



Marking, Assessment & Feedback Policy

School	Ysgol Treffynnon
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Reviewed By	Interim Executive Board
Review frequency	Annually
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Designated Senior Person (DSP)	John Weir

Marking, Assessment and Feedback Policy

Philosophy

High quality, concise and timely developmental feedback, whether verbal or written, enables students to improve and make progress in their learning, **social development** and ultimately in their academic attainment. It is the quality of the developmental feedback and the opportunity for students to engage in a dialogue around the developmental feedback, rather than the volume of, that will bring about an improvement in learning outcomes.

Aim

To raise standards of achievement by:

Ensuring a consistent, **rigorous** and effective approach to marking, diagnostic, written and verbal developmental feedback **which will:**

- Create a **constructive dialogue** between student and teacher,
- provide guidance that **enables students to make progress** in their learning,
- identify **explicit areas of development** for students to focus on to be able to make progress **and which will** acknowledge success and achievement.

Shared Principles of Feedback

- It provides opportunities to celebrate and acknowledge achievement, progress and effort.
- Teachers and students are clear about the learning objectives (**see Teaching and Learning Policy**) of the task and the criteria for success and marking is directly related to these. Students must be frequently reminded of the criteria.
- Teachers and students **provide/agree** constructive suggestions about ways in which the **individual** student **can** improve **their** work and teachers recommend the next actions for making further progress.
- Teachers and students provide constructive suggestions about ways in which the students might improve his/her Literacy and/or Numeracy skills and teachers recommend the next actions for making further progress in Literacy and/or Numeracy.
- Teachers and students follow up actions to ensure progress is being made.
- Feedback and marking must be **planned** manageable. (**see Teaching and Learning Policy**)

Practices of Feedback

Teachers:

- Should recognise that, **for students**, organising work is a skill that needs to be taught and address this within lessons.
- **Must provide time** for students to respond and act upon developmental feedback.

- Should use the information they gain from marking **and assessment to** adjust future teaching and learning strategies.
- Must ensure that all assessed work, tests and mock examination papers are marked and returned promptly to students (ideally by the following lesson).
- Must ensure Literacy and/or Numeracy developmental feedback where appropriate.
- Must differentiate developmental feedback to ensure that all students understand how they can further progress in their learning. This is achieved by modifying the comments to suit the age and ability of the students (if appropriate using codes or pictures).
- Ensure student's achievements are recognised within all lessons and that praise points are awarded appropriately and that demerits are given for appropriate reasons.

Students must be:

- **Given the time to act upon developmental feedback** (e.g. at the beginning of the next lesson, at the start of the session, or during a dedicated and planned lesson for reflection and action).
- Given **frequent and regular opportunities** to self-assess or to peer-assess, in pairs or in groups, to determine actions for addressing their own learning needs.

Heads of Faculty and Directors of Learning must:

- **Ensure consistency and rigour in the application of this policy**
- Heads of Faculty must discuss this Marking, Assessment and Feedback policy with all new members of staff in their subjects to ensure consistency **rigour** and continuity.

Frequency of Assessment, Marking and Feedback

- **Marking and feedback must be regular.** This will vary from subject to subject but, as a guide, light marking of exercise books or folders should happen every 2 weeks.
- **Developmental feedback.** Developmental or diagnostic feedback should be provided for every 6 hours of contact time with students (it must enable students to make progress in their knowledge, understanding and skill development).
- **Timely developmental feedback.** Once work has been assessed it needs to be returned the following lesson. The sooner it is returned the more the students will value their developmental feedback.
- Students should review their work and address any developmental feedback **after every teacher assessment/marking** (this will require time to be set aside in lessons). There must be DIRT (Dedicated Improvement and Reflection Time).

Amendments made during the 'DIRT'/response to marking time must be assessed to monitor and confirm that the revised work is an improvement on the first attempt. This need only take the form of 'Light Marking' (i.e. a brief note stating, 'well done you have improved you work', 'well done you have improved your work for L4 to L5', etc.).

- All subject teachers must set, assess and mark **and record at least one assessed task per half term**, which can be used to assess subject progress.
- In addition, teachers of English and Maths must set, assess and mark **and record at least one task per half term**, which can be used to assess L&N progress.
- Developmental feedback comments must include **at least one** specific action for improving subject progress.
- Where verbal developmental feedback is given, it can be noted in the students' book using an appropriate stamp or teacher/student note, however, the use of verbal feedback will be primarily assessed through lesson observations.

Monitoring and Reporting

Teachers must report on student progress during each Assessment Point (AP) throughout the year. As well as reporting on the current Minimum Expected Level at KS3 (MEL) or Minimum Expected Grade at KS4 (MEG) of a student, it is necessary to report on a student's attitude to learning (**using the agreed criteria**):

- A score of 1-6 for Attitude to Learning (ATL) must also be provided where:
 - 1=Unsatisfactory
 - 6=Excellent

Interim reports must also include the student praise points and demerits.

