



If you can dream it...
Ysgol Bae Baglan

Ysgol Bae Baglan Marking and Feedback Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: Oct 3rd 2018

Chairman *E. V. Latham*

Philosophy

Verbal feedback and constructive written feedback help raise standards. These approaches form the most useful and powerful on-going diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching and learning. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress, how they can improve and for challenging pupils to take ownership of their own learning.

Aim

To ensure a consistent and effective approach to diagnostic written and verbal feedback which when shared:

- Creates a positive dialogue between pupil and teacher.
- Informs parents/carers of progress and enables them to take an active role in their child's learning.
- Identifies areas of achievement and development for teachers and pupils and will inform future planning.
- Raises the achievement and self-esteem of pupils by providing regular opportunities to celebrate and acknowledge progress and effort which are essential if they are to develop their own learning.

Purposes

Effective feedback and marking should:

- Provide opportunities for prompt and regular written or verbal dialogue with the pupil.
- Ensure teacher/ support staff and pupils are clear about the learning objectives of the task and the criteria for success and that marking is directly related to these. Pupils must be frequently reminded of the criteria.
- Enable teacher/support staff and pupils to provide constructive suggestions about ways in which the pupil might improve his/her work.
- Provide the teacher/support staff with an evaluation of the lesson and inform the next stage of planning;
- Confirm that the learner is on track and suggest ways for improvement to act as scaffolding;
- Provide a record of pupils' progress in terms of previous areas for development.
- Allow parents to understand the strengths and areas for development in their child's work.

Practices of Feedback and marking.

Feedback and marking serves different purposes at different times. Sometimes it takes place to acknowledge learners' work which may have been assessed as a whole class or by means of peer / self-assessment processes. Sometimes the teacher is checking completion of a task

(general marking) which does not require further assessment. Sometimes the teacher may mark work in detail providing diagnostic comments to close the learning gap (deep marking). Feedback and marking may take the form of the following practices:

Pupil-Centred Practices

- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teachers.
- Pupils are given the opportunity to self-assess or to peer-assess in pairs/groups.
- Pupils 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).
- Pupils are able to write their comments in green ink and consistently use the school's marking codes. Appendix 1

School Centred Practices

- School and departmental practice is consistent and in line with the policy.
- Feedback can take the form of verbal, written or if using the Surface devices recorded.
- Feedback and marking must be manageable: departments should agree what key pieces of work need to be selected for deep marking.
- For key pieces of work identified for deep marking, full formative feedback is provided twice per half term, where appropriate for core subjects and once for non-core subjects.
- Formative feedback uses WWW (What Went Well) and EBI (Even Better If)
- Feedback is provided which is subject specific, it may be literacy/numeracy related, based on skill development or which provides feedback on a practical task e.g. an experiment or presentation.
- The Marking & Feedback Policy must be discussed with all new members of staff.

Teacher/Support Staff Centred Practices

- Teachers/support staff are selective in the aspects about which they choose to comment;
- Teachers/support staff provide constructive comments that acknowledge what has been achieved as well as clearly identifying areas for development;
- Teachers/support staff recognise effort as well as quality.
- Teachers/support staff are to write their comments in red ink and consistently apply the school's marking codes (see appendix A)
- Teachers/support staff use the information gained together with other information, to adjust future teaching and learning strategies;
- Teachers/support staff differentiate feedback while ensuring that all pupils know how they can move forward. This can be achieved by modifying the comments to suit the age and ability of the pupils;
- Spelling errors identified through deep marking are copied by the pupil 3 times at the end of the piece of work and these will need to be checked by the teacher for accuracy;

Types of feedback and Marking

When Feedback and Marking **for** Learning (formative) is used a diagnostic or development comment is given. Marking **for** learning may involve strategies such as:

- Highlighting points which the pupil has done well against set learning objectives or success criteria;
- Provide close the gap comments to encourage improvement such as "now, next time,."
- Give clear guidance on how to improve work e.g. "Say more about how" "describe something that happened when you"
- Provide opportunities for learners to re-draft work e.g. use of temporary comments using pencil or post it notes;
- When Feedback and Marking of Learning (summative) is used grades, levels, numerical scores are to be used.

Involving Pupils in Feedback

A variety of strategies can be employed to ensure that pupils are part of the assessment process such as:

- Verbal feedback – teacher and pupil;
- Quality focused written marking with follow up time;
- Self-assessment e.g. use of traffic lighting;
- Pupil to pupil feedback – critical friend approach;
- Providing opportunities for pupils to develop their own success criteria to mark their work;
- Use of success criteria ladders, GCSE grade descriptors or previous learners work to model marking process for self / peer assessment;
- Planned opportunities for whole class discussion or groups e.g. to talk about improving the quality of their work and to reflect learning.

Monitoring and Challenge

The Heads of Departments are responsible for the consistent implementation of this policy. The SLT lead for Assessment, Marking & Feedback has overall responsibility for ensuring the consistent implementation of the policy at whole-school level.

- HoDs must ensure that all subject teachers consistently implement the policy and monitor its effectiveness (including work sampling through the school's QA process) and produce a plan prioritising any necessary action/s;
- The SLT lead for Assessment, Marking & Feedback will ensure that best practice, as identified through the QA process book scrutiny, will be shared during HoDs meetings and if the need arises as part of whole school INSET;

Appendix A – codes for staff and pupils

S	Spelling error
P	Punctuation error (e.g. full stop, capital letter, speech marks, apostrophes missing etc)
G	Grammatical error (e.g. their/they're/there; to/too/two; your/ you're; its/it's etc)
V	Vocabulary (use subject key words, connectives, extended vocabulary)
^	A word is missing
SS	Sentence structure (a sentence is muddled and doesn't make sense)
//	New paragraph
✓	Correct / good point made
✓✓	Very good point made
X	Factual error / numerical error
MC	Correct method used but numerical error in answer / workings
VF	Verbal feedback given
PC	Please complete unfinished work
L	Literacy comment
N	Numeracy comment
WWW	What went well (positive comments about work)
EBI	Even better if (targets for further improvement)

- Marking codes will need to be displayed clearly in page margins apart from ^, ✓, and // which will be inserted in the text.
- When highlighting a specific error (e.g. spelling, punctuation or grammar) the area where the error has occurred can be circled or underlined by the marker
- Where needed WWW and EBI should be written at the end of the piece of work. In some subjects it may however be advantageous to the learner if EBI is written alongside the answer for which specific improvement targets are given.
- Pupils are to use red/green/purple to mark self/peer assessments. Teachers are to use red/green/purple ink.
- For general marking teachers are to initial / sign and date work at the end of the page in acknowledgement that set activities have been completed. The code PC is to be used to highlight incomplete work.
- It is now a requirement at GCSE that pupils write in black ink. Please encourage pupils to write in black ink throughout KS4
- Any teacher feedback via book monitoring exercises carried out for departmental / whole school self-evaluation should be written in blue ink.

