

Marking and Feedback Policy

1. Philosophy

Consistent and regular verbal and written feedback will raise standards. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day-to-day basis manageable and feeds onto the next cycle of planning for teaching. It is an effective medium for ensuring that the students are aware of their own progress and how they can improve.

2. Aim

The Belvedere Academy aims to:

- Encourage a 'learning conversation' between students and teachers about learning and progress;
- Aim to raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work;
- Signal areas of achievement/areas for development to adults and students to inform future planning;
- Ensure continuity for the student as she moves through the Academy.

3. Shared Principles of marking

- Providing an opportunity to celebrate and acknowledge achievement, attainment, progress and effort;
- It provides opportunities for prompt and regular written or spoken dialogue between student and teacher;
- Emphasises the learning objectives of the lesson and the criteria for success. Marking will be directly related to these;
- Provides constructive suggestions about ways in which the student might improve her work;
- Instructs pupils about next steps in their learning;
- Compels students and teachers to follow up agreed targets to see how far they have been achieved.

4. Practices

Academy Centred Practices:

- Academy practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the Academy;
- the marking policy is linked with the Teaching and Learning Policy;
- the marking policy has been discussed with all new members of staff and the practice reflects Academy policy;
- all work returned to students must be marked;
- the principles of marking should be shared with parents;
- marking must be manageable. There is an emphasis on quality rather than quantity.
- assessed work should be quickly returned to the student.

Teacher/Support Staff Centred Practices:

- Teachers and support staff are selective in the aspects about which they choose to comment;
- Teachers and support staff comment on strengths
- Teachers and support staff comments on targets for improvement. In the best examples these are linked to success criteria such as NC level descriptors, GCSE or A Level grade criteria
- Teachers and support staff recognise effort as well as quality;
- Teachers and support staff use the information gained together with other information, to adjust future teaching and learning strategies;
- Teachers and support staff differentiate feedback while ensuring that all students know how they can move forward. This is achieved by modifying the comments to suit the age and ability of the students (if appropriate using codes or pictures).

Student-Centred Practices:

- Students are encouraged to comment on the work themselves before handing it in or discussing it with the teachers;
- Students being given the opportunity to peer assess in pairs or in groups;
- Students are given the time to act upon the feedback given (e.g. at the beginning of the next lesson, at the start of the session, or for homework).

5. Purpose

Research has shown that effective feedback to pupils about their progress can have significant impact on progress and attainment. In addition developmental comments alone are more likely to raise standards as they help students understand the main purposes of their learning and thereby grasp what they need to learn. Effective marking therefore must:

- Provide a focus on learning objectives or success criteria;
- provide both oral and written feedback as appropriate;
- provide the teacher and support staff with an evaluation of the lesson;
- confirm that the learner is on the right track and suggests areas for improvement. Suggestions for improvement will act as 'scaffolding';
- provide students with opportunities to assess their own and others' work and give feedback;
- ensure that students understand their achievements and know what they need to do next to make progress;
- encourage students to comment on their own work before handing it in;
- provide alternative solutions if a learner continues to fail in a given task;
- give students time to act upon the feedback given by the teacher or another student;
- help set the next piece of work with other information to adjust future teaching plans;
- provide a record of a student's progress;
- help set curriculum targets;
- help parents understand strengths and areas for improvement in their child's work.

6. Types of marking

Assessment for Learning:

When Marking for Learning is used:

- A diagnostic or developmental comment is given;
- Feedback (oral or written) is given as an integral part of classroom practice;
- It informs the short term planning cycle;
- It informs teachers/support staff about the progress of students;
- Provides information for other adults.

Assessment of Learning:

When Marking of Learning is used:

- Summative pieces are graded or levelled and feedback relates to this.
- Although all work is marked, we use a range of strategies:
- Codes, initials, stickers, smiley faces or stamps are used to indicate focus achieved;
- Peer marking – quality paired marking with response partners;
- Self-assessment;
- Verbal feedback – with an initial or tick by teachers/support staff;
- Detailed focus marking – marking to the learning objective.

7. Involving Students in feedback

We use a variety of strategies to ensure that students are part of the assessment process such as:

- Verbal feedback – teacher and learner;
- Quality/focused written marking with time for follow-up and specific improvements to be made;
- Self assessment;
- ‘Critical friend’ feedback – student and student;
- Planned opportunities for discussion either as a whole class or in groups.

8. Motivating Students through feedback

We use a mix of strategies to motivate and encourage students’ enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work;
- Positive acknowledgement of correct/good work;
- Encouraging comments on areas needed to develop.

9. Monitoring and Evaluation

The Assistant Principal and Curriculum Leaders are responsible for the monitoring of the policy:

- Curriculum Leaders undertake the work sampling in their subject;



- The Vice-Principal oversees the above process and produces an action plan prioritising any changes.

10. Policy Review

- This policy is reviewed every two years;
- All new members of staff must understand and implement the agreed policy.

Last Revised and Modified: February 2014

Appendix 1:

Possible strategies

These strategies have been successfully used in classrooms:

1.1 Detailed Focus Marking:

Verbal:

- Read piece of work together with student;
- Link praise and development point to learning objective or success criteria and not the activity;
- Ask student how piece of work could be improved e.g. 'How could you make the story flow better?';
- Feedback according to the student's ability.

