



Hanson Policy for School Staff

Marking and Feedback Policy

Approved by the governing body: September 2017

To be reviewed on: September 2018

Signed on behalf of the governing body:

Marking and Feedback Policy

Rationale

The marking and assessment of students work is an integral part of the learning process.

We believe that effective marking and assessment is an essential opportunity for:

- **students** to know how well they have done, and what they need to do next, in order to make the progress commensurate with their ability (**see the section on DIRT – Dedicated Improvement and Reflection Time**)
- **students** to take control of their own learning (**see the section on closing the gap**)
- **students** to feel happy about success, build their self-esteem, and be confident to extend themselves
- **teachers** to assess and evaluate student's progress against a specific 'learning sentence' (objective) or list of success criteria which are shared with students
- **teacher** to monitor and evaluate the effectiveness of their lessons and teaching styles so that the needs of every student are met
- **teachers** to celebrate, reinforce and challenge according to their awareness of the child's need for recognition, and feelings of success
- **parents/carers**, through a review of their child's work at Consultation meetings, data inputting, school reports etc. to be aware of the progress their child has made over time.

The Purpose of Marking and Feedback

For teachers

- Demonstrates student's knowledge and skills achieved.
- Indicates where revision or repetition is needed.
- Indicates the next step for learning.
- Sets the context in which the work was undertaken e.g. 'you have worked well with your partner'.
- Helps determine groups for learning.
- Provides a sense of achievement e.g. self-assessment of success in meeting teaching objectives.
- Indicates levels of achievement.
- Informs future planning.
- Informs changes in medium or short term planning.
- Provides a review of the range of achievement and establishes a teacher/pupil dialogue about learning

For parents and other audiences

- Indicates points for individual development and progress.
- Shows what the school values in student's work.
- Demonstrates expectations.
- Shows how the teacher has worked with and acknowledged the efforts of a child.

For students

- Provides a personal response.
- Acknowledges achievements.
- Encourages students to reflect upon their efforts to preserve and strive for excellence.
- Allows students to interact with the adult giving feedback.

- Teaches students that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- Teaches students that feedback on their work is an essential element of the learning process designed to support positively and not to criticise destructively.

Aim

- To generate a whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils
- To establish a consistent approach to the assessment of learners work so that they have a clear understanding of their progress.
- To ensure all learners have their work marked regularly to help them reach their full potential and to inform teacher planning and monitoring.
- To encourage dialogue between students and adults regarding the progress, success and areas to target.
- To embed standardisation and consistency of practice throughout the school.
- To provide guidance to staff on the purpose, types and frequency of effective marking and

Introduction

Marking and assessment is a term which encompasses a wide range of activities; formal and informal, summative and formative. Assessment at Hanson School takes the following forms;

- Self assessment
- Peer assessment
- Oral feedback (individual or group)
- Written feedback
- Summative assessment

Strategies

1. To support learning, students need to know the following:

- **Their current grades, their target grades and their predicted grades**

These need to be recorded/glued in the students' planners and the feedback proformas used within your subject area. Students need to be clear about the differences between the various grades and what they represent in terms of their achievement and progress.

*Grades need to be revisited and reinforced on a routine basis, using devices **such as** the **flight-paths** shown below (PURPLE = ABOVE TARGET/ON TARGET, LIGHT GREEN = ONE GRADE BELOW TARGET, YELLOW = TWO GRADES BELOW TARGET, BLUE = THREE GRADES AND MORE BELOW TARGET). These should be placed into **folders, glued into books** or made available on the **School ICT Network**. Teachers should keep up-to-date records of grades in their physical or electronically held teacher packs.*

Year 10 - Progress Tracker											
Name _____						Achievement Group _____					
TARGET GRADE						Sep-17					
A*											
A											
B	Black	Purple	Black	Purple	Black	Black	Green	Black	Black	Black	
C		Purple		Purple			Green				
D		Purple		Purple			Green		Yellow		
E		Purple		Purple			Green		Yellow		Blue
U											Blue
	Target	My level	Target	My level	Target	My level	Target	My level	Target	My level	
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer		

What they are learning and what they will be expected to do

Learning Objectives - that are shared with the learner and the focus on the learning (what they will know/be able to do) by the end of the lesson.