Types of Assessment, Marking and Feedback

Assessment, Marking & Feedback for learning (AFL)

Assessment for learning is the use of a task or an activity for determining student progress during a unit or subject topic. Teachers have the chance to adjust classroom instruction based upon the needs of the students. Similarly, students are provided with valuable developmental feedback on their own learning.

Assessment, Marking & Feedback of learning (AOL)

Assessment of learning is the use of a task or an activity to measure, record and report on a student's level of achievement regarding specific learning expectations. These are often known as summative assessments/tests.

Assessment, Marking & Feedback as learning (AaL)

Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify their own areas of strength and need. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

Monitoring and Challenge

Heads of Faculty are responsible for **consistency and rigour in the** implementation of this policy within their subject areas of learning. Directors of Learning and SLT are responsible for ensuring the consistent implementation of this policy at whole-school level.

- **Heads of Faculty & Directors of Learning** must ensure that all subject teachers consistently implement the policy and monitor its effectiveness (addressing any issues with the subject teacher/s concerned when necessary) during work scrutinies as indicated in the school's QA schedule.
- **The Directors of Learning and Heads of Faculty** will ensure that best practice, as identified through the QA's SLT work scrutiny, will be shared with all teachers.
- **Link Governors** will discuss the implementation **and effectiveness** of this policy with Heads of Faculty and Directors of Learning.

Policy Review

- This policy is **to be** reviewed annually

Guidelines for Marking

Quality marking needs to be targeted, specific and planned so that the work assessed, and the developmental feedback provided is worthwhile. The need to plan curriculum time for students to respond to the developmental feedback is essential. When formatively assessing students' work, teachers need to provide developmental feedback to help "close the gap" between where they are and where they want them to be. Assessing students' work in their books will be a key component in terms of ensuring improvement.

- Light marking (i.e. to spot incomplete work/missing work, a compliment for good work, a note highlighting unfinished work, etc.) needs to happen at least every 2 weeks.
- All work should be marked in Green pen.
- Students must respond in purple pen.
- A consistent approach to marking is deployed by all teachers reflecting school policy.
- Comments on students' assessed work are developmental and show students how to improve.
- Both students and teachers should follow up on comments and incomplete work (time must be provided for students to follow up on developmental feedback).
- Self or peer marking, and self or peer assessment, should be a regular feature of students' work. **Students must be provided with marking criteria/guidance or mark schemes.**
- Any gaps in students' books, or missing work should be followed up.
- Comments should be clear, legible, concise and be constructive. Teachers must ensure their own handwriting is clear and can be understood.
- Targets for improvement should be evident.

Strategies for Marking

All teachers must mark in **GREEN** pen.

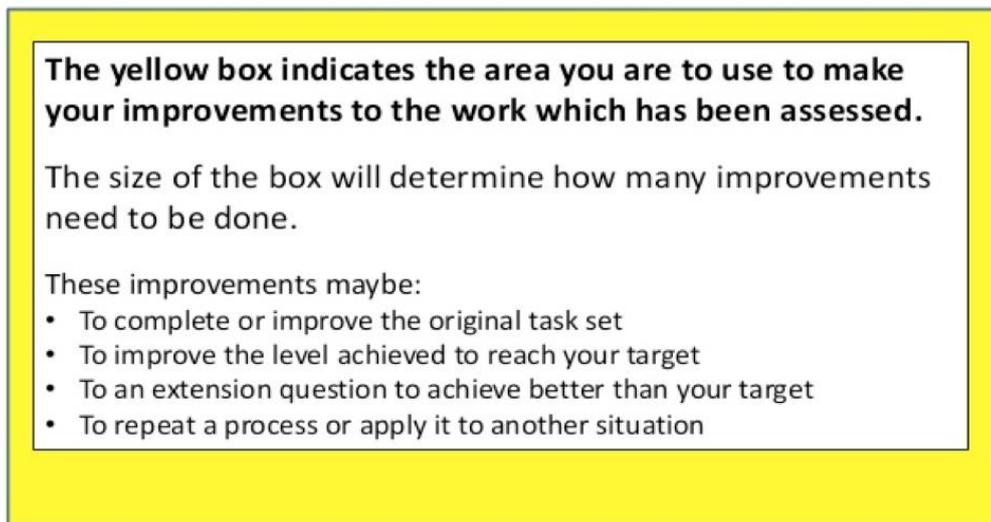
All students must respond to the marking in **PURPLE** pen.

All teachers must check and acknowledge any re-drafts in **RED** pen.

1. The Yellow box

Example Technique

Yellow Box



The yellow box indicates the area you are to use to make your improvements to the work which has been assessed.

The size of the box will determine how many improvements need to be done.

These improvements maybe:

- To complete or improve the original task set
- To improve the level achieved to reach your target
- To an extension question to achieve better than your target
- To repeat a process or apply it to another situation

2. Marking with a question or questions

Students must respond to questions asked in purple pen. This strategy is simple and effective and allows easy re-drafting of work.

3. Use a highlighter to ask students to find better words

Teachers read through the work, highlight words and ask the student to find alternative words of greater sophistication. Students write the alternative word underneath the original word in purple pen.