Marking/Student Feedback

POLICY

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Overview

At Lydiate Learning Trust, we will ensure that students get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods of marking and assessment of work will be applied consistently throughout the Trust.

Objectives

1. To advance pupil progress and outcomes.
2. To monitor, evaluate and review students' current stages of progress, and identify their next steps for further progress and improvement: Dedicated Improvement and Reflection Time (DIRT)
3. To give students accurate feedback on their progress and attainment.
4. To promote a positive self-image and growth mind-set for students in accordance with Trust aims, and, through this, encourage them to value and take pride in their work.
5. To celebrate and reward students' achievement and progress.
6. To agree and set challenging targets for improvement.
7. To standardise the marking procedures throughout the Trust.
8. To enable students to self-evaluate their work and take responsibility for setting their own targets.
9. To enable staff to know what each of their students can do and also what they need to do in order to improve. This should be clearly communicated to the student's either through written or verbal feedback.

Key Principles of Marking and Feedback

1.Marking is most effective when the student the student knows;
   ➢ The purpose of the task
   ➢ How far they have achieved this
   ➢ How to move closer towards their goal of learning

2.Marking will be against the learning intention and individual targets
3. Any learning points / misconceptions will be addressed.
4. Students will have the opportunity to reflect on their feedback and question comments.
5. There will, whenever possible, be an opportunity for the student to participate in the process so that there is a shared perspective on feedback, marking and target setting.
6. The following pens will be used as follows:

Stationery used:	Task undertaken:
Black/Blue pen	Students' work
Purple or highlighter	Teachers' feedback
Red Pen	Student response to teacher feedback /DIRT / peer assessment/ self-assessment
Yellow paper	Used for any assessment/feedback sheets

Quality Assurance:

Quality assurance of feedback will occur through mechanisms of observation, learning walks and work scrutiny, carried out by the Line Manager once every term. This scrutiny will be completed using a modified version of the current pro-forma and criteria (appendix 1)

Feedback will be given to staff through the work scrutiny using criteria, in order to improve the quality of feedback individually, across a faculty and across the school.

Roles & responsibilities

Role	Responsibilities
Teacher	• To ensure work is marked in line with the LLT / dept. policy • To share best practice re marking both within and across schools • To record the relevant data
Head of Dept/ Faculty/ DOL	• To ensure marking in their team is in line with LLT policy • To monitor the quality of marking • To celebrate best practice • Take necessary steps to deal with issues re underperformance • Ensure the department has a coherent and consistent approach to identifying learning milestones key tasks to be marked in detail • To oversee analysis of students' strengths and weaknesses and act upon this • Plan key opportunities to moderate key assessment activities to ensure consistently both within school , and cross the Trust and beyond.
Teaching Assistants	• To read any teacher comments to support the students to address misconceptions and enhance learning
SLT	• Ensure consistent application of the Feedback Policy • Train the staff, students, wider stakeholders on the policy • Devise and implement a programme to monitor the process • Ensure middle leaders are carrying out their role effectively re marking & feedback
Trust Executives	• As above by holding the Headteacher and SLT to account
Trust Governors	• To agree the Feedback for Progress policy • To listen to feedback on application of the policy • On monitoring visits sample students work
Students	• Engage in target setting dialogue with their teacher and record targets in books / planners where appropriate. • Discuss the targets when they are set with their parents / carers. • Reflect on their targets throughout the year as they carry out assessments and discuss their progress with parents / carers. • Meet assessment deadlines set by teachers. • Consider carefully and then respond to the feedback they are given, asking if there are any queries. • Engage with success criteria for self and peer assessment purposes. • Bring their book / folder to all lessons and ensure it is handed in when requested by the teacher. • Respond to marking as directed by the teacher.

Parents	• Support their child's learning by discussing target grades when they are set and periodically reflect on and discuss progress with their child. • Take an interest in their child's learning by discussing the quality of the work in books and the feedback they have been given at school. • Support their child when they are acting on and responding to feedback as part of home learning. • Direct their child to the class teacher if they are unsure about the formative feedback they have been given, this can be done via email or in person. • Contact the class teacher or Head of Department if there are any concerns.

