Davenant Foundation School
Marking and Feedback Policy

Last Reviewed: December 2020
Next Review: December 2022

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAILS

Policy Name	Marking + Feedback Policy	**Committee Responsible**	Curriculum
Status		**Committee Person i/c**	Mr A Thorne
Produced by	Mr A Thorne	**First Agreed**	
Date Produced	December 2016	**Last Review Date**	December 2020
References		**Next Review Date**	December 2022

Marking and Feedback Policy

This policy should be read in conjunction with the **Assessment and Target Setting** policy and the school **Teaching and Learning policy**

1. RATIONALE

1.1   Marking should be the tool that validates and challenges students' understanding and provides a basis to consider future progression.

1.2   Marking helps to raise achievement by identifying a student's strengths and weaknesses and explaining how they can raise their level of attainment.

1.3   Standardised marking across the school is essential in order that students, teachers and parents/carers can understand the school's marking policy.

2. AIMS

2.1   To promote assessment for learning procedures in a consistent manner within departments.

2.2   To ensure that all students understand what a marking structure is within each department area and how their work will be marked and assessed.

2.3   To motivate students by praising current achievement.

2.4   To give all students the time and opportunity to respond to teachers' feedback,to correct and learn from mistakes and address misconceptions

2.5   To assist students by setting clear learning targets to focus on specific aspects of work where further development is needed.

2.6   To provide the teacher with feedback on how well students have understood the current work and facilitate future planning of teaching and learning to improve knowledge and minimise misconceptions

2.7   To recognise that there will always be a need for both formative and summative assessment for students and to understand the use of and reasons for each approach.

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3. PROCEDURES

3.1   Marking and feedback of students' work should take place on a regular basis and therefore books should be marked every **3 to 5 lessons**. This can be:

- **Acknowledgement marking** *(checking that the work has been completed and that there are no obvious mistakes that need correcting)*
- **Standard teacher marking** *(Focused marking on class or homework that highlights mistakes/errors and uses developmental comments such as WWW and EBI. This may or may not include a grade.)*
- **Full Assessment marking** *(Full exam/assessment marking using subject specific criteria. Developmental comments using EBI and WWW to be used and a specific grade awarded reflecting the quality of the work)*

3.2   All marking should be completed in **<u>Red Pen</u>** to ensure consistency across the school. Post stick notes and pencil can be used for feedback that will need to be removed. If marking online; in some situations work will be marked online through Google Classroom. Department assessment policies will reflect this.

3.3   When marking, errors of any kind, e.g. SPAG or factual, should be circled or highlighted. When the work is returned to students, time should be given for students to **THINK and CORRECT**. *Good practice is for students to work out what is wrong, if they can't they should ask a fellow student and if that fails ask the teacher.* Students should write in their corrections in their normal pen. There will be times with some students in some subjects that the teacher will annotate the correction to give guidance to what is wrong. It is essential that students have the opportunity to respond to the teacher's comments, therefore time should be given during the beginning of the lesson when work is returned, including exercise books, extended writing, essays etc. when students can respond and correct. The response can vary dependent on the teacher's comments but could include the correction of highlighted/circled errors as well as redrafting of a paragraph or adding missing information. If the subject is practical in nature, the students' response may take a different form which should be specified in the departmental marking approach.

3.4   For written feedback all departments will often use **WWW** (what went well) and **EBI** (even better if). This will acknowledge what the student has done well and or improved on and also give them an explanation of how to improve further. *Good practice would be for the student to either redo some or all of the piece of work or write out the EBI target before they start the next assessment so they can focus on what to improve.* If the subject is practical in nature, the students' response may take a different form which should be specified in the departmental marking policy.

3.5   Every half term there will be a **minimum of 1 assessed piece of work** marked and assessed on department criteria. *(See Assessment and Target Setting policy)*

3.6   Staff must keep a record of the marks and grades awarded in their mark books and/or electronically to enable school monitoring and online reporting to work effectively.

3.7   Staff should provide differentiated comments that reflect the ability and flight path of students using the assessment grids and, in all cases, are subject specific.

3.8   Comments should be legible, have a positive tone and contain praise.

3.9   All marking should if possible highlight/circle literacy and grammar errors where appropriate. Improving students' levels of literacy is the responsibility of all teaching staff (see Literacy Policy)

3.10   **Peer marking** can be used if done in a safe environment where students have been taught how to mark a particular piece of work. There should be clear success criteria so that it helps students understand what they need to do. This could be done in **GREEN PEN** to highlight that it is not the teachers' marking, but any colour other than red can be used.

4 MONITORING

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4.1   The HoTLA will monitor marking and feedback, sampling exercise books, folders etc. each half term, ensuring that: students have evidence of positive marking and target setting, a clear appreciation of the level at which they are working and how to improve based on the individual student's flight path. They will also check that corrections are being done after the member of staff has returned the books/work.

4.2   SLT will randomly monitor samples of exercise books or folders and will also conduct whole school work scans as part of the learning walks and subject reviews.

4.3   SLT will ensure that all departments have graded exemplar work as well as targeted assessment criteria based on flight paths communicated to students, in classroom displays as well as their exercise books or portfolios.

APPENDIX 1
Presentation Guidelines for students

- All exercise books must be free of graffiti and have no pages removed
- Titles and dates should be underlined
- Underline using a ruler
- Classwork (c/w) or homework (h/w) should be noted in the margin
- Complete each page and do not leave gaps – avoid wasting space
- Use both sides of paper
- Handwriting should be legible
- Write in pen/biro – blue or black ink
- Draw in pencil
- Correction fluid should not be used
- Loose sheets should be stuck/secured in exercise books.

The School presentation sticker should be on the front of all exercise books.

To make my presentation Outstanding

- The title and date should be written at the top and underlined with a ruler.
- Homework or classwork should be clearly identifiable in the margin—h/w   c/w
- Always write in blue or black and draw diagrams and graphs using a sharp pencil and ruler.
- Complete work with care and attention to detail at all times.
- Work made in error should be crossed out neatly with one line.
- Books must be presented well at all times and looked after.
- All loose sheets must be stuck in your book.
- There should be absolutely no graffiti on books.

Remember, take pride in your work.

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