

Marking and Feedback Policy



Approved by : A H Malek

Updated : September 2020

Next review due by: September 2021

AIM

To establish a consistent approach to the way the learner's work is marked, so that students feel valued and have a clear understanding of how well they are doing. To ensure all students have their work marked regularly to help them reach or exceed their full academic potential. Marking will help students to improve their work and will inform teacher planning and monitoring.

RATIONALE

Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.'

J. Rowe 2007

At Afifah School we recognise that teachers' marking of students' progress and attainment and students' assessment of their own progress and attainment are central functions in the learning process. The focus of written feedback is on helping students gain a clear understanding of how well they have gained knowledge, concepts and skills.

Marking is most effective when the student knows:

- The purpose of the task.
- How far they have achieved this.
- How to move closer towards their goal of learning.

Marking and implementation of this policy is the responsibility of all teachers.

Guidance for effective marking based on the seven principles:

PRINCIPLE 1: Marking is targeted in relation to the objectives outlined in the lesson and pupils must understand the aim of the task and how they can succeed.

PRINCIPLE 2: Marking should be regular, consistent and fair in order that both teacher and pupil should be able to track progress.

PRINCIPLE 3: Marking should be differentiated to reflect the ability of the child and children are entitled to expect clear explanation of the marking and of any grading system used.

PRINCIPLE 4: Whenever possible marking should be a dialogue between the teacher and pupil. This may be done as oral feedback with records noted in the pupil's book. We also encourage additional communication from the pupil on the page and time should be given for pupils to respond to marked comments. Self-marking could be used where appropriate, although monitored by the teacher.

PRINCIPLE 5: Marking is intended to help pupils progress, therefore comments will be constructive and positive. However, if a negative comment has to be used, it will be balanced by improvement targets and encouragement.

PRINCIPLE 6: Spelling in subjects other than English will focus on relevant vocabulary.

PRINCIPLE 7: We aim for appropriate presentation suitable to the task and marking will reflect this.

Pupil responsibility

There should be time set aside each week for pupils to read through any feedback they have been given. It is a good idea to allow pupils the opportunity to reflect and discuss with peers the feedback given, this will encourage them to support each other and learn from each other. It is important the pupils view any errors as part of their learning journey; by understanding what corrections they need to make they are improving their learning.

How do staff in the foundation stage mark pupil's work?

In nursery and reception, staff focus on giving verbal feedback to the child during the learning activity. Sometimes staff, alongside the child, may write a comment or add a sticker/smiley face to a piece of work. Staff may also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile.

Teacher Assessments are recorded (often evidenced in a photo) in the child's 'Learning Story' and referenced to the EYFS Development Matters and EYFS Profile.

The school makes use of a range of approaches which form a marking 'tool kit' from which the teacher selects the appropriate one

2SAW: Two star and a Wish Marking for Primary School – This is a new marking criteria for primary school. Primary feedback marking refers to the learning objective and success criteria and provides the children with 2 stars and a wish. The purpose of the two stars is to recognise achievement a child has made against given criteria, and the wish provides the pupil with a way forward or next learning step.

Marking and Feedback (Two star and a wish)	
Date	Teacher:
	
	
	
Child's comments (where appropriate)	

PATR MARKING for High School – This is the current marking criteria which is to be used in conjunction with the new assessment without levels criteria.

- P -PRAISE
- A -ATTAINMENT
- T – TARGET
- R – RESPONSE

APATR system is to be used for all work.

PATR (use green pen for Praise, Attainment, Target and Purple for Response)

- P:** Praise- (Well-done, fantastic, you are progressing well, great job!)
- A:** Attainment- (Level achieved in the piece of classwork or homework. High school and Primary school to use the new AWL System)
- T:** Target- (to achieve in next classwork, homework or test)
- R:** Response- (Write an extended question and get a response from students)

Our Secondary pupils should be responding to the target during 'DIRT' (dedicated improvement and reflection time). Secondary pupils should also make comment using 'What works well' (WWW) and 'Even better if' (EBI) at the end of at least one piece of work every half term.

Verbal feedback (VF)

We recognise the importance of pupils receiving regular verbal feedback. The adult will initially talk to the pupil about how they have met the learning objective and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend their learning. If it is a written piece of work it will then be ticked and initialled VF. Pupils of all ages need verbal feedback. We recognise the importance of this in the years- KS1, KS2, KS3 and KS4. 'VF- verbal feedback' should be marked clearly in pupils' books when oral feedback is given.

Pen Colours

Teachers mark in **Green** ink.

Pupils correct error or respond to teachers and TA's marking, self and peer assessment in **Purple** ink. (S.A- self assessment and P.A- peer assessment should be clearly visible in the pupils' book).

Homework

Homework grid for high school to be completed every half term for each subjects. For primary school homework grid to be completed fortnightly. Regular feedback should be given to students on their homework. This should be acknowledged with **PATR**.

Feedback helps pupils to make progress; it encourages them to strive for higher achievements and builds up their self-esteem.

