

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



MARKING & FEEDBACK POLICY

Policy written by:	Miss A M E Davies [in consultation with a staff working party 2019]
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Next review due:	June 2023

Aims

The school aims to:

- Establish a consistent approach to the way pupils' work is marked so that pupils feel valued, and have a clear understanding of how well they are doing and how to make progress;
- Ensure all pupils have their work marked regularly to help them reach or exceed their full academic potential;
- Ensure that students receive feedback which is meaningful and facilitates progress and improvement in learning and understanding;
- Ensure that the marking work load for staff is manageable whilst remaining effective for students.

Rationale

In order to realise our aims of encouraging students to achieve excellence in all aspects of school life and a community of learning, this school has an assessment and feedback policy. This policy supports our aims to:

- Promote good progress and outcomes by students;
- Allow teaching to respond to the strengths and needs of all students;
- Make accurate and productive use of assessment.

It is the responsibility of every teacher to understand and apply the methods of assessment used within their faculty area and to seek advice from the Faculty Leader with regard to recording and reporting. This is a collaborative policy, produced in consultation with middle leaders and is non-prescriptive. Departments should have the freedom to use an appropriate assessment method relevant to each task and based on shared good practice observed across the school.

It is, however, important that the assessment method provides the necessary feedback to every student to enable them to understand their current attainment and what is required for them to progress further. This is an important part of the learning process and forms an essential part of the dialogue between teacher and student and informs the planning of lessons.

Key Principles

1. All students from Year 8-13 will know their subject target grade. Target grades for Year 7 are for internal use only.
2. All departments will use a range of assessment methods to measure progress and identify targets for improvement. This will include formal assessments, peer and self-assessment as well as through teacher questioning, discussion and observation.
3. Formal assessments will be used to supply assessment data for inclusion in the calendared data rounds supporting a holistic view of each student's attainment and progress.

4. A 'resilience' approach will be used by departments – it is not always necessary to use levels/grades on every item of marked work. Assessment for Learning (AfL) techniques for oral and written feedback should be utilised using positive reinforcement.
5. Students must have the opportunity to comment and act upon any feedback. Time should be allocated in lessons, or in a homework task, for this to take place. It is expected that the student engages with the teacher feedback and their response should be evidenced. Departments should develop their own approach on how this is best implemented. This is essential to make assessment a productive dialogue between teacher and student.
6. Written feedback should:
 - Be predominately encouraging and constructive, including a positive comment on what was done well and why (e.g. **What Went Well**);
 - Relate to lesson objectives, learning outcomes and/or provide a specific target for improvement on more detailed assessed work or projects (e.g. **Even Better If**);
 - Challenge pupils to think for themselves;
 - Create opportunities for pupil dialogue - student responses should be completed in a coloured pen e.g. a green pen in order to differentiate from the teacher's red pen annotations.
7. Detailed verbal feedback should be acknowledged with a student annotation where appropriate.
8. Teachers should use the green 'Checked by your teacher' stamp when work has been reviewed or self-evaluated **in class**, to show that student annotations/comments are accurate. This should be dated and/or initialled by the teacher.
9. Student work for external examinations should be marked in line with examination board mark scheme and could be subject to internal moderation to ensure consistency across different teachers in a department.
10. Students should be supported in the development of their wider skills e.g. SMSC, literacy, numeracy.
11. Homework should be set as per the homework timetable and assessed as appropriate. Meaningful tasks should be set which will reinforce, consolidate or facilitate learning, rather than setting homework for the sake of it. SIMS should be used as a means of recording if students do not complete homework.
12. Good work and effort should be rewarded using the school achievements and reward system. There should be evidence of this in students' work e.g. stamps or stickers.
13. All staff should keep a record of the progress of individual students (in line with GDPR recommendations). 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, Faculty Leaders and SLT.

14. Each Faculty Leader is responsible for ensuring that personalised marking policies exist for each subject area as appropriate (which should be regularly reviewed). This will ensure consistency of marking within subject areas.

Frequency of book marking

Marking should focus on work where constructive feedback will best facilitate progress.

Work can be marked in one of two ways:

General marking:

- it is not always necessary to mark all aspects of a piece of work. Corrections and comments should put the responsibility back onto the students who should be given the opportunity to respond. Evidence of general marking could include verbal feedback as appropriate within departments and use of the 'checked by your teacher' stamp, as well as self and peer assessment;
- General feedback, within a reasonable time frame, is required;
- At KS3, books/files are to be checked three times across each term – these 'checks' should be spread throughout the term to ensure an even distribution of marking and feedback for students. Any potential variation to this should be discussed with SLT presenting a clear rationale;
- at KS4/5, General marking will be sufficient to ensure students are organised and on track, but *focused* marking will take precedence.

Time should be allowed for students to read comments and reflect on them in lessons. Faculties should develop their own approach on how this is best implemented.

Focused Marking: focused marking should be linked to the learning objectives which are made clear to the students before they complete the work. Departments should decide which tasks are formally graded (KS3-5) as appropriate.

There should be evidence of continual feedback as appropriate for each department. Students should be made aware of when work is to be focused marked and **targets for such tasks should be set**. The common format across faculties should be:

- Grade [in line with department or examination board mark schemes];
- Positive, constructive comment: what is done well and why?;
- Target for improvement [could be evidenced with a 'T' in a circle].

The expectation is that a minimum of one piece of work is 'focused marked' per half-term, containing a constructive comment and at least one target for improvement which provides the student with clear advice about how to make progress and improve their learning/understanding.

