

Marking and Feedback Policy



BloxwichAcademy
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Bloxwich Academy

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Review led by: M Rock

This policy is written considering research on effective marking practice 'A Marked Improvement' – by the Education Endowment Foundation (April 2016) and the report into eliminating unnecessary workload for teachers regarding marking; 'Eliminating unnecessary workload around marking' – Report of the Independent Teacher Workload Review Group (March 2016). Policies from other schools (including within the Matrix Trust) have also been reviewed to support this policy. This policy is also written in line with National Teaching Standards.

It is essential that feedback enables pupils to address any misconceptions and know what they can do to improve their knowledge, understanding and skills. Bloxwich Academy advocates that pupils need to work as hard as their teachers. For this to happen, teachers need to consider the following when providing feedback:

- **What have pupils learnt previously?**
- **What do pupils need to know?**
- **What do they need to understand?**
- **How can pupils improve further?**

Feedback should be subject-specific and provide opportunity for reflection and further application if necessary.

For marking and feedback to be effective, it needs to be matched to the subject, class and individuals within that class. Different pupils require different approaches. Nevertheless, there are minimum expectations for all teachers, regardless of their subject or personally-preferred approaches. This Marking and Feedback Policy sets out those minimum expectations for all teachers at Bloxwich Academy (linked to National Teaching Standards). Marking and feedback methods should always focus on what is most effective for helping pupils to make progress in individual subjects. Monitoring of effective marking and feedback takes place through a range of monitoring procedures half termly.

Bloxwich Academy Principles

- Marking is diagnostic, constructive and done regularly to the time frames specified.
- Marking benefits pupils as it allows them to improve upon their current level of achievement; it ensures pupils make significant progress and sustained gains.
- Marking benefits teachers because it can be used to inform future planning, revise schemes of work, support teacher assessments and provide evidence for reporting.
- Marking also helps parents/carers to understand what their child needs to do to improve.

A teacher must:

1.6 Make accurate and productive use of assessment

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress

EXAMS: Teachers ensure that all exam groups are very familiar with the criteria set by examination boards. The assessment criteria are explicitly taught to pupils using mark schemes and model answers. Where mark schemes are difficult for pupils to interpret, teachers provide pupils with pupil-speak versions. Pupils have regular opportunities to complete examination questions, including whole papers, throughout the course. When exam responses are fed back, pupils are guided to identify what they need to do to improve on their next exam practice.

CONTROLLED ASSESSMENT (BTEC Awards): Teachers are not permitted to give individual written or oral feedback on controlled assessments which are submitted for external assessment. Therefore, the work is marked against the externally-set criteria only when the work is completed. However, there are times where teachers decide that another controlled assessment task will need to be completed to replace an assessment in which pupils underachieved. In these cases, it is imperative that pupils learn from their mistakes. They are informed about, and guided to identify for themselves, what they need to do to make improvements on their new tasks. Where pupils are being prepared for controlled assessments by completing a practice piece (which is a different task to the real piece), pupils are given the feedback they require to achieve highly on the real controlled assessment.

BTEC: Before pupils begin an assignment, assessment criteria are clearly shared. During the teaching and learning for that assignment, feedback can include areas for learner progression and what learners need to do to achieve a pass, merit or distinction. Once the assignment has been started, only general feedback and support can be given that relates to knowledge, skills and understanding. Pupils make their own notes of verbal feedback in their Progress Logs. At this stage, feedback cannot specify what they need to do to achieve a particular grade (pass, merit or distinction). Work will be marked summatively at the end of the assignment. A resubmission opportunity can only be authorised by the lead Internal Verifier in that subject.

