Feedback, Marking and Assessment Policy

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Authorised By:	*Local Governance Committee*
Sponsor:	*Lynne Gettings, Deputy Headteacher*
Author:	*Lynne Gettings*
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Ownership and Control

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Intended Audience

Intended Audience	Intended Method of Distribution
Students, Parents/Carers/Staff	Website, Sharepoint Drive

Amendment Tracker

Summary of all changes being proposed in this policy review:

None

Feedback, Marking and Assessment Policy

Purpose of Marking and Feedback

Regular, quality feedback has a significant impact on student learning. Feedback is a continuous process and takes many different forms - both verbal and written. It may be given to a whole class, a small group and individuals. Marking and feedback should be timely, precise, specific and concise. The DFE states that marking should be meaningful, manageable and motivating. Feedback should inform planning.

What is the responsibility of students?

Students need to read any written feedback they receive and respond to it, using green pen by doing something very specific and concrete to improve their learning. Feedback should involve more work for the student than the teacher.

Written Feedback

Teachers are to use red pen when marking and giving written feedback. Marking and feedback should lead to progress and improved outcomes for students.

Written feedback should take the form of a short term target and/or a long term target. The short-term target leads to immediate improvement and may be knowledge based. The longer-term target leads to long-term improvement and may be skills based.

Assessments should always include a target for long-term improvement.
Students should be able to refer back to and track their targets for long-term improvement as part of the learning process.

Giving feedback as actions

All short-term targets, leading to immediate improvement are to take the form of one of the following actions:

1. **Redraft; Re-do** e.g. Redraft this piece of work by doing X, by adding Y, by correcting Z. Re-do this piece of work but this time make sure you include X, state Z correctly.
2. **Rehearse or Repeat** is about practising something specific e.g. practise X by doing these questions or rehearse Y by re-writing these statements adding Z.
3. **Revisit and Respond** is about more practice answering similar questions e.g. extension questions or similar new questions.
4. **Re-learn and re-test** is specifying a set of knowledge and asking students to return to the routine of retrieval practice or re-visit previous learning e.g. self-quizzing using a variety of memory techniques to ensure words, ideas, facts, equations, details, quotations are learned. This could lead to a mini-test.
5. **Research and Record** is students showing deeper insight or wider references e.g. teachers specifying what reading should be done or where students should research and recording their findings.

Fast Feedback in practice

To support staff in ensuring that feedback is manageable and concise, the following are examples of strategies that can be used:

- Using a visualiser to model what went well
- Dot marking
- Peer and self-assessment in red pen
- Live marking
- Double ticks and circles
- Highlighting
- Using structure strips & mark schemes for fast feedback
- Whole-class feedback
- www/ebi

Frequency of Marking

- Core KS3 - every 2 weeks

- KS3 History, Geography - every 3 weeks

- Other KS3 subjects - every 4 weeks

- KS4 & KS5 - every 2 weeks

Marking for Literacy

Mark	Means
Sp	Try this spelling again
Cap	This word should have a capital letter
P	A piece of punctuation is missing here
//	Change paragraph here
SS	Sentence Sense – Does this make sense?

SPAG Orange

At least once a half term on an extended piece of writing, a teacher highlights SPAG errors in orange. The expectation is that the student then responds to SPAG Orange in green pen (correcting the SPAG error). The amount of errors highlighted on a piece of work is at the discretion of the teacher and may vary per student but obvious and repeated errors need to be addressed.

In English, SPAG Orange will be expected in fortnightly Extended Writing Tasks.

Assessments

Regular assessments must be built into the scheme of learning and marks/grades recorded in GO4 schools mark books. Standardisation and moderation processes for all year groups should form part of Faculty Team meetings.

Assessment Checklist

This checklist should be used to review/plan all assessments to ensure across the school assessments are accurate, reliable and robust. Alongside this checklist the reviewer needs to have:

- The Scheme of Learning linked to the assessment

- An understanding or copy of the GCSE/BTEC/VCERT exam/assessment

Assessment criteria	✓ / X
Does the assessment have the correct number of questions/marks?	
Do the questions reflect the style of question used in Yr 11? (E.g. multiple choice, heads and tail match).	
Does the scaffolding of the assessment mimic the Yr 11 assessment with the correct tariff questions?	
Is there appropriate challenge in the assessment?	
Does the assessment clearly link to the skills and knowledge delivered through the Scheme of Learning?	
Have the correct number of literacy/technical accuracy marks been included? (If applicable to the course)	
Have the correct number of numeracy/graphical marks been included? (If applicable to the course)	
Is an appropriate source/figure used? (If applicable to the course)	
Is there a mark scheme in place?	
Does GO4 schools have a marksheet set up with the correct number of marks and grade boundaries?	
Has the department got a clear plan on ensuring this assessment is completed in exam conditions?	
How will the department be standardising/moderating this assessment?	
Is the assessment assessing content or skills?	

Prior to the assessment

- Students re-visit the previous ebi/long-term target in relation to the skill tested
- Teacher models how to improve i.e. what a "good" answer looks like, particularly in the light of class ebis/targets
- Students identify what they need to do to improve
- Teacher shares the mark scheme and/or success criteria
- Teacher talks the students through how to approach the assessment

Post assessment

Students have their KS4 MEG and KS3 TEY on the front of their exercise book. The outcomes from assessments inform their progress towards achieving these targets.

In addition:

- Students identify where on their assessment they have acted on their previous ebi/long-term target
- Students complete green ebi sheet
- Where appropriate students respond to any short term actions identified