



Carshalton High School for Girls

Marking & Feedback Policy

Marking and Feedback Policy

1. Philosophy

1.1 The principal purpose of marking and feedback is to enhance learning. Every student has a right to have their work appropriately assessed with prompt feedback. Marking and assessing students' work demonstrates that we value their endeavours, informs timely and focussed intervention and helps teachers and students identify next steps in learning. The value and importance of oral feedback is also noted, particularly in practical subjects.

2. Formal and Informal Assessment Opportunities

2.1 Assessment opportunities occur during every lesson and often take the form of questioning and dialogue, observation of student activities, discussions with students and monitoring of class work. All of these activities provide teachers with important information and will determine or modify the lesson content as the teacher gauges the progress individuals are making and intervenes appropriately.

2.2 More formal assessment tasks are built into every scheme of work. These are in the form of tests, homework, practical activities and assignments which require the students to demonstrate what they know, understand and can do.

2.3 End of year examinations or summative assignments are conducted in core and foundation subjects where examination board syllabus assessments take this form.
(see Assessment, Recording & Reporting Policy)

3. Formative Assessments

These point towards what needs to be learned next – Assessment for Learning.

3.1 At Carshalton High School for Girls feedback is valued as a central tool in promoting the effective learning of our students. The guidelines in this section apply to subjects and courses in which a major medium of gauging learning is written work. Practice in practical subjects and courses should be guided by the principles herein but departments are free to devise their own models of formative assessment practice and are not bound to written feedback as their primary means of providing feedback.

3.2 When conducting formative assessments, feedback should be constructive and focused on how the student can improve against the stated success criteria for the assignment in hand. The aim is to help the student understand how to close the gap between their current and their desired performance in achieving the learning outcomes.

3.3 These tasks will take place at an appropriate point during units of work, so that students have the opportunity to learn from and take action on feedback and demonstrate their learning by the end of the unit in any summative assessment. It is essential that teachers allow students enough time to act on feedback either in the form of classwork or homework.

3.4 Tasks identified for detailed written feedback should not necessarily have grades written upon them. Research clearly indicates that where grades are present, then making comments on the same piece of work has no resultant learning gain for the students. Teachers may of course record grades for their own purposes but these need not be routinely shared with the students. Teachers should take a strategic decision when to share summative attainment grades.

3.5 The success criteria for the task must be made explicit to the student and the feedback given should explicitly relate to those criteria. At Key Stage 3 the criteria should be from planned

expected progress criteria. At Key Stages 4 and 5 examination board criteria should be used. A range of strategies can be adopted to facilitate this.

3.6 Comments should be set out in the following form:

- 'What went well' (WWW) - aspects of work that are strong/ show development
- 'Even better if' (EBI) - aspects of relative weakness/ an area to target for improvement

These comments should relate to learning outcomes as closely as possible and should be phrased in an encouraging and supportive tone.

Teachers should also allow for engagement with feedback thus:

- 'Next time I'll ... (NTI)'- a space for students to engage with the feedback that has been given.

3.7 Comments should be differentiated to reflect students' level of ability as follows:

- High ability students should receive a suggestion of how to improve work
- Medium ability students should receive scaffolded advice on how to improve work
- Low ability students should be given an example of how to improve their work

3.8 The emphasis in detailed written feedback should be on both performance against the success criteria and on improvements needed. Secretarial comments about neatness and presentation are not a substitute for this feedback but may be given additionally when deemed necessary.

3.9 In order for the detailed feedback to be effective, it is vital that time is devoted to students engaging with what has been written and that students are assisted in this activity.

3.10 Detailed feedback should be given within three weeks in order for effective student engagement with feedback to take place.(It is recognised that Citizenship, Drama, Music and Religious Studies teach a particularly high volume of students, particularly at Key Stage 3 which might impact on the frequency of detailed feedback that students receive in these subjects.)

3.11 Praise and the recognition of achievement are important if students are to maintain a positive attitude to their school work. It is an important tool for raising students' self-esteem and confidence. Written praise and motivational comments are focused on the improvements that the student has made in terms of the progress they have demonstrated in the work, or their attainment in relation to the success criteria. Bland or non specific praise is discouraged when giving detailed written feedback. Research has shown that this is not valued by our students and is of little value.

4. Summative Assessments

These measure what a student has learned. – Assessment of Learning.

4.1 It is expected that every scheme of work will have clearly identified summative assessment opportunities. These will provide the teacher, student and parent with a clear indication of the standard to which the student has demonstrated the knowledge, skills and understanding being assessed.

4.2 At Key Stage 3 summative assessments will be predominantly according to whether a student has made more than expected progress (EP+), has made expected progress (EP) or has not made expected progress (EP-). These judgements on progress are informed by prior attainment.

4.3 It is highly unlikely that any particular summative assessment assignment will contain all of the Assessment Objectives within a subject. Therefore teachers will award levels taking into account only the Assessment Objectives which the assignment set can reasonably demonstrate.

4.4 At Key Stage 3, summative assessments are guided by opportunities and expectations identified according to students' prior attainment at the start of the Key Stage.

4.5 At Key Stages 4 and 5, summative assessments are guided by examination board Assessment Objectives and grade criteria for the subject.

4.6 Some assignments at all key stages are by their nature very closed or limited in their scope and in these cases a level or an examination board grade or band may not be appropriate. When this is the case, then a percentage or numerical score may be fed back to the student. These closed tasks will include:

- simple tests with right or wrong answers
- quizzes
- multiple choice exercises.

4.7 For the majority of assignments, numerical scoring should only be used when the means through which the score was arrived at is completely explicit to the student.

