



Davenant Foundation School

Marking and Feedback Policy

Last Reviewed: September 2023

Next Review: September 2025

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	September 2023
References		Next Review Date	September 2025

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, uncovers misconceptions 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 principals in marking across the school are 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, 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.



- 2.8 For each department to have a clear policy in practice Intent that reflects the demands of the subject and maximises student progress.

3. PROCEDURES

- 3.1 Marking and feedback of students' work should take place on a regular basis in line with **departmental policy in practice**. This can include:

- **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 individual/group/whole class developmental comments This may or may not include a grade.*)
- **Full Assessment marking** (*Full exam/assessment marking using subject specific criteria. Praise and Developmental comments where appropriate to be used and a specific grade awarded reflecting the quality of the work*)
- **Folder and book checking/ Acknowledgement marking** (*checking that the work has been completed and that there are no obvious mistakes that need correcting or that work is missing*)

- 3.2 All marking should be completed in **Red Pen** 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 the best method for that particular subject.

- 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. The teacher will adapt to the needs of the group in this process. (Novice vs Expert)* Students should write in their corrections in their normal pen where appropriate.

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 teachers will state what worked well and then suggest areas for improvement. *Where appropriate a student may be asked to either redo some or all of the piece of work or write out the 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/Rotation 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 any marks and grades awarded in their mark books and/or electronically to enable school monitoring and online reporting to work effectively.



- 3.7.1 Staff can mark and feedback on any piece work, this may differ for individual students. This can include sample marking where a small number of books are collected for a specified reason or a piece of work that is marked 'live' during a lesson.
- 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

- 4.1 **The HOD** will make clear the departments **Policy in Practice**. This is a clear statement of Intent on how this marking policy is implemented ensuring it is fit for purpose supporting student progress. This will differ between departments due to the unique nature of them.
- 4.2 **HODs** 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. This will be in line with the Departments policy in practice.
- 4.3 **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 continued monitoring.
- 4.4 **SLT** will ensure that all departments have graded exemplar work as well as targeted assessment criteria based on flight paths communicated to students, these can be in classroom displays or digitally as well as their exercise books or portfolios.
- 4.5 **Governors** will get curriculum updates from the senior team on marking and assessment. Link governors will work with HOD to understand and check the policy in practice in each department.

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