Learning Outcomes - will also be shared. These will focus on what the pupils will be producing, making or doing. These should be differentiated.

Success Criteria - the marking criteria against which pieces of work will be assessed should be shared e.g. NC levels]

Modelling - before starting a task it is helpful to see what a completed piece of work might look like. This should either be created by the member of staff or existing student pieces can be used to model what quality of work is required to meet different grades. It may be helpful to the learner to assess a piece of work to generate discussion about the work and how it may be improved.

2. Assessment/marking is most effective when the student understands;

- what has been assessed
- what they have achieved
- what they need to do to reach their target
- what 'practical steps' they can take to move their work to the next level

Therefore we need to:

- Build in activities that allow for peer and self assessment
- Not mark everything in detail but to concentrate on key pieces of work
- Plan carefully before marking (what are we trying to achieve and how will this marking help the student improve?)
- Create time for students to reflect upon what has been marked and, importantly to review the feedback (**DIRT**)
- Where appropriate allow redrafting work to show if the students have taken the comments on board (**CLOSING THE GAP**)
- Use marking both summatively and formatively
- Record and monitor all levels/grades on tracking documents.
- Ensure that the grades awarded for marked and assessed work, corresponds with the grades inputted via SIMS and those that are used to identify where intervention is required

Formal Assessment

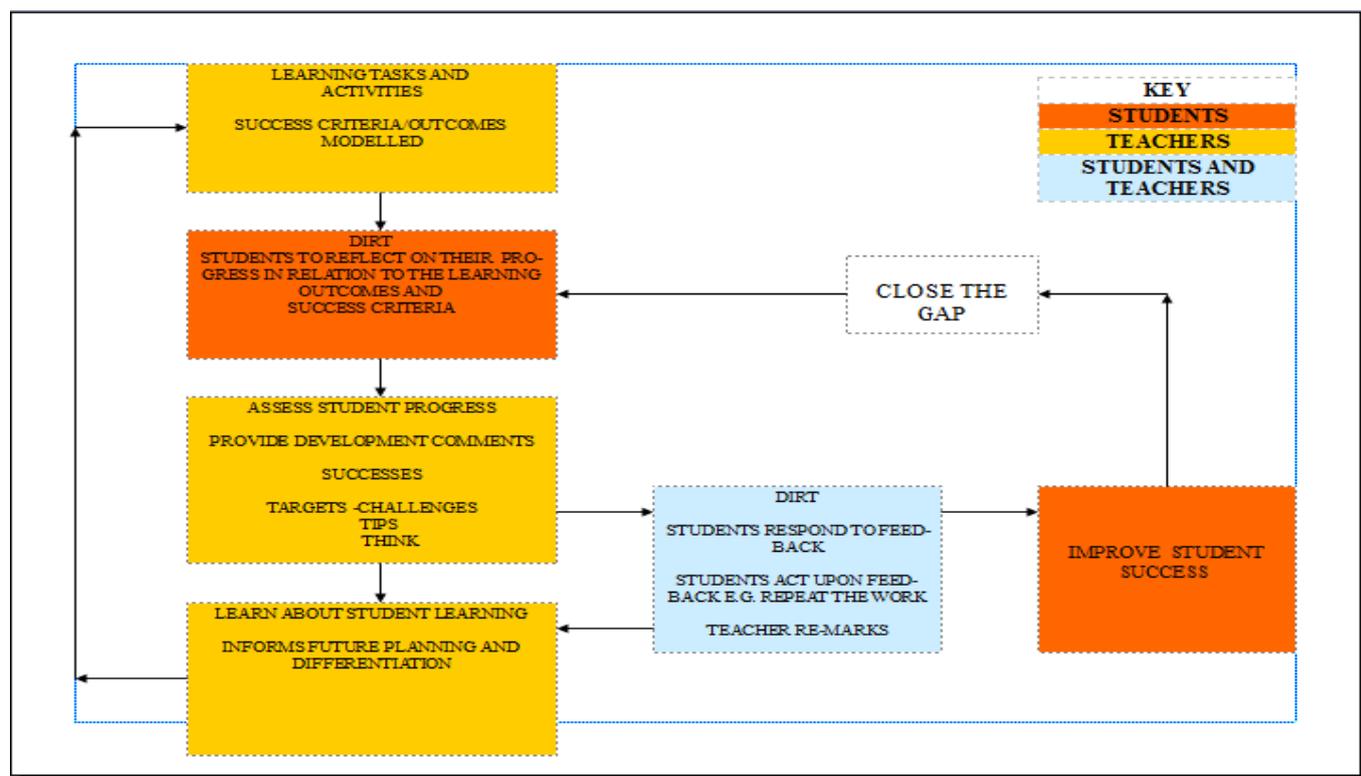
Teachers are constantly monitoring student understanding and progress through questioning, discussion and observation. What follows is an attempt to quantify formal assessment. The definition of marking is broad and will require clarification by individual faculties and subjects.

