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# GLOSSOPDALE SCHOOL MARKING AND FEEDBACK POLICY

<b>Revision</b>	<b>Authorised by</b>	<b>Date</b>	<b>Adopted by</b>	<b>Date</b>
Reviewed	Deputy Headteacher Standards & Subject	Sept 2019	Governors Meeting	

Signed..... Date.....  
Chair of Governors

## Glossopdale School Marking and Feedback Policy 2019

### **Principles**

- Marking and feedback is aimed solely at advancing students' progress
- Immediate feedback is more effective than receiving feedback long after work has been produced
- Feedback should develop students' independence, reflection and meta-cognitive skills
- Rewind opportunities should be frequent and meaningful, for addressing misconceptions, correcting Literacy mistakes and for re-drafting more extended work
- Feedback should be supportive and positive, in an atmosphere of mutual trust
- There are a variety of methods of providing feedback: whole class, verbal, self-assessment, peer assessment and teacher marking
- Almost all assessment is formative and should be followed by 're-teaching' to fill gaps in students' knowledge and understanding

### **Essentials**

- Subjects with 4-5 lessons per week: marking every 2 weeks
- Subjects with 1-3 lessons per week: marking every 3 weeks
- Students to complete at least one piece of rewind after each piece of marking
- Typically, this will involve the marking of 2 – 3 shorter, in-class formative assessments each term

### *What should be seen in 2-3 weekly marking?*

- Green pen for the teacher
- Red pen for students' rewind
- Marking for Literacy
- ✓ for at least one strength/skill/concept that has been demonstrated, improved or mastered
- Ⓓ to provide a target for students to work on in future pieces of work
- Ⓐ to provide an action (task) for students to complete in rewind
- Ⓚ to provide a question for students to answer in their rewind

### **Setting targets**

- Feedback should provide tasks, questions or specific activities for students to complete
- Tasks should be written as T in a circle, actions as A in a circle and questions as Q in a circle
- Time should be planned for students to complete the tasks for rewind
- Rewind should always be in red pen

***Milestone assessments and significant pieces of extended writing***

- The whole school calendar indicates the number of milestone assessments required for each year group: these may be in-class assessments or exams
- Milestone assessments should be completed by the deadline for each year group (according to school calendar)
- Mock exams and milestone assessments should be marked and data on SIMS within 2 weeks of completion - Work should be marked and graded using the relevant subject-specific mark scheme

***Models of summative assessment feedback***

Whole class feedback

- A whole class feedback sheet is completed by the class teacher, including comments on Literacy
- Each student will have a hard copy of the whole class feedback sheet provided on paper, which they stick in their book
- This should be shared visually with the class, showing effective and less effective examples of student work
- The teacher should subsequently re-teach the relevant knowledge and skills (those identified as areas of concern in the whole class feedback sheet)
- Students complete rewind in response to the feedback and their relevant next steps
- Whole class feedback sheets should be created and adapted for each faculty and/or assessment

Individual feedback

- Students' work is marked and annotated individually according to the criteria or assessment objectives being assessed
- Assessments should be marked for literacy using the codes below
- At least one strength/skill/concept demonstrated, improved or mastered should be identified
- Students should be provided with at least one target
- Students complete rewind in response to their individual feedback and next steps

***Recording***

- Results of milestone assessments and exams should be recorded on SIMS marksheets (3 per year)

- Faculty processes should be followed for the recording of shorter formative assessments
- The assessment calendar indicates the deadline for the completion of assessments for each year group, usually prior to a report home
- Current and predicted grades entered in SIMS for reports are a holistic grade: NOT an assessment grade for one piece of assessed work

### **Assessment trackers**

- Faculty processes should be followed to use the relevant assessment tracking sheet for each year group/subject
- Normally, this will be stuck into the front cover of an exercise book or at the front of a folder
- Students should complete the tracker after each milestone assessment
- In dialogue with the teacher, they should complete the strengths and next steps – subject-specific and Literacy
- Students should use these as targets when completing the next relevant piece of work

## **Literacy**

### ***Principles***

- Improvements to Literacy are most effective when they are subject-specific
- Tier 2 and 3 vocabulary should be explicitly taught and tested in each subject
- Medium Term Plans should include subject-specific key words and strategies for teaching and testing (eg. low stakes starter quizzes)
- In marking, differentiate between careless mistakes and those made when students have genuinely attempted an ambitious skill
- Mark Literacy appropriate to the students' ability
- Provide weekly opportunities for students to complete Literacy rewind
- Literacy errors should not be corrected by the teacher

### ***Essentials***

- Students' work should be marked for Literacy every 2-3 weeks (see above)
- Common and concerning Literacy errors in milestone assessments and exams should be noted and indicated in whole class feedback sheets
- Misconceptions in Literacy should be re-taught following whole class feedback and students directed to focus on correcting mistakes in their rewind

### ***Codes for all subjects:***

C: Capital letter

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U: Underline

Sp: Spelling

P: Punctuation

//: Paragraph needed

M: Careless mistake

V: Vocabulary incorrect

## **Homework**

Homework is most effective when it involves practice or rehearsal of subject matter already taught. The acquisition of knowledge is most effective when students have pre-existing knowledge, therefore the most powerful homework connects to prior learning or prepares for future learning.

### ***Principles***

- Ensure the purpose of homework is clear
- Ensure students have the knowledge and competence to be able to complete it
- If students submit a piece of work, it needs marking (this could be peer, self or teacher marked)

### ***Examples of effective homework tasks***

- Revision of a knowledge organiser followed by testing in class
- Summarising notes from a lesson into a mindmap/flash cards
- Completing a graphic organiser
- Exam question practice
- Guided research

### **Faculty specific additions and processes**

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**Faculty best practice**

