Pudsey Grangefield School

Marking and Feedback Policy April 2013

Purposes of Marking and Feedback

This Policy recognises that high quality Marking and Feedback is important for a number of reasons. Good marking and feedback enables teachers and students to:

- encourage and stimulate pupils by praising current achievement.
- assist students by providing detailed guidance on aspects of their work where further development/improvement is needed.
- make judgements about student attainment and potential.
- provide feedback on how well the students have understood the work and enable them to plan the next stage of their teaching and learning. Good marking and feedback is essential in ensuring that effective differentiation takes place.
- promote functional skills (particularly literacy) across the curriculum.

Marking and Feedback in practice at PGS

Regularity

- Teachers will mark and leave feedback on work every two weeks. A NC levelled assessment or GCSE graded piece will take place at least once every half term. For Post-16 students, graded pieces will take place _**at least**_ twice every half term.
- Teachers should mark and return work in sufficient time as to make feedback meaningful and allow progress to be made as a result of it. Departments should establish clear protocols and be mindful of the motivational impact of prompt feedback.

Format

- In those cases where it is not appropriate to use NC Levels or GCSE grades, a simple code will be applied:

Code	
E	Work shows that you are on track to exceed your target
O	Work shows that you are on track to meet your target grade
B	Work shows that you are not on track to meet your target grade

- Marking will be carried out in the appropriate colour, be legible and suitable for the ability of the recipient. Teachers' are to mark in green ink, students are to self and peer-assess and respond to teachers comments in red ink.
- Formative feedback will begin with comments about what the student has done well. These should be marked with a ☆
- Targets will be clearly labelled with a T and should aim to give guidance on precisely how an individual student can make that improvement. Please see the example below for further clarification.
- Teachers will also make marginal notes that correct misconceptions or give advice on how work should be improved
- Target levels and/or grades must be shared with students and present in their folders, books or portfolios of work.
- Students will have access to the marking criteria and understand the meaning of the marks / grades / levels they receive.
- PGS agreed marking annotations must be used to ensure students are aware of, and can correct, any functional errors.

What is the expected standard of formative feedback?

The following has been used as an example of good practice in OFSTED documentation. The text here is from feedback on English work but the principles demonstrated apply across all subjects.

'Moving empathetic narrative in which you write very powerfully from the perspective of the enslaved African plus a dramatic conclusion. You used the task very effectively to stretch yourself, sustaining a complex piece of writing over an extraordinarily big canvas. I like the ocean metaphor; it seemed appropriate, given the slave trade theme.

> **Detailed, subject specific comments on where the student has been successful.**

Target: develop more connectives to show passage of time rather than 'and then'. For example: 'afterwards', 'suddenly', 'a moment later', 'while'.'

> **Clearly labelled target setting with suggestion of techniques to use that will help the student in meeting that target.**

In the best examples, students may write comments in response to feedback that explain how they will meet their targets, thereby creating a useful learning dialogue.

'Thanks for that, Miss - I liked the ending too. I can look in my student guide for the range of connectives I need to use and get someone else to check my creative writing to make sure I have included them'

Responding to Feedback

To demonstrate that feedback has been effective, students must be seen to have understood their targets and demonstrated progress as a result of them. ***All students must be given time in lessons to read feedback and discuss it with their teacher.*** There are a number of ways of evidencing progress as a result of feedback that must be present in exercise books and portfolios of work:

- Responses to teacher/peer/self assessment. Students may respond in 'Red for reflection time' acknowledging the comment, demonstrating an understanding of the target or asking a question about it
- Evidence of tasks or parts of tasks being re-done in books/portfolios of work
- Teacher/student comments that judge progress against previous targets
- Writing previous targets at the top of relevant pieces of work and highlighting areas where targets have been met
- Progress statements written by the students that explain how feedback has impacted on their learning.
- Progress statements that inform the teacher about strategies that have been effective in supporting learning.

Subject Teams may develop their own approaches but common to all is ***the need to demonstrate progress as a result of feedback.***

Peer and self Assessment guidelines

Assessment and feedback are no longer the sole preserve of the teacher. The school is committed to fostering a culture of independent learning and as such students will be involved in a range of activities in which they can assess their own learning.

Lessons will include the following activities:

• Regular opportunities for Self and Peer Assessment where students explore their own work and set meaningful SMART targets

• Opportunities to examine exemplars of students' work and discuss how they meet the grading criteria, together with explicit teaching of how exam answers are marked.

• Sharing of marking criteria with students

In order to ensure that peer and self-assessment is a meaningful activity, students must have access to the appropriate marking/grading or success criteria. ***In cases where students are required to leave formative feedback, work scrutiny shows this is most effective where modelling and scaffolding of extended comments has taken place.***

Literacy

All work should be marked in accordance with the requirements of the School Literacy Policy. Marking codes are outlined here:

Marking Codes – Technical Accuracy in Writing

- Sp = Spelling mistake - the correct spelling should be written for the student. In the case of a student with a spelling 'problem' please choose 5 spellings to correct.
- P = Punctuation mistake. Please correct the mistake by inserting the correct punctuation mark.
- G= Grammatical mistake. Eg. 'We was sat'. Please correct to "We were sitting…' etc to indicate agreement between subject and verb plus the correct form of the verb.
- CL = colloquial (slang/ too informal/ casual) usage of language
- ***//*** = New paragraph required

Monitoring

Monitoring of the quality and effectiveness of marking and feedback will take place during the calendared Term 1 Monitoring cycle, as part of the appraisal of individual teachers and during Internal Monitoring weeks. It is the duty of Team Leaders and others with responsibilities to conduct monitoring *in addition to these prescribed events.*

Work scrutiny should take place on the basis of a broad range of evidence, not self selected samples. While attaining a picture of the standards across the whole team is important, individual teachers should also receive feedback on the quality of the learning dialogue present in their books and folders.

The Senior Leadership Team may also take samples of the quality of marking and feedback to assess the efficacy of this policy.

Village Projects

All homework for Y7 and 8 is set in the form of three week projects. These will be marked within a specified deadline, usually a two week minimum from the hand in date. All projects are to be given both a NC level and independent learning grade.

Feedback will be given using a standard PGS assessment pro-forma which will require students to evidence self, peer and teacher assessment.

Staff are responsible for entering homework grades onto SIMS by agreed deadlines. NC Levels and independent learning grades will be sent home to parents.