- Student books should be kept marked up to date (in accordance with the departmental marking and assessment policy).
- Comments should be made on class work and homework (including effort grades – see below). Please refer to the homework timetable for when this should be set.
- Effort and attainment should be rewarded using SIMS
- For most subjects (those taught 2 hours or more per week), more detailed comments should be made twice a half-term highlighting the following
 1. An attainment and effort grade
 2. (S - strength) **What** the student has done well
 3. (T - target) A **target** for improvement
 4. **How** to achieve the target
 5. **Why** meeting this target will improve their performance
- Records of these grades should be kept alongside any other formal assessments. Students should also record these grades.

N.B: Subjects may wish to

- ***Use end of unit/module assessments and record these grades.***
- ***Devise faculty 'stickers' or assessment pages to formalize and standardize feedback (see examples in the appendices)***

CLOSING THE GAP



Students need to close the gap between the work they have done originally and a higher level of work suggested by the feedback they receive. In other words, 'closing the gap' means 'acting on feedback'. In the first instance(s), this process needs to be facilitated by the teacher but as students become accustomed to expectations and the methods by which this can be achieved, they will take more responsibility for their own learning.

Success criteria need to be clearly identified and understood and students need to be given the opportunity and time (**SEE DIRT**) to add, amend, correct or alter work that has been marked, so that it 'closes the gap' between actual and desired learning.

Outline of Dedicated Improvement and Reflection Time

1. Dedicated Improvement and Reflection Time needs to be part of our everyday pedagogy; it is a focused attempt to home-in on proof reading and written accuracy with a coherent language and shared approaches. It means as staff we are doing less in terms of quantity of marking, but the quality of work and the degree of challenge and expectation is higher than ever. It will balance peer and self-assessment and will be strategically guided by the teacher
2. The timing for Dedicated Improvement and Reflection Time can be anything from 2 minutes to 30 minutes in a given lesson and this approach should occur throughout KS3, KS4 and KS5. This process should be ongoing.

3. It will focus upon on-going book work, as well as summative assessments. Students should proof read their work to identify errors and improvements and also undertake peer proof reading. The teacher will monitor patterns of highlighted improvements, particularly during one-to-one time. Students should be explicitly trained in using the appropriate whole-school literacy codes (**SEE SECTION ON MARKING AND FEEDBACK CODES**) alongside highlighting proof reading errors. Teachers should reinforce the assessment objectives, as well as developing resources to support their departmental approach.
4. Teachers will have on-going formative discussions with students during dedicated Improvement and Reflection Time, particularly during longer writing tasks. There is an expectation that teachers monitor books in this manner so that there is an ongoing dialogue between themselves and the students in order to 'close the gap'.
5. Feedback should be timely and only develop the learning and not meet a quota - where opportunities arise, students should have multiple oral feedback discussions, either on a class basis, smaller groups, or one-to-one.

SUMMARY

What do I have to do?

1. Record current and expected grades, together with effort grades, using feedback proformas e.g. books, folders etc
2. Maintain a mark-book or tracking sheets which correspond with the data on SIMs, and the grades on your feedback proformas
3. Display statements of levels/grades descriptors in 'pupil speak', and reflect upon them in lesson
4. Plan lesson objectives and differentiated outcomes that are based upon student data
5. Provide feedback that acknowledges successes but challenges students about what to improve, why the work needs improving and how to action these improvements

In all lessons:

1. Share differentiated learning objectives and success criteria with students
2. Refer back to objectives and success criteria during the course of the lesson and plenary.
3. Use oral questioning and feedback to check understanding, at different points in each lesson and to demonstrate progress
4. Use a mixture of teacher assessment, student assessment and peer assessment

