

# GLOSSOPDALE SCHOOL AND SIXTH FORM MARKING AND FEEDBACK POLICY

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## Glossopdale School and Sixth Form Marking & Feedback Policy 2023

### *Principles*

- 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
- The development of students' literacy is essential across all subjects in order for students to regulate their technical accuracy
- Feedback should be supportive and positive, in an atmosphere of mutual trust
- Almost all assessment is formative and should be followed by 're-teaching' to fill gaps in students' knowledge and understanding
- Students need to have the meta-cognitive and self-regulatory skills, as well as confidence, to understand how to act on feedback
- Teaching staff need to model the appropriate use of standard English in their own written and verbal communication in order for students to develop their accuracy and breadth of vocabulary

### *Practice*

Marking expectations fall into two categories; individual written marking and whole class formative assessment.

#### **Individual written marking**

Written marking and feedback will be provided in the following two ways:

- Ongoing marking for literacy
- Marking of formal assessments

Within these whole school expectations, each subject will communicate the subject-specific principles and practice that all teachers of that subject will follow to support students' learning in that subject; this includes how frequently work will be marked as well as the faculty processes that best support students' learning in that subject.

## Whole school literacy marking

- Medium Term Plans will include subject-specific key words and strategies for teaching and testing vocabulary (eg. Do Now activities)
- All written marking will include marking for literacy
- This will typically take place every 4-6 lessons
- Students' books in all subjects will include the literacy marking codes in the front of the book
- In marking, teachers will differentiate between careless mistakes and those made when students have genuinely attempted an ambitious skill
- Teachers will mark the agreed Tier 1, 2 and 3 vocabulary within the subject (spelling and accuracy)
- Teachers will mark literacy appropriate to the students' ability and key stage
- Literacy errors should not be corrected by the teacher
- Medium and short term planning will build in time for students to respond to teachers' literacy marking
- **Marking codes:**
  - Sp = incorrect spelling
  - P = incorrect or missing punctuation
  - C = incorrect or missing capital letter

## Written marking of formal assessments

- Students complete two formal assessments each year
- These will be individually marked with written feedback
- Marking of the content of the assessments includes marking for literacy (as above)
- Formal assessments will be marked and graded using the relevant subject-specific mark scheme
- Each subject will have an agreed template for teachers to complete when marking students' assessments
- Each student will be given a target, next step or task in their written feedback
- Each student will complete a review of their formal assessment which will include correcting mistakes and responding to the target or next step
- Preparation for and feedback on assessments will be built into Medium Term planning to ensure consistency and appropriate coverage within curriculum time
- Students will use the next steps from each assessment in future work, including classwork and their next formal assessment
- Mock exams and formal assessments should be marked and data on SIMS within 2 weeks of completion
- Subject teachers need to complete a 'Student Progress Plan' on a page of their messy marking book after/during the marking of assessments to identify content that is

secure and insecure and plan in-class interventions for students who have gaps and/or misconceptions

### **Whole class formative assessment**

There are no expectations of individual written marking beyond marking for literacy and marking of formal assessments. However, ongoing formative assessment is essential in order to address misconceptions and develop students' knowledge. This will be done in the following ways:

#### Messy marking

- Each teacher has a messy marking book
- The messy marking book will be used when marking formal assessments, reviewing interim assessment work in preparation for Whole Class Feedback and during lessons when students are completing independent work
- The pages of the messy marking book will allow space for teachers to make notes on strengths, success criteria, areas for development, literacy, students to target for in-class intervention and how re-teaching will be delivered
- For Formal assessments: the teacher circles 'Student Progress Plan' at the top of the page and then completes all sections after/during marking the assessments
- For interim assessments: the teacher circles 'Interim assessment' at the top of the page and completes all sections after reviewing students' work before then completing a Whole Class Feedback sheet to share with students
- For in-class independent work, the teacher circles 'Independent classwork' at the top of the page and completes the relevant sections after reviewing students' work as they circulate in the classroom
- Messy marking successes can be shared under the visualiser
- Next steps should be used to inform the planning of when and how to re-teach a particular area of concern, or ensuring a concept is revisited during a Do Now activity, for example.

#### Whole class feedback

- A whole class feedback sheet should be completed by the class teacher, including comments on literacy, after an interim assessment
- 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

## Homework

### **Principles**

- 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.
- Homework tasks should target students' thinking towards the planned curriculum for that unit/term/year group
- For students to benefit from completing homework tasks, work needs marking or reviewing with the opportunity for students to reflect and feed back
- The development of learning habits is important and enables to students to become independent learners
- Teachers should have the same high expectations of homework as they do for students' work in lessons

### **Practice**

- Teachers will model the standards and presentation expected in homework tasks to students before they submit their work
- All students require access to a laptop, PC or tablet in order to review or complete their homework (all students have been provided with a device and need to contact their Year Manager/Year Leader if they need one)
- Frequency and type of homework is decided at a faculty level depending on the subject and the number of lessons per week
- Homework tasks will be pre-planned in a unit of work and consistent across all teachers in that subject
- Teachers do not set project work or ask students to finish work started in a lesson
- Revision for internal assessments and external examinations is expected as an ongoing activity for all year groups
- There will be a homework timetable published at the start of the academic year which will indicate how frequently each subject will set homework and an indication of how long students should spend on homework tasks in each subject

### Subject-specific processes and procedures

Type of marking	Subject-specific processes Eg. type of work, frequency of marking, focus of marking
Individual written marking	
Literacy marking	
Marking of formal assessments	
Formative assessment	
Messy marking	
Whole class feedback	
Homework	
Tasks	
Frequency	