Written:

- Identify a strength
- Identify a target
- Mark against learning objectives or success criteria;
- Link success and improvement to learning objectives or success criteria;
- Mark according to the learner's ability and target level;
- Response and improvement time must be given to allow students to read through comments and act upon them;
- Not all work needs to be focus marked and in detail – the Academy policy is clear on this. The emphasis is on quality rather than quantity;
- It is most useful when the learning objectives and success criteria relate to open skills or understanding (e.g.drawing conclusions) rather than closed skills (e.g. including speech marks).

Peer and self assessment/feedback:

- Students identify a strength;
- Students identify a target;
- Students use the success criteria;
- Students use target levels to give feedback;
- Use of thumbs up, 5,4,3,2,1 or colour pages in planners to indicate understanding;

- Use of mini whiteboards to show understanding;
- Students develop own success criteria with which to mark own and peers work.

1.2 General unfocused check marking - Marking of completed lesson activities

- Ticks – or appropriate acknowledgment of completed tasks;
- Signature or initials of marker to show work has been acknowledged;
- Supportive comments and praise based on effort;
- Use of NC levels at KS3;
- Use of GCSE grade criteria at KS4;
- Numerical scores;
- Results from tests.

Code marking or stamps

- Letter or symbols used to indicate type of marking such as:

V	Verbally discussed
LO	Learning objective achieved
S / ✓	Strength
T	Target
N	appropriate mathematical method but answer is numerically incorrect
Sp	Check spelling
//	Use a paragraph
FS	Use full sentences

- Different stamps to provide instant feedback;
- Codes and symbols to be displayed in classroom displays or exercise books for use by teachers and support staff, supply teachers, students and for sharing with parents.

Appendix 2 – Individual Class Work Scrutiny

Curriculum Area	Staff Member	Class/Set

Key questions to aid scrutiny and feedback to staff.	Yes or No	Notes/Comments
Are pupils made aware of the ‘big picture’?		
Are pupils made aware of their target grades / levels?		
Do pupils know how to improve their current grades / levels?		
Is work well presented and organised effectively?		
Is work marked / assessed regularly and in accordance with the Academy marking policy?		
Is there reference in the marking to either NC or GCSE descriptors?		
Are clear learning targets set – either through lesson objectives or marking?		
Is there opportunities provided for, and evidence that, pupils respond to feedback?		

Is there evidence of differentiation – are pupils suitably challenged and supported?		
Are pupils making progress in their learning? Is there evidence of progression?		
Is there evidence of subject specific literacy being addressed?		
Are rewards and sanctions used effectively?		
Is there evidence of homework?		

Summary of work scrutiny for Class/set:

What worked well

Areas for Development

Marking and Feedback is Outstanding*	Marking and Feedback is Good*	Marking and Feedback Requires Improvement*	Marking and Feedback is Inadequate*
'Systematic approaches to target-setting, marking, feedback and peer- and self-assessment, support and challenge all pupils to make precise improvements to their work. Pupils respond to this feedback making progress as a result.'	'Feedback from target-setting, marking and peer- and self-assessment is constructive and clearly identifies the next steps in pupils' work. Pupils respond to this feedback.'	'Regular and clear feedback helps pupils to understand strengths and weaknesses in their work. Pupils are not given opportunity to respond to this feedback.'	'Assessment does not help pupils sufficiently to see what needs to be improved in their work.'

Appendix 3:

Curriculum Area Work Scrutiny

Do teachers assess students' work thoroughly and consistently?		
<ul style="list-style-type: none"> • Assessment, including marking, is carried out in accordance with Academy policy. • Feedback and marking recognises achievement and good effort. • Marking helps students to know what they should do to improve. • Students carry out corrections. • Targets are set according to Academy policy. These are sometimes referred to in marking and feedback. • Targets are reviewed at least termly and where they have been met new targets are set. 	<ul style="list-style-type: none"> • The Academy Policy actively guides assessment procedures and is reflected fully in the marking of students' work across the Academy. • Feedback and marking identifies and recognises specific achievement in the task in relation to learning objectives or targets. • Teachers regularly use formative marking to offer clear advice on how students can improve. • There is good evidence of self and peer assessment so that students consistently carry out corrections and actively try to improve their work. • Targets are set according to Academy policy. These are frequently referred to in marking and feedback. • Progress against targets is regularly monitored and where these are achieved new targets are set 	<ul style="list-style-type: none"> • Teachers use carefully the assessment procedures in the Academy Policy to maximise students' learning potential as reflected in their work. • Feedback and marking includes a range of strategies for acknowledging and rewarding specific achievement, tailored to students' individual needs. • There is regular use of quality next steps marking which clearly shows students how they can improve, in ways accessible to the student. • Students use a wide range of assessment strategies including independent self-correction and peer assessment. They show improvements in response to marking, and in subsequent work demonstrate they have learnt from assessment. • Students' targets are clearly recorded and referred to in marking. Students are actively involved in setting individual or group targets and monitoring their progress towards them. • Students' achievement of their targets is celebrated and new targets are set. • Teachers use work constructively to encourage students to move towards their targets and set challenging goals for students.
Does students' work show care and thought in its presentation?		
<ul style="list-style-type: none"> • Students take care over the way their work is presented. • Students usually adhere to Academy policy on presentation e.g. underlining, dating, borders etc. • Students pay due attention to handwriting in most of their written work. 	<ul style="list-style-type: none"> • Students present work in an appropriate way to match the task. • Students adhere to Academy policy on presentation e.g. underlining, dating, borders etc. • Students produce neat written work to the best of their ability. 	<ul style="list-style-type: none"> • Students show initiative in presenting different work in imaginative ways. • Students consistently adhere to Academy policy on presentation e.g. underlining, dating, borders etc. • Students consistently produce neat written work to the best of their ability.