ASSESSMENT OF LEARNING

There are three key types of assessment:

- **Assessment of Learning** - records development in progress, rather than completed development. It is an ongoing part of classroom activity, it is cumulative and provides information which informs teachers' future planning. This forms part of ongoing teacher assessment in the classroom.
- **Summative Assessment** - summarises 'completed' learning. This type of assessment usually takes place at the end of a period of teaching, such as at the end of a topic/unit, the end of a year or the end of a key stage. Summative assessment statements may be compiled using information from formative assessments in addition to formal tests taken at given points within students' school careers.
- **Assessment for Learning** - an extension of formative assessment; the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It should be ongoing and part of effective teaching and learning. Assessment *for* learning uses assessment in the classroom to raise pupils' achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve or even exceed the aim.

Assessment strategies

Could include:

- **The Five-Minute Check** - check through a cross-section of books – five or six – to assess how students across a range of abilities performed in the previous lesson. If they have produced a piece of writing, begin the next lesson by showing an example from one student (or small group) – typed up or photographed or projected on a visualiser – and critique it together. Guide the class through the editing process, staying focused on common misconceptions and weaknesses, so that modelling an improvement is done together. Individuals then return to their own work and edit independently with this example in mind.
- **Focused Marking** - choose a specific learning point, skill or technique. Inform students that the assessment of their work will be based only on the teaching point [which does not have to be an end of unit test but could be a substantial piece of work appropriate for grading]. Tie in the marking with the learning objective/s. This could be completed as part of a classroom based on online learning platform, such as MS Teams Assignments.
- **Peer and Self-Assessment** - these strategies are important but skills of assessment need to be taught. Sharing of exemplar materials allows students to see what success looks like and therefore they can share in the learning process. It is important to improve students' self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning. This could be other student's essays, past students' exam scripts, teacher modelling, passages from fiction/non-fiction texts, for example.
- **Note Making and Summarising** -students create their own notes and get feedback on their efforts e.g. by comparing their notes with a model. A mixture of both individual and collective feedback is the most effective approach, given the constraints of time.

- **Guided Marking** - similar to guided reading or writing. The teacher works with a targeted group of students (between 6 and 8 students) to concentrate on specific feedback and how to act on it. This may be an approach you wish to adopt for students in certain 'groups' e.g. Pupil Premium. Again, feedback could be given via online learning platforms as well as face to face.
- **Teacher/Student Dialogue** - the teacher asks the student a question about why they have written something or how a sentence or point could have been made differently, for example. The student responds by writing a response to the teacher's question(s). Over a short period of time, a dialogue is developed between the teacher and the student which focuses on the learning and actively involves the student in their own learning. This technique also provides a trail that can be referred to if the same error reappears in later work. It also concentrates on progression. Such dialogue could be referenced by students in their work by a 'V' in a circle.

Monitoring and Evaluation

It will be the responsibility of the Head of Faculty to ensure that all teachers within their faculty are using appropriate assessment methods. This will be completed through book scrutiny exercises within faculties or those carried out by Faculty leaders / SLT. Where necessary, appropriate ongoing support and monitoring will be provided by the Head of Faculty.

It is the responsibility of the SLT to continue to support this monitoring process.

Review/Roles and Responsibilities

Faculty meetings will be held which will give staff the opportunity to review the implementation of this policy within departments.

Heads of Faculty meetings will provide opportunity for this to be shared with senior and middle managers.

Roles	Responsibilities
Teacher	<ul style="list-style-type: none"> • Ensure work is marked in line with the whole school and faculty policies • To share good practice of book/assessment marking and feedback strategies in faculty meetings • To refer to the Marking & Feedback Toolkit [see Appendix A] as appropriate • To engage in the moderation of formal assessments to ensure consistency of marking/feedback • To record assessment data within GDPR guidelines.
Middle Leaders [Heads of Faculty]	<ul style="list-style-type: none"> • To ensure faculty staff mark in line with whole school and faculty policies • To monitor the quality of marking in their faculty and address any areas for improvement

	<ul style="list-style-type: none"> • To ensure opportunities are provided for sharing good practice and utilising the Toolkit of marking/feedback strategies as appropriate • To carry out work scrutiny exercises as guided by SLT • To ensure their faculty has a coherent and consistent approach to identifying learning milestones and identifying key tasks to be marked in detail • To ensure marking is planned over an extended period of time so that a clear evaluation of the student's progress can be given • To ensure planned opportunities are created each term to moderate key assessment activities to ensure consistency.
Senior Leadership Team	<ul style="list-style-type: none"> • Devise and facilitate a programme to monitor the implementation of the School Self Review process • To support HOFs in carrying out their roles in monitoring the marking and feedback process • To monitor overall marking and feedback at Newport Girls' High School to ensure its effectiveness whilst ensuring staff workload remains manageable [See Appendix B]. • Facilitate a review of this policy at a reasonable time in consultation with staff and amend as appropriate.

ADDITIONAL INFORMATION TO BE PROVIDED BY FACULTIES REGARDING ANY VARIATIONS TO THE ABOVE in terms of how 'General' and 'Focused' marking will be interpreted in each faculty area.

Additional links:

Appendix A – see DfE report on reducing marking workload:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Appendix B – see Ofsted expectations for marking:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730129/Ofsted inspections - clarification for schools 270718.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730129/Ofsted_inspections_-_clarification_for_schools_270718.pdf)

Appendix C - see NGHS Literacy Policy [2020] for further detail. Found here:

[T:\Information for Staff\Staff Information & Policies\Policies\Literacy Policy](#)

Appendix D – see The Key for Leaders – Effective Marking: Research and Guidance:

<https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/markings-effective-strategies/>