This can be done through:

- Highlighting their successes;
- Indicating areas for improvement;
- Showing pupils clear success criteria;
- Valuing their work and providing an audience for it.

Level of work should be indicated e.g. both, achievement and target levels from the new Assessment grades

(Entering, Developing, Securing and Mastering levels)

Or GCSE- grades from 1-9.

Subject Targets and Level Descriptors should be attached inside the exercise books. New marking criteria to be used for marking **Classwork, Homework and Assessments.**

Summative (quick) marking

This usually consists of ticks and underlining and is associated with closed tasks or exercises where the answer is either right or wrong. This sort of work can also be marked by the pupils, as a class or in groups.

Useful closing the gap comments are:

- A **reminder** prompt (e.g.: 'What else could you say about the prince's clothes?', 'Tell me more about....')
- A **scaffolded** prompt (e.g.: 'What was the monster doing?', 'The monster was so angry that he....')

In order for quality marking to be formative, the information must be used and acted on by the pupils. Therefore, when work has been quality marked, time is planned in a future lesson for pupils to read and write a focused improvement.

Self-marking

WALT will be clear on every piece of work. These may be written by the child or the adult. At the end of a lesson, pupils are asked to mark next to the learning objective whether they feel they have met the learning objective or not.

Teachers also sometimes provide learning objective check lists (assessment for learning ladders) for pupils to tick either as they work or when they have completed a piece of work.

Pupils are always encouraging to self-evaluate, e.g. by sometimes identifying their own three successes and looking for an improvement point (3 stars and a wish

system). The plenary may then focus on this process as a way of analysing the learning.

Shared marking

Teachers sometimes use one piece of work from a pupil to mark with the class on the IWB/White board. This enables the teacher to model the marking process and teaches particular learning objectives at the same time.

Paired marking (Peer review)

In KS2 and above, pupils sometimes mark written work in pairs. The following points are important:

- Pupils need to be taught to do this through modelling with the whole class, watching peer review in action;
- Ground rules should be decided with the class and adhered to.
- Pupils should point out three things that they like first and then suggest a way to improve the piece but only against the learning objective. The 3:1 success to improvement ratio should be followed to avoid over criticism.
- Pairings may be the same or mixed ability, as appropriate to the task.
- Encourage a dialogue between the pupils rather than one pupil being the teacher.

Specific guidance for the marking of Mathematics:

- Correct work should be ticked.
- Mistakes should be identified by underlining and the pupil will then correct all mistakes that are underlined.
- Reversed digits will always be corrected.
- Place value mistakes will always be corrected.
- Errors in spelling mathematical vocabulary will always be corrected.
- Correct use of units should be emphasised.

Specific guidance for the marking of written English:

- All high frequency words should be corrected.
- (sp) to signify an incorrect spelling, up to three words per piece of work should be identified.
- (c) to signify a change of case Aa Bb.
- (//) to signify the need for a new paragraph.
- (^) to signify an omission.
- Some aspects of a piece of writing may be uncorrected but all aspects will be addressed over time through specific learning objectives.

The marking process

Marking must provide detailed and personalised evaluation points for future developments (Ofsted: Good Assessment in Secondary Schools)

Written feedback should:

- Be predominately encouraging and constructive.
- Be personal and address the student by their chosen name.
- Relate to lesson objectives and learning outcomes.
- Give positive feedback.
- Challenge the students to think for themselves.

Marking

- Must be regular, kept up-to-date, and promptly returned to students.
- Students need to understand marking systems, both the criteria for marking as well the comments and grades or marks awarded.
- Departments should have a common approach to marking English, particularly spelling in all subjects (marking for literacy).
- Important and significant errors should be corrected.
- Late or copied work should be identified.
- Practical, project-based subjects need to have regular marking, even if a whole project may extend over a period of time.
- Marks should be recorded in a mark book.
- Only put marks and grades on work if it is judged that these will motivate and encourage students. Just grading students work can have a negative impact on student learning and motivation.

Assessment

- Formative comments will be given that show what has been done well and what still needs improvement and shows pupils how to improve their performance and move them on in their learning.
- Over the course of a term when marked work is returned to a class, time should be set aside to allow each student to respond to the teacher's comments and improve their understanding.
- Students' work for external examinations should be marked using the marking criteria of the examinations.
- Internal moderation may be needed to produce consistent standards between different teachers.
- Effective questioning should be used in response to students' work to prompt reflection and action for improvement.
- Oral feedback and modelling could be used to support students' to make progress and identify next steps in learning.
- We recognise that in some subject areas the majority of marking is given verbally but a summative record in written form should be stored to support this.
- Students' work should be showed to peers and other staff as appropriate, through class activities, departmental work.