STANDARDISATION and MODERATION

To ensure that the levels of achievement for both internal and external assessments are being reported accurately and consistently, departments meet regularly to agree their judgements. Departments also keep a portfolio of marked and annotated work for all key stages as a guide for colleagues. The following procedure should take place:

- Standardised materials are shared and evaluated
- Director/HoD quality assure materials for accuracy
- Small sample of marked assessments moderated and standardised

c) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

In addition to giving pupils regular oral feedback, teachers diagnostically mark a substantive piece of work within the time frames outlined in this policy. These are fed back in detail so pupils know how to improve their work in future. The style of feedback is personalised to particular subjects, groups and individual pupils. Subject specific Marking and Feedback Guidance documents provide examples of what effective written feedback might look like in each subject. All marking is signed and dated. Teachers ensure pupils act on the feedback they are given, either by making changes to work they have already produced or showing improvement in future work.

A teacher must:

1.2 Promote good progress and outcomes by pupils

c) guide pupils to reflect on the progress they have made and their emerging needs

Teachers give pupils regular opportunities to work out, with appropriate scaffolding, what they are doing well and what they need to do to improve. Time is built into lessons for this. Pupils use green pen to write in their comments. Where pupils have not assessed themselves or others correctly, they receive further written or oral feedback from the teacher to correct their misconceptions.

Teachers may also encourage pupils to become more reflective learners by creating opportunities for them to give feedback (written or oral) to their peers.

e) encourage pupils to take a responsible and conscientious attitude to their own work and study.

Mistakes vs. Misconceptions: Teachers mark primarily for misconceptions, not mistakes. If pupils are routinely making mistakes they are guided by the teacher to address this. Teachers may approach this using re-teach time, fix-it tasks or interventions if necessary.

Ownership: To foster pupil ownership of their work it is sometimes appropriate for them to mark their work themselves in green pen before handing it in for marking. When marking a substantive piece of work, pupils should self and peer assess work against pre-determined success criteria before it is marked by the teacher.

Redo: Where pupils have produced pieces of work that show a lack of effort, teachers insist pupils redo it shortly afterwards. Pupils who routinely hand in work that is subpar are sanctioned appropriately.

Praise: Whether giving feedback orally, or in writing, teachers use their professional judgment to adjust the ratio of praise: targets to improve, so their pupils are motivated. Generally, this will be at least 2:1 but this will vary based on the relationship the teacher has established with the group and their knowledge of each pupil's needs.

Rewards: The school commendation system along with stickers/stamps purchased by faculties are used to encourage pupils to achieve. Subject staff liaise with Directors and Heads of House/Sixth Form and Leadership to send praise postcards and letters of commendation to parents/carers. Assemblies and special prizes may be given for exceptional work.

Presentation: Teachers insist on a high standard of presentation. All work has a date and a title. Dates and titles are underlined using a ruler. Mistakes are crossed out with a single neat line through the error. The use of liquid paper (e.g. Tipp-Ex) is not allowed. All written work is done in blue or black ink and drawings/diagrams in pencil with the exception of self/peer assessment which is completed in green. Although presentation infractions are picked up by teachers and pupils act on this, they do not form the basis of diagnostic comments. Homework is completed on salmon coloured paper where possible.

Example

Marking Stickers

Marking feedback stickers can be used by staff to give diagnostic feedback. Subjects may personalise the standard marking feedback sticker to make it more appropriate to the subject, pupils and key stage.

Example of whole school standard marking sticker

Marking Feedback

Date:

Level/Grade if appropriate:

How are you doing?

Effort	1	2	3	4
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What went well ...



Your target to improve is ...



Fix It Question/Task



Commendation?

Staff initials:

Pupil response ... GO!!!

Classwork Effort Grades:

