PARKSIDE
COMMUNITY SCHOOL

Marking and Feedback Policy

Date of Original Policy: September 2013
Member of Staff Responsible: Mrs Hammond, Deputy Headteacher
Review Date: June 2018

Approved by SLT on 26 January 2017
Approved at Full Governors 30 January 2017 (Min no:114/2016/17.12)

The monitoring of the effectiveness of this policy is the responsibility of the Governors Curriculum and Assessment Committee.

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality'

Contents:

Rationale

The aim of Parkside is to enable students to achieve the highest level of attainment of which they are capable.

Marking is about responding appropriately to students' work. It is a way in which we can help students to make further progress. Effective marking plays an important role in helping students to become confident, autonomous and independent learners, which will help them throughout their time at Parkside and in adult life.

Effective marking provides a means to allow a parent/carer to become involved in their child's learning and in so doing, can promote the engagement of the community with the School.

Aim of the policy

To describe the processes and structures existing within the school through which the marking of students' work contributes to the raising of standards and provides students with relevant and appropriate information to help them improve.

Objectives

This policy will enable staff within Parkside to:

- Adopt consistent approaches to the marking of student work.
- Be aware of the minimum expectations with regard to marking student work.
- Understand the benefits of effective marking.

Effective marking

1. Shows that students' work is valued and provides opportunity for praise.
2. Encourages students by recognising achievements, however small.
3. Helps students to be aware of how well they are doing and what progress they are making.
4. Should provide guidance which will tell students what they need to do to improve.
5. Will inform parents and other staff of a student's progress.
6. Must relate to the intention of the lesson or task or to specific success criteria.
7. Is valued and understood by students.
8. Will inform lesson planning – at short, medium and long term.
9. Is consistent throughout the school.
10. Is carried out regularly in accordance with departmental policy.

Minimum Expectations

All staff must adhere to the marking guidelines as advised in the Literacy Policy – appendix A at base of policy.

The following guidelines are necessary so that students and their parents/carers are aware of the purpose of marking and of our mutual minimum expectations. They should create the consistent approach that is necessary:

Regularity of Marking

Marking is only meaningful when it is carried out regularly. Marking should not be confused with assessment; there is already a whole-school expectation that formal assessment grades/levels form <u>a part</u> of the holistic progress levels which are inputted three or four times per year depending on the specific year group. *(see the Assessment, Recording and Reporting policy).*

Marking is the physical annotation of students' work and should occur at least once per fortnight for most subjects. All annotations and marking of student work must be completed in a contrasting ink to the students' work; in this case red ink is preferable.

Students are expected to regularly self and peer mark their work. Evidence of this should be shown in green ink and the type of marking should be indicated.

In subjects where students self-mark, use peer assessment or where written work is largely notes; all work should be marked for SPaG, that is Spelling, Punctuation and Grammar.

Missing work should be indicated and there is an expectation that students would complete this.

Teachers or Teaching Assistants may wish to reward at this stage or target students for intervention strategies.

Exemplar Guidelines

Subjects that teach students **3 or more** lessons a week	<u>At least </u>1 example of formative assessment and marking including MAD time **every 2 weeks**
Subjects that teach students **less than 3** lessons a week	<u>At least</u> 1 example of formative assessment and marking including MAD time **every 3 weeks**

Providing Guidance

Advice targets should be a regular feature of teachers' comments on students' written work, especially where that work is a piece of extended writing or a homework that has been completed.

These should follow the rules of:

WWW – **W**hat **W**ent **W**ell – an assessment of the quality of the piece of work with a grade or level given

EBI – **E**ven **B**etter **I**f –an indication of what a pupil would need to do in order to improve their work.

These should provide clear guidance to advise students what they need to do to improve their work and should be developmental and diagnostic.

Students should be given an opportunity to respond to this feedback during designated Making A Difference (MAD) time. This time should be carefully planned for within the scheme of work and allow significant opportunity for students to improve. MAD time work should be reviewed by the member of staff and indication of any change to the quality of the work should be recorded

Monitoring the quality of marking

Marking is monitored by Heads of Department/SLT as part of their internal monitoring process in work scrutiny, progress walks and during lesson observations with opportunities for feedback in Curriculum area meetings. Monitoring is a regular feature of line management meetings between Middle Leaders and the Senior Leadership Team.

There will be 3 designated work scrutinies within an academic year, which will happen termly. Grades for the quality of work will be recorded and used by Heads of Faculty in their self-analysis.

Please see appendix B for the proforma used in work scrutiny.

Awarding Grades and Levels

If subjects need to award grades related to performance, they should use only National Curriculum GCSE Grades. When referring to the progress being made by a student, teachers should avoid unnecessary confusion by relating this to a student's progress towards their end of year and/or end of key stage target.

Effort grades are extremely confusing for students and should not be used, although written comment on the work should be used to reflect the effort the teacher believes has been made by the student. These should feature praise whenever appropriate.

APPENDIX A:

RATIONALE:

- To ensure a commonality in marking. To correct basic and subject specific language, punctuation and grammar **(SPaG)**
- To ensure students address developmental marking.

REQUIREMENTS OF ALL STAFF IN LINE WITH CURRENT MARKING POLICY

- Students to address comments in marked books during MAD time.
- Staff to highlight up to five spelling errors with an **S or a** ___, with staff either providing the correct spelling or pupils to find using dictionaries
- Students write out correct spelling five times
- Correction of misuse of full stop, comma and question mark. All to use the letter **P**
- Corrections of ◯ the misuse of verbs e.g. "I have wrote" and other grammatical errors using the letter **G** or a 〜〜
- Corrections of misuse of capital letters e.g. I for self and capital letters for proper noun is a **C or a** ☐

These will be monitored by classroom teachers, Heads of Department and the Senior Leadership Team (SLT)

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Work Scrutiny

Date: _____

Name:_____   __**Department:**_____

Grade	Criteria	Year Group: Set:			Year Group: Set:		
		Names			Names		
1	Students make outstanding progress over time from their starting point.						
	Students are proud of their work. Students' work is very well presented, ordered and sequential.						
	Consistently high quality marking and constructive feedback from teachers and appropriate response from students ensure that pupils make significant and sustained gains in their learning. Teacher's comments are clear and students are given time and space to respond.						
2	Students make good progress over time from their starting point.						
	Students' work is well presented and organised.						
	Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve and act on their advice. Teacher's comments and student response are evident and make a useful contribution to learning.						
3	Students make satisfactory progress over time from their starting point.						
	Students' work is not as well presented as it should be; it could be neater and more clearly and logically presented.						
	Teachers assess pupils' learning and progress regularly at all key stages. However, pupils either do not know how well they have done, what they need to do to improve or do not act on the advice given. Teacher comments/student responses are not clear and contribute little to learning.						
4	Students make little or no progress over time from their starting point.						
	Students are not proud of their work and work is not well presented.						
	Assessment does little or nothing to contribute to pupils' progress. Teacher comments are sparse and do not contribute to learning.						
Overall Grade							