Handsworth Wood Girls’ Academy
Marking and Feedback Policy
March 2016
We believe that a consistent approach to the marking of learners’ work is crucial, where the students and their work is valued, and where they have a clear understanding of how they are doing, and how they can improve. We believe that assessment, and the feedback to learners from assessment should be personalised to that individual with the key purpose of helping them to fulfil and then exceed their potential.

**Policy Objectives:**

- To provide clear guidelines on the academy’s approach to marking and feedback
- To establish a coherent approach to how we provide feedback to students.
- To provide a system for the regularity of marking which is clear to students, staff, parents and other stakeholders.
- To emphasise the importance of effective feedback in improving progress and how students reflect, correct and improve their work.
- To provide all students with clear guidance on literacy marking with the same SPaG codes.
- To have a consistent approach to quality formative marking with WWW/EBI and summative grade stampers.

**Mission – Our commitments:**

- To ensure all students receive regular marking and feedback from all the subject areas within the academy.
- To provide time in lessons for students to reflect, correct and improve on their marked pieces of work.
- To provide students with regular formative assessments using effective teacher feedback.
- To develop literacy skills through clear SPaG marking codes in all subject areas.
- To promote a dialogue between teacher and student through marking and other assessment for learning strategies.
- To establish clear guidelines and opportunities for peer and self-assessment.
- To provide students, particularly at KS4 and KS5, with the relevant mark schemes
- To establish a learning culture at home through the setting of quality homework, in the planner, on the Academy’s VLE and on Doddle.

**Marking has 2 core purposes:**

1. Students act on feedback and make progress over time.
2. It informs future planning and teaching points.
Attainment grades only record assessment of learning. It is far more important to tell students how to improve. Research by the Sutton Trust has shown that appropriate feedback is one of the most effective ways to help students make progress. One way to do this is by writing formative comments at the end of appropriate major pieces of work explaining succinctly how to improve and/or setting targets.

Department policies need to ensure that detailed written formative comments are given at least six times per year for most subjects and eight times per year for those subjects who see students five or more periods per two week timetable. These must be identified in departmental SoW.

In Year 7 – 11 exercise books should be marked regularly, usually every two weeks (core), or three weeks (foundation) subjects at KS3. Brief formative comments using the WWW / EBI approach should be used.

The KS3 & KS4 stampers are to be used at least twice a half term to support effective feedback and inform students of their progress towards their target grade/level.

At KS5 folders should be collected regularly and work reviewed, commented upon, signed and dated. Work should be graded with appropriate grades. (see appendix 1)

Comments should be given in bullet point form. Long prose should be avoided.
Learners need to be given lesson time to read detailed comments from this sort of marking. **Reflect, Correct, Improve** should be used as and when appropriate for learners to address comments and SPaG errors. **All learner corrections must be completed in green pen.**

- Teachers must review the comments that they have made in their marking and ensure that there is follow up. For example, if a student is asked to complete or redo a piece of work, the teacher must check that this has been done, make a suitable comment.

- The monitoring of the implementation of departmental policy is the role of the HoD, to be supported by the member of SLT attached to that department. Time should be given regularly at department meetings for sharing of good practice and reflection on how the policy is working.

- Regular book looks should be factored in by HOD/HOF to monitor regularity and quality of marking & feedback.

We are all teachers of literacy, and it is important to correct mistakes of spelling, punctuation and grammar. The following common symbols are to be used to indicate common errors in all subjects:

- The error should be high-lighted by writing the symbol in the margin or near to the mistake, and the mistake corrected, so that the student knows the correction. This can either be in the margin, body of work or at the bottom.

- Students should then write out misspelt keywords in the backs of their books or at the bottom of the work three times.

- Teachers are to leave the numbers 1, 2, 3, to encourage this as a routine. It is acknowledged that with lower ability students there may be more errors and at the discretion of the teacher they are to select main key words for writing out three times. This is to ensure students are still encouraged to attempt words.
✓ Dictionaries are available in all departments and should be used as routine.

**Peer & Self Marking (AfL):**

It is intended that learners develop an appreciation of the role of assessment and the importance of peer assessment and self-assessment in facilitating them to become reflective learners, rather than relying upon the teacher for all assessment and marking. Other assessment for learning (AfL) marking strategies include:

- Pupil self-assessment against a criteria checklist.
- Pupil peer assessment against a criteria checklist.
- Pupil self-assessment using a simple traffic light system to indicate if they have understood a concept or think they have met the assessment criteria followed up with questioning.

**Summative Marking (AoL):**

Summative marking is assessment of learning and often happens at the end of a cycle of learning. This can be an end of unit assessment, an extended piece of work or a test. This is an opportunity for the teacher to provide the learner with a summary of their progress and attainment. Summative marking will give the student a score or level of attainment.

✓ Common assessments should be regularly set to assess student learning. Marking schemes should be provided for these and these should be used carefully to ensure consistent marking. Assessments should be moderated to ensure consistency of marking.

✓ To ensure accuracy of marking a small number of common assessments should be marked first. Where there is consistency of approach the remaining assessments should be marked. If there are inconsistencies, these should be resolved before the remaining scripts are marked.

✓ Once summative assessments are marked they must be moderated. Usually moderating one lower, middle and higher ability student from each class will be adequate.

✓ Marked summative assessments should have comments regarding areas of strength and areas for development.

✓ Students should be made aware of assessment descriptors and discuss their target level/grades regularly.

✓ Success criteria for any task should be made clear to the students at the beginning of the task. Assessment of the work should refer to the success criteria so that the student knows how to improve.
Appendix 1: A Summary:

**Formative Assessment**

**Marking Exercise Books:**

Year 7-11 exercise books should be marked every 2 weeks (core) or 3 weeks (foundation) subjects at KS3. Homework must be clearly labeled & marked. 

*Reflect, Correct, Improve* should be used as and when appropriate for learners to address comments and SPaG errors. All learner corrections must be completed in green pen.

- Use WWW/EBI for comments
- Use Literacy Marking SPaG codes
- Spelling corrections written out 3 times.
- Reflect, Correct and Improve errors

**Formative/Summative Assessment**

**KS3-5 Marking Extended Pieces in books/folders:**

Department policies need to ensure that detailed written formative comments are given at least 6 times per year for most subjects and 8 times per year for those subjects who see students five or more periods per two week timetable. The KS3 & KS4 stampers are to be used at least twice a half term to support effective feedback and inform students of progress and attainment.

- Use the KS3 & 4 Stamper on extended pieces of writing
- Use WWW/EBI for comments
- Use Literacy Marking SPaG codes
- Reflect, Correct and Improve errors

**Summative Assessments**

**KS3-5 Marking Assessed Papers:**

Common assessments should be regularly set to assess student learning. Marking schemes will be provided for these. Marking should be standardised and assessments moderated.

- A summary comment
- Use a mark scheme
- Standardise & moderate
- Grade or score
- Use Literacy Marking SPaG codes

Policy signed off by:  Amjid Mahroof

Chair of Governors

Date:  14 March 2016

Review date for academy policy: March 2019

Person responsible for policy: Assistant Headteacher Director of Teaching and Learning