Grade	What you are doing in class
Exceptional 1	<ul style="list-style-type: none"> • I work exceptionally hard in lessons. • I complete all tasks to the highest standard I am capable of. • I never allow myself to get distracted. • I check back through my work to make corrections or improvements. • I take great pride in my work. • I complete my fix it tasks to the best of my ability and sometimes make extra notes to help me remember in the future. • I regularly make contributions and share my ideas.
Good 2	<ul style="list-style-type: none"> • I work hard in lessons, completing all tasks. • I rarely allow myself to get distracted. • I usually check back through my work to make corrections and improvements. • I take pride in my work. • I complete my fix it tasks to the best of my ability.
Requires Improvement 3	<ul style="list-style-type: none"> • Sometimes I work hard in lessons, sometimes I don't. • Sometimes I allow myself to get distracted. • Sometimes I check my work for mistakes. • My work can be scruffy or incomplete. • Sometimes I may not complete my fix it tasks or try hard enough.
Inadequate 4	<ul style="list-style-type: none"> • Most of the time, I don't work hard in lessons. • I frequently allow myself to get distracted or try to distract others. • I don't read back through my work to check for mistakes. • I don't take much pride in my work. • I have lots of gaps in my work as I don't always complete tasks. • I frequently do not attempt to complete my fix it tasks.

Homework Effort Grades:

Grade	Descriptor
Exceptional	I complete my homework on time to an exceptional standard. I may have spent additional time completing it to ensure I am pushing myself and my progress. I might ask for extra work to complete at home.
Good	I always complete homework for the date it is set. I spend the time on my homework that teachers expect me to. I try to complete it to the best of my ability.
Requires improvement	I usually/rarely complete homework for the date set, but not always. Sometimes I do not finish it or it has been rushed last minute. I spend less time than my teachers expect.
Inadequate	I frequently do not do my homework. When I do, it is rarely finished. I do not spend the correct amount of time doing my homework.

Written Accuracy: Teachers guide pupils into taking a responsibility for expressing themselves accurately in writing. It is appropriate for lesson or homework time to be

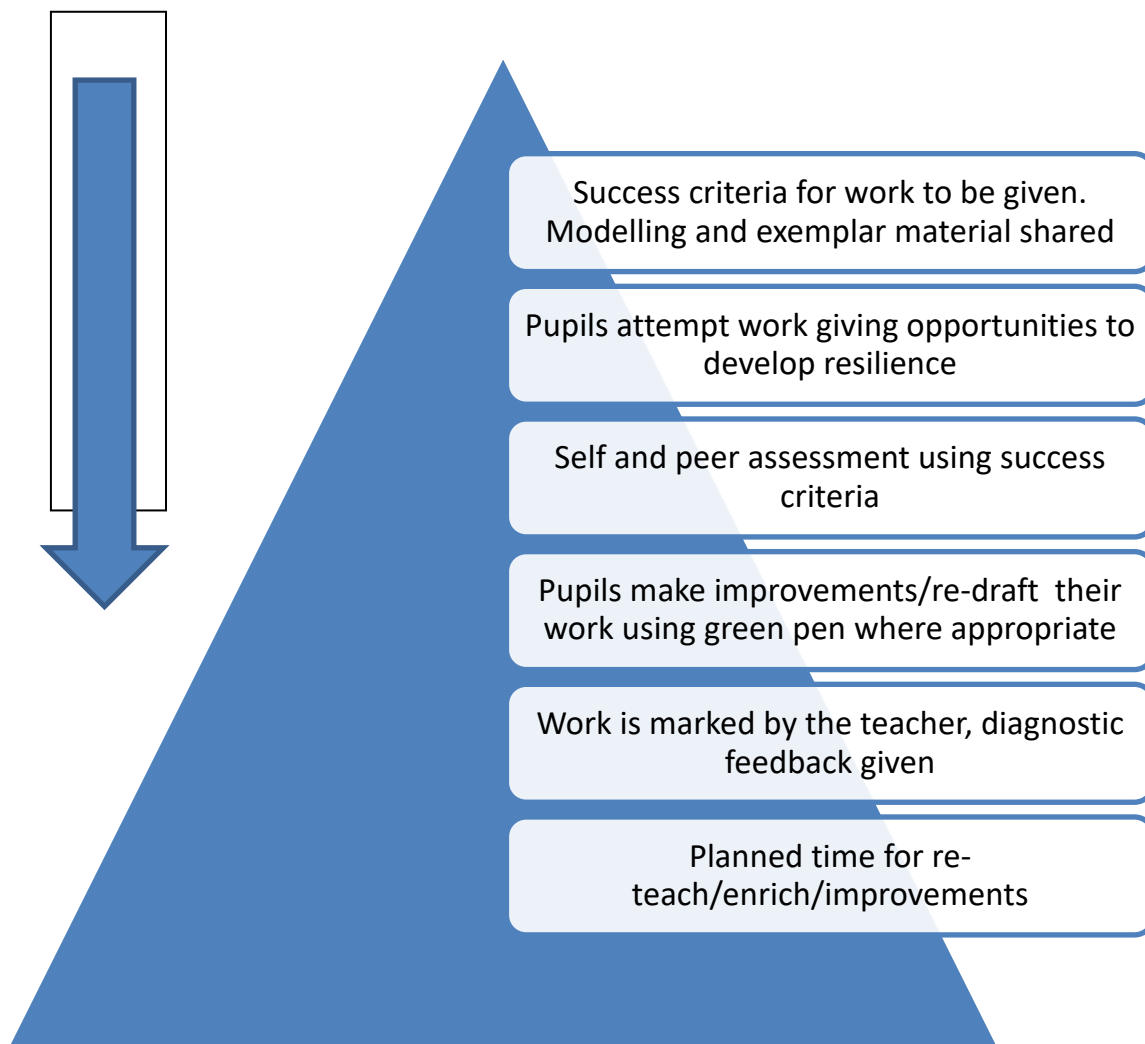
devoted to correcting their mistakes. One or more aspects of written accuracy is addressed at least once a half term.