In some lessons:

1. Set assessment activities that can be levelled/graded every half-term (subjects taught 2 hours or more per week = every 3 weeks; subjects taught less than 2 hours per week = once every half-term). Share 'success criteria' with pupils and model their responses before they carry out the assessment activity.
2. Provide an opportunity for **DIRT** and ask the students to feedback on how well they feel they have tackled the activity, using the prompts/guidance provided
3. Mark the assessment activity using the whole school literacy codes, and any other subject specific codes, to provide comprehensive feedback
4. Provide the opportunities for **DIRT** after your feedback, and facilitate either verbal or written discussions, that mean students 'close the gap' between feedback and the actions

resulting from this feedback. Pupils need to have the opportunity to reflect and review on their feedback targets, level/grade achieved in the assessment activity and advice on how to improve, using the **green pen for growth strategy**

After lessons:

1. Record all levels/grades given and pass on to relevant line managers as required.
2. Ensure that all grades recorded on SIMs are a reflection of the grades awarded for assessed work, in the students' books
3. Report progress towards targets every half term via SIMs and using devices such as the flight-paths etc.
4. Implement teaching strategies and intervention strategies that will improve the performance of the students that are under-achieving. These need to be recorded in the teacher class analysis.

Quality Assurance

In order to ensure the consistent application of standards and to support the sharing of good practice it is necessary to quality control assessment and marking across the School. Curriculum Leaders and TLR holders across the range of subject areas are expected to sample the quality and quantity of marking of work in their subject area via the ongoing book looks and department reviews. This will be reported back via the quality of teaching report. Supplementing this process will be the more intensive full-beam checks.

Assessment grades are routinely collected from staff to share with colleagues and parents via short reports and full reports.

Within each subject area a quality assurance system must be in place that, wherever capacity allows, supplements the spotlight checks, to ensure that standards are set & monitored. This should happen in the following ways:

1. Monitor of all marking & assessment on half termly basis.
2. Any lesson observations & 'drop-in' sessions.
3. Student voice.
4. Standardisation & moderation meetings.

Any member of staff who is not meeting the agreed standards will:

1. Be given a specified date¹ & support² to have completed the necessary marking/assessment.
2. If this date is not met then an informal support plan could be implemented to ensure that student work is adequately marked/assessed.

Marking and Feedback guidelines for all students

Expectations:

1. Write neatly in blue or black pen (unless you have been told differently by your teacher)
2. Underline the title and the date
3. The learning objective (LO) should be written at the top of your page
4. Drawings or diagrams should be in pencil
5. If you make a mistake, put one neat line through the error
6. You must use every page in your book.
7. Ensure all worksheets are secured in your books (no loose worksheets)
8. Present with pride - your handwriting should always be your best and books should be graffiti free
9. You must use purple pen for purple zone (PZ) activities
10. You must use green pen for green for growth (G4G) activities

Marking and Feedback guidelines for all students

Marking Codes

<u>Sp</u>	Subject specific terms or commonly misspelt words should be underlined and indicated with an SP
O	Punctuation errors, missing capital letters or literacy errors should be circled
()?	Brackets and a question mark around a section of work means that it does not make sense
T	Target for improvement
w	Indicates a point that is well-written and shows a sound understanding
VF	Verbal Feedback - you should write down the verbal feedback provided and date it
SC	Self Check – you should write down SC where you have marked your work
PC	Pupil Check – you should write down PC where another student has marked your work
WW	Wrong Word - the word has been used in the wrong context/sense
Q	Question - answer the question posed by your teacher or another student
P	Improve your presentation
PZ	Purple Zone (use purple pen) 
G4G	Green for Growth (use green pen) 
ACTIVATE	Activity at the start of the lesson 

APPENDIX 1

OFSTED JUDGE MARKING AND ASSESSMENT AS OUTSTANDING WHEN ...