4.8 To enable parents and students to more easily understand the meaning examination board grade or band descriptors, the descriptors will be displayed in classrooms and inserted into work books in a simplified and accessible form.

4.9 At the start of each Key Stage 3 unit of study, teachers will make students aware of the knowledge, skills and understanding that students are expected to learn. These will be inserted into student's books/folders. Students will self assess their competency in these aspects. At the end of the unit, students and teachers will review their mastery of these aspects and catch up tasks should be set if deemed necessary.

5. Types of marking

5.1 All work that students have originated themselves requires some form of scrutiny. This scrutiny can be divided into five categories:

- Work that requires a teacher to recognise that the task has been done as requested. This can be done by a simple tick, affixing a sticker or the use of a stamp.
- Work that can be self assessed. The student marks the work in green ink and writes their name next to the mark or comment.
- Work that is peer assessed. The student marks the work in green ink and puts their name next to the mark or comment.
- Work that requires teacher levelling, grading, scoring or comment.
- Work that is given detailed written feedback with formative comments.

5.2 Providing detailed written feedback is a time consuming activity and only some of work produced by students requires this kind of attention. All work that the students have originated themselves requires some acknowledgement.

5.3 Teachers ensure that there is an appropriate mix of tasks set which will allow the full range of marking strategies to be employed.

6. Annotating Students' work.

6.1 The placement of a mark indicates where feedback is directed:

- Next to a line – means the issue is in the line
- Against a vertical pen line – means the issue is in this section
- At the end – means the issue is a problem throughout

6.2 It is important that teacher's handwriting is legible. Some of our students struggle to read cursive handwriting. Teachers are to be mindful of this and ensure their writing can be read by students of all ages and abilities in order to ensure that students are able to access their feedback.

6.3 There is no expectation that teacher's mark in a specific colour ink. However green ink is not advised as students improve their work in green ink.

6.4 When students to engage in peer and self assessment (as outlined in the Teaching and Learning Policy) self assessment should be signed by the student. Peer assessment should be signed by the peer assessor. It is advised that these annotations are written in green ink.

6.5 Spelling errors in students' work should be indicated with a clear 'sp' in the margin of the line where the error occurs or clearly next to the word. It can be demotivating and counter-productive for too many spelling errors to be indicated so teachers should focus on correcting key subject terminology and common frequency words, typically to a maximum of three words in a piece of work.

7. Frequency of Marking

7.1 Prompt marking and feedback of students' written work is essential. It demonstrates that the teacher values the students' efforts, enables teachers to intervene and more closely match teaching to individual learning needs and overcome barriers to learning through the effective use of formative assessment.

7.2 It is a requirement that all student work books, files and portfolios should be scrutinised by the teacher in all subjects at a frequency which reflects good professional practice and departmental policy.

7.3 In all subject areas students' work will be scrutinised and acknowledged at least every three weeks (with the exception of Citizenship, Drama, Music and Religious Studies at Key Stage 3). In most subject areas work will be scrutinised and acknowledged more frequently. The frequency will be dependent on the number of lessons per cycle the student spends in the subject area and the complexity of the marking tasks.

8. Marking Literacy Aspects in student assignments

8.1 Every teacher has a responsibility to promote the literacy of students and to deliver effective teaching or literacy.

8.2 When marking students' work, teachers should indicate the misspellings of subject specific vocabulary. These should be underlined and time set aside when the work is handed back for the students to make corrections.

8.3 It is demotivating for students and extremely time consuming for teachers if all spelling errors are marked. Where one or more non specialist words are consistently spelt wrong throughout a piece of work, then teachers should choose one or two of these words and indicate these for correction.

9. Monitoring of Assessment

Practice is regularly monitored throughout the year to promote consistency and good practice.

9.1 All teachers' written feedback to students will be formally scrutinized termly by the Subject Leader using an Evaluation and Judgement template (appendix 1). Subject Leaders will provide SLT with an assessment of each teacher's practice. Teachers will be informed of assessments made of them.

9.2 If a judgment of 'Requires Improvement' or 'Inadequate' is made, Subject Leaders will hold a meeting with the teacher to outline areas of deficiency and provide support. If a teacher's practice is again assessed as 'Requires Improvement' or 'Inadequate' in the next term's scrutiny, a meeting will be held with the Headteacher in advance of formal proceedings.

9.3 Senior Leaders will check the accuracy of Subject Leaders' scrutiny and will scrutinize samples of teachers' practice in subjects they mentor.

9.4 Scrutiny will focus primarily on the accuracy and impact of written feedback. There will be a focus on auditing individual students' work over time, with a clear focus on the usefulness of feedback in informing students how to improve.

9.5 The following aspects of practice will also be monitored:

- Frequency of marking
- Time since last mark
- Application of judgements on whether expected progress is being made in all Key Stages.
- Evidence of target setting
- Students engaging with/ using feedback to improve progress

10. Responsibilities

10.1 Senior Leadership Team:

- Monitoring standards of marking and feedback and scrutiny of practice across the school
- Scrutinizing standards of marking and feedback across the school through formal and informal work scrutinies
- Providing training opportunities through CPD programme
- Engaging with parents and carers by sharing marking and feedback practice on the school website

10.2 Faculty Leaders/ Curriculum Leaders:

- Monitoring standards of marking and feedback within subject areas
- Scrutinizing standards of marking and feedback within subject areas through formal and informal work scrutinies and informing SLT of findings
- Providing training opportunities through CPD activities within subject areas

10.3 Subject teachers:

- Implementation of practice outlined in Marking and Feedback Policy with a particular focus on the use of feedback to promote student progress, frequency and form of marking-
- Engaging with whole school and subject CPD activities within subject areas