Half Termly Expectations -
- Ensure staff always mark in purple pen/highlighter and students respond in red pen.
- All feedback and assessment sheets must be printed on yellow paper and stuck into books in line with the Trust Presentation Policy (appendix 1). All subjects should use A4 books or files.
- Ensure all learning programmes/learning maps are shared with the students in books/files on yellow paper.

Learning programmes/learning maps should include the following:
- Assessment format
- Success criteria
- How the assessment will be marked

Key Principles for Effective Feedback
- There must be evidence of a minimum of one self and/or one peer assessment
- Live marking should be evidence to target high frequency words, subject vocabulary and misconceptions.
- Ensure you utilise various approaches to effective feedback
- Teachers use a range of feedback methods which may not be evidenced in books ie verbal (see Next page)

Key Principles for Literacy
- Staff can use codes or highlighter marking based on individual child priorities of group focus.

SP	Spelling error	//	New paragraph needed	?	Does not make sense/explanation needed
C	Capital letter missing or used incorrectly	^	Missing word or letter	WW	Wrong word used
P	Punctuation needed	.	Full stop needed		

Key Principles for Assessment and Reflection
- There will be regular *summative* assessment pieces that is linked to the success criteria that will be deep marked and provides timely opportunity for directed improvement and reflection time (DIRT) Further details within Department Policy.
- It should be clear to students 'what they have done well' and 'what they need to do to improve'

A marked improvement?

A review of the evidence on written marking

Research · April 2016
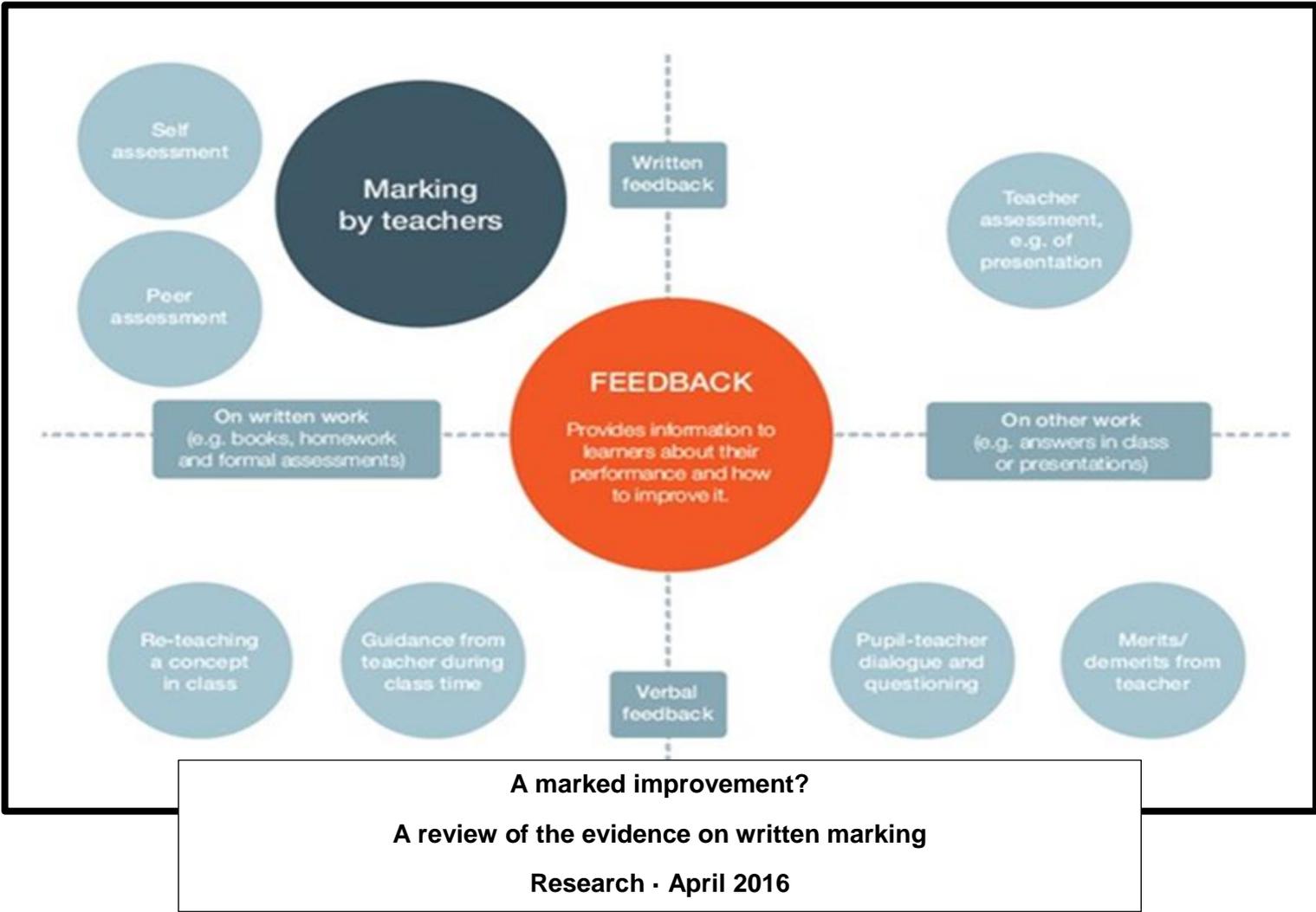
Policy review:

This policy will be reviewed annually by the Marking - Feedback for Progress Policy Working Group: its findings will be reported to LLT, SLT and Middle Leaders alongside any recommendations for policy amendment.

The implementation of the policy will be evaluated as part of the school's self-review process.

Whole Class Marking

To support teacher work load, the introduction of whole class crib sheets can be used which will provide quicker feedback to the whole class rather than writing individual comments in each of the books. This can include a variety of sections and an example is below.

The benefits of this are:

1. It gives a snap shot of the whole class progress
2. Identify the best work within the class, to support stretch and challenge.
3. Explains misconceptions
4. Identifies SPaG and supports with the correction of errors.
5. Identify missing or incomplete work to support intervention planning.

Appendix 1: Work scrutiny proforma

Staff name _____   **Subject**_____

Year group_____   **Date**_____

Focus Question	Example of good/ outstanding practice	Aspects requiring improvement
Is there evidence of progress since the beginning of the year?		
Is there evidence of effective differentiation?		
Is the work marked regularly to the standard required?		
Does the marking relate to learning objectives?		
Does the marking identify strengths and make explicit what is done well?		
Does the marking provide explicit guidance for pupils on how to improve?		
Have pupils been given the opportunity to correct/ revisit aspects of work they misunderstood?		
Is there evidence of self-assessment/ peer assessment?		
Does the presentation show care, attention and high expectation?		
Are individual targets given?		
Exemplary Practice	**Meets expectations**	**Requires further guidance/ support**

Signed ………..

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Appendix 2: Trust Presentation Policy

ARE YOU PROUD OF YOUR BOOK?

All your work should be neat, tidy and clearly set out.

Stick ALL worksheets securely into your book.

Date on the right & underlined with a ruler.

Know your colours:
- Blue/Black for all written work
- Teacher
- Peer Marking & Student Response

Never draw doodles or write graffiti.

It is your responsibility to copy up any notes missed.

Title in the centre on the line below the date & underlined with a ruler.

My corrections Graffiti Graffiti Graffiti

Respond to staff marking and complete spelling corrections in RED pen.

Subtitles to the left & underlined with a ruler.

Label homework clearly.

Number your answers in the margin if it is appropriate.

All drawings in pencil and use a ruler to draw tables and graphs.

Your book is a record of the work that you have done, so look after it.

Lydiate Learning Trust