The following marks are used to highlight written inaccuracies, which pupils are then guided to correct in green.

Code	Meaning
P	Punctuation needs attention. This may include capital letters.
Sp	Spelling is incorrect.
Gr	There is a grammatical error in your work.
//	A new paragraph is needed.
^	Word(s) missing
??	Reread to check for meaning/ sense.
H	Handwriting has made it difficult to read.
Co	Use a connective to link points/ ideas.
V	Choose a better word (vocabulary).

Where pupils have misconceptions (such as spelling the same words incorrectly every time) these are picked up by the teacher and addressed with individuals (e.g. insisting pupils Look-Cover-Write-Check) or as a whole class (e.g. a whole class spelling test)

Model of Marking and Feedback Process for substantive piece of work



Whole Class Feedback

Teachers can use whole class feedback to inform pupils of what has been performed well and how work should be improved.

Whole class feedback is an effective way of reducing teacher workload and still ensuring pupils are given appropriate feedback to make progress.

Whole class feedback model:

- Success criteria and/or mark scheme shared with pupils and explicitly taught
- Exemplar material modelled and shared
- Pupils attempt work – eg 20 mark exam question
- Work is peer assessed using success criteria and/or mark scheme
- Pupil makes 'green pen' improvements after peer feedback
- Teacher will read all work and record a mark/level or grade only on each piece
- Teacher to complete whole class feedback overview sheet whilst reading work
- Next lesson teacher gives the whole class feedback on what was done well and what can be improved using model examples. This may include re-teaching of common misconceptions
- Teacher gives 'green pen' improvement tasks for all pupils

Example whole class feedback sheet

Class: **Whole Class Marking Feedback - Mock Exam**

What Went Well
(Which questions and AO's, coding)

Misconceptions
(What knowledge and understanding needs re-teaching)

Raising the bar
(What they need to do to get a 5)

Green Pen Activities
(Personalised questions and activities for grouping)

Special Praise
(Say who and why)