...Feedback on work (oral and marking) that is well-focused, diagnostic and helps pupils to see how to improve. Also, that helps pupils to judge the success of their work and to set targets for improvement. In addition, that their understanding of new ideas is checked in a range of ways. Finally, almost all pupils have clear understanding of where to focus their efforts to improve

CLOSING THE GAP – SUGGESTED METHODS YOU CAN APPLY

INSTEAD OF...	THE TEACHER...	AND THE STUDENT...
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of work	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement WWW EBI	Works to “close the gap” on the one issue identified
Writing ‘well done you have...’ next to good aspects of the work	Places a double tick next to the best parts of the students work	Add the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. There is no expectation that all class notes be marked. N.B: Check your departmental policy and mark/assess tasks where your marking will have an IMPACT!	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the questions in class	Writes their own correct answer
Writing a full solution when a student answers a question incorrectly	Writes a hint or the next step	Completes the correction
Marking only extended pieces of work	Reviews in class students’ initial plans for this work prior to marking the extended piece of work	Does not submit work of a poor standard
Giving back work and moving straight on... give students time to CLOSE THE GAP to make all the time and effort worthwhile	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if the teacher asks students to ‘put a tick next to my comment if you know how to improve an element of the work and a ? if they don’t’. This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload	Students read the work and start to engage with the marking before working on the “Close the Gap” task the teacher has identified

APPENDIX 2

Teacher standards

Strategy	Rationale	Teacher Standards
Display 'I Can' statements of Attainment Levels (broken in to a, b& c sub -levels) and GCSE Grade criteria in 'Pupil Speak'.	Pupils are more likely to achieve their target levels/grades if they have a clear understanding of the knowledge and skills they will need to deploy to achieve them and if this is in language they can easily access.	1.4.1 1.6.1
Set pupils individual targets for achievement at the end of each Key Stage based on a combination of prior attainment and cognitive ability scores.	Pupils need to have challenging but achievable individual targets based on their cognitive ability and prior levels of attainment in order to give them a realistic idea of what they should be aiming to achieve.	1.6.3
Record these targets in our Mark books/ records.	Teachers have a responsibility to know the target levels/grades of their pupils in order to plan appropriate learning activities.	1.6.2. 1.6.3
Consider the (sub) level/grade pupils in our classes are currently working at and what they need to do to progress when planning appropriate learning activities for them in lessons.	Lessons are most effective when planning takes consideration of what levels/ grades pupils in the class are currently working at and the skills, knowledge and understanding they need to develop move on to a higher level/grade.	1.4.4
Plan appropriate 'Learning Objectives & Outcomes' for lessons that reflect where pupils are at/what they need to do to progress and describe the knowledge, skills & understanding they should learn	Lessons are more likely to be successful if they are planned with clear objectives as to what the teacher would like the pupils to achieve in the lessons and these objectives are linked to the Attainment Levels/ GCSE grades the pupils are working at and towards.	1.2.2 1.2.4
Differentiate these learning outcomes to reflect the range of pupils within a group	Pupils within the same class will be working at different levels/grades or at different stages within a level/grade and therefore will require to focus on different skills within a lesson.	1.5.1 1.5.2 1.5.3 1.5.4
Share 'Learning Outcomes' on the board with pupils at the start of each lesson which inform pupils what they should be able to do at the end of the lesson.	Pupil are more likely to succeed in lessons when the learning is connected to the big picture and they are clear in advance about what they are going to learn, why they are learning and how they can demonstrate success in their learning.	1.2.5 1.4.1
Share the ' Learning Objectives 'with pupils at the start of the lesson in language that is easily accessible to them.	Lessons are more likely to be successful if they are planned with clear objectives as to what the teacher would like the pupils to achieve in the lessons and these objectives are linked to the Attainment Levels/ GCSE grades the pupils are working towards.	1.2.5 1.4.1
Refer back to the learning objectives/ outcomes during the course of the lesson and in a plenary at the end of the lesson.	Referring back to 'Learning Objectives/ Outcomes' throughout the lesson will keep pupils focussed on why they are doing what they are doing and what they need to be able to do to succeed. A plenary is required for pupils to be able to pull together and reflect upon their learning and to demonstrate progress.	1.2.2
Use oral questioning and feedback techniques at some point in each lesson in order to assess progress, to move pupils forward	Oral questioning and feedback in lessons can be the quickest method of assessing progress. However, it can be ineffective when it is of a 'closed,' recall nature and that use of more 'open' questioning which challenge pupils to utilise higher order thinking skills is more likely to have a significant effect.	1.4.1 1.5.1 1.6.4

