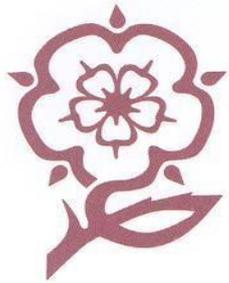


Bullers Wood School

Marking, Assessment and Feedback Policy



Quod Potes Tenta
Strive to your Utmost

Policy created by: S. Osborne AHT Teaching & Learning and the Marking, Assessment & Feedback Working Party	Date of Adoption: September 2017	Date to be Reviewed: July 2020	To be reviewed by:
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MARKING, FEEDBACK AND ASSESSMENT POLICY

Rationale

We recognise that effective marking, feedback and assessment is at the heart of teaching and learning. High quality feedback can have significant effects upon learning and progress for students. ^{[1][2]}

Marking, feedback and assessment should be meaningful for students and manageable for teachers. Consistency across the school is important, but this can come from consistently high standards and departmental guidance rather than unvarying practice. ^[3]

Aims

Marking incorporates different types of written feedback. It should advance pupil progress and outcomes and inform on student understanding and therefore teacher planning.

Feedback, including verbal feedback should guide students on how to improve. It should focus on complex or challenging tasks, as this emphasises the importance of effort and perseverance and is more valued by pupils. Feedback should focus more on what is right rather than what is wrong and be given sparingly, to ensure that it is motivating for the student. ^[1]

Assessment generates a grade which can be used to monitor and support student progress and attainment. Assessment should provide information which is both clear and reliable that can be used to inform teaching and learning.

Expectations

1. All students will know their target grade in each subject. These should be displayed on a tracker/ progress sheet on or inside the front cover of their book/folder. Students should use this tracker to record their progress and set their own targets.
2. All teachers will use a range of methods to measure student progress, set targets for improvement and inform their planning. This will include formal assessments (based on examination style questions), peer and self-assessment and marking of classwork and homework according to the school policy.
3. Teachers will arrive at a summative assessment grade for students **at least once a half term**. (This may be generated in a number of ways – to be determined in departments)
4. Formal assessments will take place as calendared and will be marked using examination mark schemes and shared criteria.
5. Homework will be set according to the Homework Policy.
6. Teachers will provide written formative feedback for students **at least once a half term**. This will be used to inform future planning and identify students who are falling behind. There is no expectation that all class work will be marked. Mark tasks where your marking will have an impact. Use the suggestions on reducing workload below to help. ^[4]
7. Teachers will also maintain oversight of homework and classwork in books and folders, checking for completion and understanding and providing written or verbal feedback where

appropriate. This will be used to inform future planning. There is no need to acknowledge that every page has been checked.

8. Formative feedback should be specific, accurate and accessible by the student. It could follow the format of 'what went well, even better if, student response.'
 - WWW: Include positive comments and growth mindset language where appropriate, and explain why the work was good.
 - EBI: Write a comment about what needs to be done to improve the work, based on the assessment criteria, objectives or their target grade.
 - Student comment: DIT time is given in lessons for students to read the teacher's comments, reflect and make improvements/correct mistakes. It is expected that the student engages with the teacher feedback and their response should be evidenced. This is essential to maximise the impact of marking and encourage a productive dialogue between teacher and student. ^[5]
9. Verbal feedback should be used to encourage students to reflect on and improve their work. It could be used to give whole class or individual feedback or as DIT. It does not need to be acknowledged in books. ^[6]
10. Teachers will share the learning objectives and success criteria for peer and self-assessed tasks. Pupils then assess their work against those success criteria. ^[7]
11. Peer or self-assessment and DIT will be labelled PA/SA/DIT in the margin.
12. Good work and effort will be rewarded using the school reward system.
13. All staff will keep records of the progress of individual students. These records should show the results of a range of homework, classwork and assessment tasks and should form the basis for reporting attainment and progress to parents, department leaders and SLT.

Marking to reduce teacher workload and increase student [engagement](#)

Instead of...	The teacher...	The student...
Marking every question in detail	Only marks highlighted questions in detail.	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would like most help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over the question in class. This can be done using verbal feedback.	Writes their own correct answer
Marking an entire piece of work in detail	Marks a section of the piece in detail and highlights this to the student via a yellow box. Feedback is then provided, focusing on the work in the yellow box only.	Improves the work highlighted in the yellow box in response teacher feedback.

Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall WWW/EBI comment	Annotates areas of their work to show WWW and areas for improvement (EBI)
Writing well done you have... next to good aspects of the work	Puts a double tick next to the best parts of the work	Adds a reason for the double ticks
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a small mistake	Writes WWT(What's wrong with this?) or (RTQ (read the question) or ** (check this again) or QWC (quality of written communication)	The student makes their own corrections
Marking answers as correct or incorrect	Tells the students the number of answers that were wrong.	Uses DIT time to find and correct their mistakes either individually or in groups.

Departmental Procedures

Each department should have a separate document outlining their procedures that is consistent with and acts as a supplement to the whole school policy. The document should include details of

- Marking criteria for coursework and controlled assessments.
- Success criteria by which students work will be assessed including homework
- How consistency of teachers' assessments and feedback is monitored within the department
- How the department uses student data to inform progress, planning, reporting, target setting and to identify underachieving students.
- How students track their own progress and set their own targets.
- How feedback is differentiated to give students SMART targets

Monitoring

It is the responsibility of SLT, Heads of Department and Subject Leaders to ensure that all class teachers mark work according to school policy and keep clear and appropriate records.

The quality of marking and feedback will be monitored by these staff via work scrutinies and reviews as per the School calendar. This will involve looking at a selection of exercise books or work samples to evaluate the effectiveness of this policy.

Literacy

Teachers will identify mistakes using the codes below. Students will then write the corrections. Time will be allocated for them to do this, ideally during DIT.

Symbol	Literacy corrections	Action required by students
W	The wrong word has been used.	Check using a dictionary and/or thesaurus and write down the correct word.
?	Unclear meaning	Re-write the sentence so that it is clear.

Error underlined and 'Sp' in the margin.	Spelling error.	Use a dictionary to check the spelling. Write the correct word three times.
^	A word or phrase is missing.	Put the right word in the space above or write a * and write it in the margin.
P	Punctuation error	Put in the correct punctuation (. , ? ! “ ” : ; - ') or circle the incorrect punctuation.
C	Capital letter error	Put in capital letters for proper nouns and at the start of a sentence. Change incorrect capitals to lower case letters.
//	A new paragraph is required.	Give a reason why you need a new paragraph here. Is it a change of time /place/topic/person?
F	Formality error	Rewrite the word in the style needed for this work (formally or informally).
T	Wrong tense (past, present or future)	Correct the mistake or write down which tense should have been used.