Frequency of book marking

Key Stage 4	Core subjects	Three times every half term
Key Stage 4	Non-core subjects	Twice every half term
Key Stage 3	Core subjects	Twice every half term
Key Stage 3	Non-core subjects	Once every half term
Key Stage 1/2	Literacy and Numeracy	Twice a week
Key Stage 1/2	Homework	Weekly
Key Stage 1/2	All other subjects	Every two weeks

Teachers will acknowledge and personalise work variously through verbal feedback as well as the use of PATR

Ticks, simple marks (10/10), stickers, initials, and/or brief attainment based comments.

Target level

All books should have the grading criteria and the students target level or grade clearly written on the front inside cover. On target sheets should be used to record student's levels.

To support learning students, need to know in advance what they are learning, what they will be expected to do and how their work will be marked. The use of learning objectives/outcomes and the sharing of success criteria support this.

- **Learning objectives** - broad learning objectives will be shared with students. These will focus on the learning e.g., on what students' **"will know"** and **"be able to do ..."** by the end of the learning process. They will be expressed in such a way that they are accessible to all and could be summed up as **"We are learning to..." (WALT)**.
- **Learning outcomes** – will also be shared. These will focus on what the students' will be doing, making or producing, this might usefully be summed up as **"What I am looking for..." (WILF)**. Objectives and outcomes may also be combined e.g. **"We are learning to.... by....."**
- **Success criteria** - the marking criteria against which different pieces of work will be marked should be shared e.g. in support of peer/self-assessment, milestone pieces of work and/or end of unit assessments. These criteria may be generated in conjunction with the students' or by the teacher/department as appropriate.
- Smiley faces, stamps and/stickers should be used to comment about effort and linked to the rewards system, giving merits to students where applicable.
- **Learning milestones**- not all marking can or should be marked in detail. Within each unit of work departments will identify a finite number of key

pieces of work for more in depth, quality marking. The frequency of these in depth marked pieces of work is related to the number of lessons that are taught in a given week.

Formative marking – both the marking of milestone pieces and light touch marking are examples of formative marking. They inform the teacher and student of learning progress, identify the next steps and how they can best be taken.

It informs teacher planning. This type of work/marking is distinct from end of unit assessments which are summative, judging student attainment and therefore progress made at a given point in time.

Corrections

Ensuring students complete – corrections or check through corrections made by the teacher. Marking is an essential part of the learning process. Examples of corrections and improvements made should be seen through the student's books. Other subject specific symbols may also be used. Over correction is best avoided and in many subjects the spelling of subject specific words will be given greater priority.

Spelling, punctuation and grammar (marking for literacy)

Standard codes should be used across all subject areas. (Literacy across the curriculum)

Sp = in the margin and the word underlined - Spelling error, students should be encouraged to learn their corrected spellings.

Gr = grammar error

P = punctuation needed

C = mis-use of the capital letter

// = new paragraph needed

wv = exceptional point/use of language

WW = in the margin and the word underlined = wrong word used

?? = not clear

^ = word or letter missed out

ROLES AND RESPONSIBILITIES

Teacher

Ensure work is marked regularly.

Award students an assessment level for the section of work in their books.

Advise students on how to improve the level for the section of work in their books using PATR or verbal feedback.

Ensure that students have the target level clearly on display on the front inside cover of their exercise book or folder. Regularly update 'On Target Sheets'.

Ensure that students are provided time to consider marking comments.

To share good practice with book marking in meetings.

Teaching assistants

To read through the comments written by teachers in order to guide any students they are working with in the class.

Leadership team

Devise and implement a programme to monitor the implementation of the Whole School Marking Policy.

Carry out work scrutiny as part of Departmental Reviews.

Students

- Under guidance from teachers, sometimes mark their own or another students book.
- Read comments by teachers.
- Respond positively to comments written by teachers.
- When advised, self-assess work using criteria.
- Put the best effort into book work.
- Catch up on work after absence.
- Keep high standards of presentation in book work.

Parents/Carers

To read through the comments written by teachers regularly.

To support the school in checking that students are organising their book work.

How students are levelled or graded

Key Stage 3 Assessment without levels created by the assessment coordinator.

Key Stage 4 1-9 new GCSE grades

Progress data

Progress data is shared with parents and students at parents' evenings and in reports. In addition, students are made aware, by their tutors and teachers, of their progress and how it relates to outcomes at the end of each key stage. The school communicates with parents in the following ways:

- Written reports and target setting and progress checks.
- Informal discussion.
- Telephone calls home and interviews.
- Written comments on pieces of work which are taken home.
- Wall displays around the school.
- House points and departmental letters/postcards or certificates sent home for good work.
- The student journal - a key resource.

All of these forms of communication share the same function and they are intended to inform, involve and motivate students and their parents/carers.

Addendum to this policy in response to COVID-19

Homework will be given mainly through Google Classroom. Teachers will also be encouraged to provide alternative forms of feedback, including whole-class feedback and electronic feedback via Google Classroom.

Classwork will be marked following the Afifah book marking frequency. When book is collected for marking, teachers are advised to leave 48- hours before marking the work and not return the work to students until 48-hours have passed after marking. This is to ensure a few days' delay to allow the work to be clear of any potential viruses.

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