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Marking and Feedback Policy (The Castle and Court Fields Schools)

Date: November 2018

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Due for review: Autumn Term 2020

'The only thing we learn from the past is how little we've learned from our mistakes'.

Geog Wilhem Friedrich Hegel

'Blessed are the forgetful: for they get the better even of their blunders'.

Friedrich Nietzsche

Marking and Feedback

'The story is about the power of passionate, accomplished teachers who focus on students' cognitive engagement with the content of what it is they are teaching… monitoring, assessing and evaluating the progress in this task is what then leads to the power of feedback to students and from students.' John Hattie

All schemes of work will specify where assessments take place, the purpose and how the assessments are to be done. However, there are many opportunities along the way to assess students' progress and these are the essential tools for informing planning so that teachers amend schemes of learning, and lesson plans to take account of what children need to do in order to make progress. Marking work helps teachers to identify gaps in knowledge and skills, and misconceptions and enables the teacher to then plan to address this through the lessons.

Marking and feedback is vital in the early years if we are to prepare children thoroughly not only to sit the terminal exams that will give them that passport to success, but to create reflective thinkers, capable of exploring how to improve their own work once in employment, to support them in their personal lives and in acts of citizenship and public works.

Marking and feedback is one of the top most effective ways of raising achievement according to the Sutton Trust. It is the most personalised and effective way of teaching children and ensuring that they make good, sustained progress. It also recognises effort from children and teaches them to value their own work.

Marking and feedback has an essential part to play in ensuring good literacy.

Every child has the right to have their work looked at by their teachers and commented upon.

There are different types of marking and feedback and it is part of the teacher's professional judgment to decide which kind of feedback is the most appropriate on any given pieces of work.

Aims

The Castle Partnership Trust is committed to raising achievement for all of its students, so that they develop the ability to use feedback from both teachers and other students in order to understand how to improve both written and oral work.

It is vital that students are clear about what they have done well and are achieving successfully, and what they need to do in order to progress further.

Objectives

1. To ensure that students are clear about how to improve their work so that students can express themselves through speaking and writing clearly and accurately and with good literacy skills.

2. To personalise learning through marking and feedback individually in order to create a coherent learning system tailored to the individual student.

3. To promote and further literacy across the curriculum in relation to students' abilities to think and learn.

4. To ensure that what students are learning is correct and accurate.

Types of Marking and Feedback

Teachers are professional and will use professional judgment in deciding how best to secure the progress of their students. Departments and Faculties will have assessment and formal pieces of work embedded in the Scheme of Learning, however the best teachers regularly and frequently check students' work to ensure progress is made. There are many different ways that progress is checked:

- **Verbal feedback**: this is the basis of good dialogue between a student and his/her teacher about how to make progress. It is an important and valid method of improving students' work but most effective when the student records the points made by the teacher so that he/she can work to improve upon them. Examples of work where verbal feedback is most effective are group work, notes, draft work.

- **Peer-marking and feedback**: where students comment upon each other's work in order to
  a) Improve the work of the recipient of the feedback
  b) For the donor to verbalise and explore the learning and so embed their own learning.
  Peer feedback is often part of the triple impact marking process *but should always be checked by a teacher at some point to ensure the right feedback is being given and to correct misconceptions.*

- **Triple Impact mark**: This is a highly effective way of ensuring that students improve their work and involves a real dialogue between the teacher and the students. This is most frequently done at the end of an assessment or in drafting work although the best teachers engage in this dialogue as a matter of ordinary practice.

- **Teacher-marked work** to check understanding, literacy and progress. This may be fairly light and be mainly concerned with correcting misconceptions and assumption, incorrect literacy. For example, homework, notes, classwork. It may also remind students of routines, such as putting the date, underlining titles and ruling off beneath the last piece of work etc.

- **Acknowledgment marking**: to simply show that the teacher has seen the work. Work may be very lightly marked, even with just a tick or the teacher's initials to show that work has been seen. This marking is used by the teacher to inform their planning and to monitor progress and to ensure that students are not struggling under misconceptions or incorrect assumptions. For example: summaries, notes, and tests.

Roles and Responsibilities

- **Strategic Leaders**: lead and give a high profile to marking and feedback. Monitoring of the work of Middle leaders is part of the daily work of the SLT. SLT will also ensure that marking and feedback is also given in the context of literacy and the wider teaching and learning context. Staff training needs will be met through the sharing of best practice and useful strategies such as the assessment of group talk and listening, using triple impact marking, making verbal feedback effective. SLT will evaluate the work of Heads of Faculty in scheduling work scrutinies and undertaking their own evaluation activities to ensure that marking is done and progress secured.

- **Heads of Faculty: evaluate the impact of marking upon progress.** Ensure that there are regular and useful assessment points in the schemes of learning that are clear and helpful to teachers; that their guidelines and policies are in keeping with the school's policy of marking and feedback, and that students' work is marked regularly* and feedback is constructive and guides students towards the next steps for progress. Training needs must also be identified and met by Heads of Department and Faculties.

