

Marking has two purposes:

1. Students act on feedback and make progress over time.
2. It leads the teacher to adapt their teaching to maximise students learning and sits within a cycle.

Assessments tasks must be well planned, organised and hold value to both the student and the teacher. There are many different approaches to marking and feedback and it is crucial that students understand their own performance and their own areas of weakness. A range of strategies from the **marking and feedback toolkit** must be exclusively used when marking and giving feedback. **Comment only marking (WWW/EBI/CTG) is only to be used when undertaking 'deeper marking' episodes and not every time you mark.** Students write in black pen and respond in purple pen. Teachers may mark in any colour pen they choose.

Subject Team Aims and Objectives

Subjects must:

- Provide a safe, nurturing environment in the classroom which encourages students to challenge themselves, take risks and learn from their mistakes.
- Support a framework that assessment, **marking and feedback happens 'little and often' and serves a learning function.**
- Use grades sparingly. Only use ATL grades for Year 7-9 students' at the end of a unit of work and for Year 10-13 students' when assessing work at the end of a topic/assignment and on a progress check/profile. *Assessment books may be the most appropriate place for graded marking.*
- Ensure that a plan is in place to help teachers manage their workload. (i.e. management of split classes, frequency of marking, critical assessment points etc.)
- Support regularity of feedback and workload, directing teachers to have a focus when marking exercise books/ working folders. Subject Leaders must identify key pieces of work that will be deep marked and ascertain the 'common marking approach' to be used by selecting certain strategies from the marking and feedback toolkit.
- Ensure that 'book looks' are a regular feature of R, R and R in order to quality assure marking and feedback across all teachers in the department and identify areas of development.
- Ensure that teachers have a secure overview of the starting points, progress and context of all students.
- Ensure that teachers are making use of the 'Excellent Work' folders by providing students with exemplary material in lessons and by using this excellent work to set the standard at the beginning of a 'book look'.

3 PRINCIPLES OF MARKING AND FEEDBACK





PRAISE

Praise must (over time)

- Be precise and used when deserved.
- Motivate and promote a 'growth mind-set' by praising the effective use of learning behaviours or strategies. Students need a repertoire of approaches—not just sheer effort—to learn and improve.
- Encourage students to try new strategies and seek help from others when they are stuck. (E.g. "Let's talk about what strategies you have tried, and what strategy you can try next time.")
- Award Commendations, where appropriate, in response to the work undertaken in class or at home (using commendation annotations CE, CB, CA, CD, CH).
- When work is excellent, it is commended, and feedback given should add challenge and pose questions to deepen understanding.

PROGRESS

Marking and Feedback must (over time)

- Comment on students' learning in relation to the learning goals or enquiry question.
- Provide students with a useful comment on what they are doing well alongside guidance for improvement based on their understanding, misconceptions and/or learning strategies used (using WWW/EBI/CTG).
- Be diagnostic and promote questioning that explores deep and conceptual understanding.
- Check and flag up repeated literacy errors (Top 1/3 of the work only and maximum 3 misspellings to be identified).
- Challenge students to foster pride in their presentation and quality of their work. **High expectations should be evident in marking** – using commendations and Lack of Effort Demerits can help achieve this.
- Engage students in the marking process and set the expectation that students will **always** act upon feedback.
- Show evidence that students have acted upon the feedback.
- Foster students' increasing independence and the development of self-regulation through questioning skills, self & peer assessment (e.g. Using scaffolding templates / exemplar material / success criteria when undertaking self & peer assessment).
- Inform future planning (Mark-Plan-Teach).

RESPONSE

Teachers must (over time)

- Encourage opportunity for students to engage with and respond to feedback. This can be built into lesson time or home study tasks (e.g. DIRT).
- Set the expectation that students respond to feedback at all times and award Commendations for students who have responded to feedback (CB: Breakthrough in learning).

Students must (at all times)

- Respond to feedback given.
- Engage fully with self and peer assessment tasks.
- A lack of response or engagement will incur a demerit for lack of effort.

SUBJECT TEAM PRACTICE AND POLICIES WILL REFLECT THE MARKING AND FEEDBACK PRINCIPLES