

## Assessment, Marking and Feedback procedures

Teachers monitor the quality of a student's work regularly through **light-touch marking** which should be conducted on a regular basis through methods such as verbal feedback, peer and self-assessment.

**Deep-touch marking** should consist of a more detailed assessment of work with specific feedback for improvement provided to students. **This should take place twice a half term for core subjects and KS4 students and once half termly for non-core subjects.** Teachers should mark in red pen and peer / self-assessment completed in green pen. The use of digital marking, particularly in ICT based subjects, is encouraged. Digital marking has many benefits for the teacher and pupil especially for providing live feedback.

### Assessment for learning

Assessment for learning is one of the main means by which a learner's needs' can be identified and her/his learning personalised. Assessment for Learning helps students' to take control of their learning by identifying where they are in their learning and how to progress further.

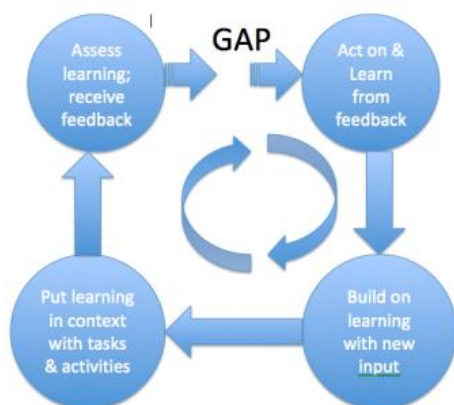
### When using verbal feedback, peer or self -assessment teachers should:

- ensure task and assessment criteria are accessible to everyone, differentiated where appropriate, and set clear expectations of student performance.
- Ensure the process is simple, engaging and non-threatening.
- have a quick and easily measurable outcome.
- allow students to work with exemplar work/WAGOLL
- be used for progress checks

### In approach to marking teachers must:

- Use W3 and EBI to provide specific feedback.
- ensure EBI comments are progress related.
- Make links to current learning or success criteria given. For example, "A good selection of words to describe the extract" and must not be generalised with comments such as "well done for completing the worksheet".
- provide students with additional, 'close the gap tasks' (e.g DIRT), that require action for progression and challenge them.
- Support the development of literacy skills by identifying SPAG errors (see fig. 1) and between 3-5 spelling errors per page of work.

Our Marking Policy	
<b>P</b>	A punctuation mistake
<b>Gr</b>	A grammatical error
<b>//</b>	Start a new paragraph here
<b>CAP</b>	Capital letter needed or misused
<b>Sp</b>	A spelling mistake
<b>^</b>	A word or letter is missing
<u>This sense not makes</u>	This bit does not make sense



### Dedicated Improvement or Close the Gap marking.

The feedback process should be a cyclical process (see fig.2) that gives students an opportunity to use or **act upon** the feedback in order to support their progress. They should also be given time to **reflect upon** any given aspect of their learning following their teacher's feedback and their improvement time. All schemes of work should include allocated lessons for IMPROVEMENT.



## STUDENT RESPONSE TO TEACHER FEEDBACK

Each faculty has produced their own policies with regard to students responding to teacher feedback. The following provides a summary of faculty by faculty procedures. Please refer to individual faculty policies for more detailed guidance.

### MATHS and SCIENCE FACULTY

The faculty uses blue marking and feedback sheets on which they respond to W3 and EBI teacher marking. Students use DIRT time to address these skills and selected students will be asked to feedback their response to the class. At the end of each topic, students fill in a 'steps to success' sheet, using RAG to identify their confidence in answering questions using specific skills and areas they need to improve on.

In Science workbooks are marked for SPAG and correct spelling must be written out 3 times. Following the half-termly skills assessment, students redraft work according to staff feedback.

### FACULTY OF ARTS

The various subject areas within the faculty believe that students should respond to feedback and have the opportunity to make the necessary improvements following on from any period of feedback from the class teacher. There is an expectation that students in all areas will be provided with dedicated improvement and reflection time on a frequent basis a part of the agreed scheme of work and subject area.

### COMMUNICATIONS.

The initial piece of assessment across all year groups will go through a deeper marking process, whereby, every error is identified and rectified, by the students through dedicated improvement time. After this the faculty follow the following procedures for marking and student response:

- One paragraph will be marked in detail using the school agreed codes and checking for SPaG and content. (Students may select which paragraph they want marked in detail).
- The next paragraph will have errors highlighted but no indication of why, so that students have to work out why their work has been highlighted.
- The rest of the work will have dot marking on it – a dot in the margin to highlight an error, or issue, on the line for the student to identify. For reading tasks, you can RAG rate your dots to address PEE as well. Hence a red dot can indicate the lack of a point, the amber dot highlights no evidence, and the green dot an issue with 'the explain' section of their paragraph being underdeveloped or incorrect.
- Students will be given a dedicated IMPROVEMENT lesson to look at their work and address the errors – either paired, or individually (depending on the ability of the students) – and then they will write their final version which will be marked as outlined in bullet point 3 with the feedback points actioned.

### HUMANITIES

Humanities support the school's policy for marking and feedback in books, using W3 and EBI when marking any small written task. When assessments are given, history and geography differ slightly in the way pupils respond to feedback. History uses a bespoke feedback sheet for each individual assessment at KS3.

Geography uses the policy of D.I.R.T. (DEDICATED IMPROVEMENT REFLECTION TIME) where by a series of codes are utilised in marking of feedback, which indicate to the student, what task they need to do in response to their teachers marking.

Marking in RE consists of light touch (for classwork) and deep touch (for assessed work). 'Track My Performance' student response sheets give the opportunity for students to interact with the feedback they have been given and validate why it has been given. RE incorporate 'Direct Improvement Reflection Time' into SOW to ensure students are given time to act upon feedback given.

RE and Geography use marking codes in order to reduce the time taken for marking in order to assist in allowing consistently high standards of marking and to support students to set specific and useful feedback for their peers.