  Heads of department and Faculties must also schedule regular work scrutinies to ensure that marking is done. At least once a half term the HoD must go into classrooms and check marking and feedback is being given according to this policy. At least once a term they will be accompanied by a member of SLT as part of their evaluating role. At least once a term there must be a whole department work scrutiny to ensure that marking and feedback is effective and that progress is being made as a result of marking and feedback. This also spreads best practice and improves the education for all students.

- **Teachers**: use assessments to inform planning and plug gaps in children's knowledge; identify where there are misconceptions and incorrect assumptions through regular marking and feedback, and plan lessons that will address this. Where there is verbal feedback given, teachers must ensure that students record their comments under the title of Verbal Feedback, which is underlined and dated. Whenever work is assessed, teachers are expected to go back to previously marked work to check that students are learning for this. Teachers must ensure that all corrections are done. **A minimum of some form of written teacher marking must be given AT LEAST every six lessons**. For core subjects that may be on average every two weeks and for foundation subjects it may be every half term but this is a minimum requirement.

- **Parents** are vital if we are to reinforce the learning in the classroom and to ensure good independent study habits that young people need later on in their education and employment. Parents need to check their children's books and support them in doing corrections and asking them about their work. Verbalising the learning will reinforce skills and knowledge. Parents must also contact the teacher if they have any concerns that the books are not being marked. If they are unhappy about the response, they should contact the Head of Department/Faculty and raise concerns.

- **Governors**: will challenge the school to prove there is consistent and regular marking and feedback that leads to progress. They will question strategic leaders about work scrutinies and require evidence that it has been done according to a schedule given to the Education Provision committee. They will demand the evaluation of marking and feedback on progress from all levels of leadership in the school

- **Students**: reflect carefully upon the comments made by their teachers and do any corrections, green penning or revision to drafts required. Students will also understand that they are working for themselves when they revise drafts or make changes.

  Students must also respond to marking in the following way and teachers must ensure this is done:

Responding to Marking and Feedback

- Spelling corrections must be completed by the teacher or the student, regardless of whether the work is being drafted.
- Grammatical mistakes: The sentence must be written out again unless the work is being drafted or improved.
- Where teachers have given comments (verbal or written) students must respond. For example: the use of notations may mark for a student where they need to add comments or make corrections from previous work.

Marking and Feedback of Talk

As with Literacy, feedback should be given on a variety of activities and should not only be restricted to written summative assessments. Assessment of progress is formative and used to inform planning. Therefore, it is appropriate to formally and/or informally assess students' talk; it is our main means of communication in everyday life and is fundamental to the development of understanding.

'In order to teach students to use language precisely and coherently, students should be able to listen to others, and to respond and build on their ideas and views constructively. We will develop strategies to teach students how to participate orally in groups and in the whole class, including using talk to develop and clarify ideas; identifying the main points to arise from a discussion; listening for a specific purpose; discussion and evaluation.'
The Castle Literacy Strategy

In order to achieve this, teachers must be able to assess students' thinking through talk. This will mainly be informally assessed but must be assessed nevertheless. It may be that feedback is not given but that teachers decide how they need to shape the next lessons to ensure that students are able to articulate their own learning in future.

Where children use grammatically incorrect structures and syntax they should be taught that Standard English is used in formal situations. It is not impolite to correct a child's speech as it increases their chances of employment and higher education. In informal contexts of course, non-standard English is perfectly acceptable.

Marking and Feedback of Reading

Children should be encouraged to read aloud so that teachers can hear the fluency of their reading. **Where words are mispronounced they should always be corrected so that the whole class learns how to pronounce a word correctly**. Teachers should encourage children to read aloud as this increases confidence in speaking as well as in reading.

Marking and Feedback of Writing

By far the most frequent marking and feedback is given to writing as this is the main medium through which children are examined and is our responsibility to ensure that they can communicate clearly and effectively with the examiner in order to get their passport to success. Most of the policy deals with marking and feedback of written communication. The marking codes across the school are in the literacy policy and are these:

The Castle School
WWW: Teachers must write positive comments on what a student has done well and where they have learned. This reinforces the learning in the classroom.

EBIF: Next steps or clear pointers how to improve and to make progress.

Marking Key

> Errors will be circled
> Sp = spelling error
> p = punctuation error
> e = poor expression or grammatical error
> // = new paragraph
> L = poor presentation/ layout/ no under-linings etc.

Court Fields School
Marking and assessment is completed using stickers. Green stickers are for interim assessment. Blue stickers are used for longer, summative assessment tasks.

WWW: Teachers must write positive comments on what a student has done well and where they have learned. This reinforces the learning in the classroom.

5 Minute Fix: The teacher will give a short task for the student to complete, where they improve on the work that has been done. This reflection task must be completed soon after the initial assessment.

Marking Key

    Errors will be circled
    Sp = spelling error
    p = punctuation error
    gr = poor expression or grammatical error
    np// = new paragraph
    /\ = missing word
    ? = confusing content

Learning Environment

Every classroom must display the marking keys as above.

Every classroom must display great triple impact marking in the subject so that students know how to respond to feedback.

Each classroom must have access to either dictionaries or be clear that children can use electronic spellchecks on phones /iPads.

Each classroom will have key words, glossaries and good literacy displays as per the Literacy policy.