Dos and Don'ts for teachers... and why this is better for pupils

Don't	Do	Why this is better for pupils
Don't diagnostically mark every piece of work.	Do diagnostically mark selected key pieces of work which demonstrate the key skills and/or knowledge for that half term/unit of work.	Pupils have a manageable set of targets to work on for that half term. "This half term I'm working on improving my..."
Don't write diagnostic annotations AND a diagnostic final comment.	Do choose which one you're going to do: annotations or final comment.	Annotations are often more powerful as they show pupils more precisely where they might have gone wrong.
Don't mark silly mistakes for them (e.g. missing off capital letters, forgetting to use the correct units).	Do guide pupils to correct their own mistakes ("go back through and put in all your capital letters", "check that every unit is the right one"). Provide feedback on misconceptions. It is often desirable to have pupils spend a minute or so checking their work before handing it in.	Pupils won't have their teachers there to correct their mistakes for them in an exam, so develop their conscientious attitudes to work now.
Don't tick and flick notes. It's a waste of time.	Do check pupils are making effective notes, using a 'notes check sheet' for example.	Pupils might not know what ticks mean. A 'notes check sheet' reinforces exactly what your expectations are for note-taking.
Don't keep marking in the same way (e.g. two stars and a wish at the end of the work) just because you've always done it that way.	Do think what the most effective feedback strategy is – preferably before pupils complete the work in the first place. Plan HOW you're going to mark each activity.	Pupils receive the feedback in the most meaningful, useful way(s) possible.
Don't write generic praise comments, such as 'Good work' or 'Excellent'.	Do identify why you think the piece of work deserves praise. 'This is a big improvement – you've cracked sine and cosine', 'Excellent use of key terms'	This builds self-esteem even more because they know their efforts in particular areas have paid off.
Don't keep writing the same thing on many pupils' work.	Do use letter/number codes for general misconceptions and have pupils look them up (on a whole class presentation/worksheet). You could put the letter/number codes in the margin or inside the work itself (see annotations above). Address the biggest misconceptions as a whole class.	This will require pupils to read your feedback more closely.
Don't mark for the adult observing your lesson.	Do mark for the pupils – observers will be able to work out if they are receiving effective feedback by asking pupils: What am I doing well in this subject? What do I need to do to improve my work in this subject?	Pupils will benefit from 100% of what you write.

Frequency of Marking

Type of Work	Red Pen: Teacher marking	Green Pen: Pupil marking
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Key Stage 3	Substantive piece of work in core subjects (3 or more hours a week)	Around every 2 weeks	At the end of each independently completed activity. Self/Peer marked before red pen marking of a substantive piece. Whenever books are handed back.
	Substantive piece of work in subjects with 2 hours a week	Around every 3 weeks or 6 hrs of teaching	
	Substantive piece of work in subjects with 1 hour a week	Around every 6 weeks or 6 hrs of teaching	
Key Stage 4	A substantive piece of work	Around every 2 weeks	At the end of each independently completed activity. Self/Peer marked before red pen marking of a substantive piece. Whenever books are handed back
Key Stage 5	A substantive piece of work	Around every 2 weeks	Respond in writing to feedback from teachers.
BTEC (KS4/KS5)	Whole assignments	Around every 2 weeks for preparatory work. Black pen: Summatively at the end of each assignment.	Respond in writing to feedback from teachers.

Definitions

Marking involves judging pupils' work against a set of criteria which has been set either internally (departmentally or by individual teachers) or externally (by exam boards and the

government). These criteria must be shared with pupils before they complete the work. Marking is a vital tool for allowing pupils to see how well they are performing against these criteria. It is also a vital tool for teachers; by diagnostically identifying areas for improvement, future learning can be targeted to address specific gaps in skills and knowledge.

Feedback is the information communicated between teachers and pupils. Teachers guide pupils on how they can improve using a variety of methods, in writing and verbally. In turn, pupils reflect on their progress and identify steps they can take to improve and feed this back to their teacher. Effective feedback is widely acknowledged to be the single most determining factor in enabling pupils to make rapid and sustained progress.

Diagnostic Comments

Marking should be positive and constructive and should enable pupils to improve and make progress towards their baseline levels or grades. Staff should aim to offer two praise comments about the work and also provide a written target for improvement that will allow pupils to understand how to improve their work. (see marking feedback sticker)

Although separate in some ways, marking and feedback are complementary components of an effective 'marking dialogue' which frequently overlap.