in pink.
2. Assessed work to be marked with a positive comment and Qs.  Students will respond in green pen. Literacy/numeracy will be marked alongside the policy.
3. Qs will be subject specific to help the student make progress.
4. Assessed work to be marked at least one piece per half term using mastery statements/PLCs/ exam criteria.
5. Tracking stickers/Literacy stickers to be on the front of books/folders.
6. PLCs to be evident in all books.

## IN-BETWEEN ASSESSMENTS

### Workload management strategies

7. Teachers to use any of the suggested workload management strategies **in between** assessment marking.  They **<u>DO NOT</u>** need to use all, you can select which method is right for the marking required.

Live marking.

Highlighting – Green = Good,  Pink=Think.

Yellow box marking.

Grid marking/PLCs/Mastery statement/Exam criteria – Highlight WWW and Qs.
Peer and self-assessment: green pens/ stickers / Highlighting Green = Good,  Pink=Think.
Allow adequate time for TRIM.

Verbal feedback will be acknowledged in KS3 practical subjects *(P.E / Drama / Dance  Music & Art)* and will be monitored on learning walks and through student voice