Strategy	Rationale	Teacher Standards
Allow pupils appropriate 'thinking time' when responding to oral questioning and operate a 'no hands up' policy.	Higher quality thinking/responses are more likely if pupils have the time & confidence to think before they respond. Teachers must have control of which pupils they target their questions at & must not allow a small number of confident/articulate pupils to dominate.	1.2.3 1.4.1 1.5.1
Allow pupils opportunity in each lesson to reflect on their learning and on the progress they have made.	Learning needs spaced rehearsal and reflection for consolidation (remembering new information) and transfer (using new information).	1.2.2 1.2.5
Check all pupils books/work completed at least once every 3 lessons and keep a record of the standard of this work.	Pupils need quick feedback in order to be able to identify their strengths and areas for development and move forward.	1.6.4
Provide feedback on the work that tells pupils something positive they have achieved and gives specific guidance as to how pupils can improve in future pieces of work.	Pupils respond well when positive comments are made about successes they have achieved and they are given the tools for them to be able to build on identified areas for development.	1.6.4
Ensure pupils read the comments made, review these comments and later look for evidence that pupils have acted upon the feedback given.	Comments/feedback are only useful if teachers make sure that all pupils read and act upon them.	1.2.5 1.6.4
Set all pupils an 'Assessment Activity' that can be levelled or GCSE graded on agreed times in each year	Pupils and teachers need regular opportunities to assess progress against the appropriate National Curriculum Attainment Level or GCSE Grade criteria so that strengths and areas for development can be identified and worked on.	1.6.1 1.6.2
Discuss with pupils, in advance of the assessment, the skills they will need to demonstrate to achieve each (sub) level/grade.	Pupils are more likely to succeed in assessments if they know in advance the knowledge, skills and understanding they will need to demonstrate to achieve at a particular level/grade.	1.6.1 1.6.4

APPENDIX 3

Book Looks

1. Choose a particular cohort (i.e. Year 11 HAL PP). Option choices will determine the students to be chosen i.e. a student might be drawn from PE and Business. This student would also have their books for (mandatory subjects) Maths, English, Science, RS (etc) requested
2. DY emails in the week prior to the book look, reminding staff that all exercise books have to be in school on the Tuesday ready for the book look on Wednesday
3. Susan Greenwood to provide a list of all applicable students that fit the cohort
4. DY contacts the Director of Curriculum Area on the morning of the book look and asks for each staff members' books, fitting the criteria, to be delivered to green room. These names will be specified by DY/DSA.
5. Book looks to take place in the green room and all books to be delivered by the end of 2nd lunchtime. All SLT members, Associate SLT and Directors of Curriculum Areas to be involved in the book look. This will take place prior to the SLT Meeting.
6. Quality Assurance Marking Audit stickers on all books that have been looked at.

Book Look Form

Teacher					Observers/SLT					Subject		
Date					Group					Set		
Focus	<input type="checkbox"/> PP	<input type="checkbox"/> LAL	<input type="checkbox"/> MAL	<input type="checkbox"/> HAL	<input type="checkbox"/> BOYS	<input type="checkbox"/> GIRLS	<input type="checkbox"/> SEND	<input type="checkbox"/> OTHER	<input type="checkbox"/> DEPT REVIEW			

	RAG rated RED = NOT MEETING CRITERIA YELLOW – MEETING SOME CRITERIA GREEN – MEETING ALMOST OR ALL CRITERIA			Additional notes
Feedback and Targets - Clear feedback - Subject specific language - Diagnostic comments - Questions posed - Ways to improve				
Frequency - Up-to-date - Thorough ...for all books				
Presentation - Labelled work - Students showing pride - Poor student work being challenged - Excellent work being praised - Use of appropriate equipment - No loose sheets N.B: Includes shared classes				
Peer and Self Evaluation - Range of approaches - Purposeful - Appropriate				
Marking Codes - Use of a range of marking codes - Visible - Appropriate - Evidence of follow-up				
Responding to Feedback - Range of approaches used - Active use of green for growth - Purposeful - Visible impact on progress				
Overall	<input type="checkbox"/> Red	<input type="checkbox"/> Amber	<input type="checkbox"/> Green	
Targets:				