Marking and Feedback Policy

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SIGNATURE	
PRINT NAME	Justin Stuart - Chair of Trust

Contents

1. Aims 1
2. Objectives 1
3. Method.....3
4. Guidelines for Marking.....3
5. Literacy.....4
6. Monitoring.....4
7. Evaluation.....5
8. Appendix - How to mark Digitally.....6,9
Method 1-Virtual learning platform e.g. Google Classroom.....6,8
Method 2-In school via 'Student Work' area on the computer.....9

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1. Aims

The explicit aim of the Rivermead Inclusive Trust marking and feedback policy is to:

- Improve 'quality' of marking
- Raise achievement
- Include a variety of marking methods
- Ensure understanding of learning
- Meet the needs of every pupil at Rivermead Inclusive Trust
- Support parental involvement and understanding (increased involvement, possible exemplars of pupil's own work sent home)
- Ensure all staff and pupils are aware of the policy
- Accelerate learning outcomes
- Support a framework in line with whole school vision
- Enable subject leaders and teachers to plan effectively for the next stage of teaching and learning
- Ensure pupils are aware of current achievements and future targets.

2. Objectives

- Staff, Parents and Local Advisory Boardlors (Regional Local Advisory Board Executive) to work together to meet the aims of the school.
- To provide an environment in which each pupil's social and emotional skills can be nurtured.
- To create and maintain a safe, caring and happy environment within the school.
- To establish and develop reciprocal links with the community.
- To provide a curriculum that meets the statutory requirements.
- To use ongoing assessment based on sound knowledge of pupils' abilities and needs to plan the learning targets and experiences for each pupil.
- To provide materials and learning experiences that are appropriate to the age of the pupil.

3. Method

These aims will be achieved through:

- Assessment of pupil learning and progress carried out during lessons
- Termly teacher assessments of pupils' progress and achievement
- The annual review process
- Termly EHCP;SEMH; ISP targets and monitoring of progress towards them
- Monitoring and evaluation of pupil progress to identify areas for improvement
- Strategic planning, informed by assessment outcomes, to improve resourcing, curriculum and professional development.
- Starter activities including recap activities that reinforce knowledge and provide immediate feedback.
- Classwork will be monitored regularly by Subject Leads and Teaching and Learning Lead in accordance with the QA calendar. Or where teaching is taught remotely, the Bespoke tutor.
- Good work and effort will be rewarded in a variety of ways from positive points recorded on Sleuth, certificates, vouchers or phone calls home etc.

4. Frequency

There is not an expectation that every piece of work will be marked, with teachers employing a range of marking methodologies to regularly assess pupil's work. There is no expectation that one style of marking fits all purposes or all pupils – it does not. Teachers are encouraged to be selective, marking only that which will have a meaningful impact.

In depth/meaningful marking will differ depending on the subject, with the lead for each subject identifying agreed tasks in schemes of work which are meaningful to mark. Marking should be purposeful and selective. Pupil Response Time should be built into lessons – this time allows pupils to proofread, edit and enhance the work that is to be marked. This ensures pupils recognise the importance and value of marking, while also enabling pupils to respond to feedback/guidance provided in class or after marking.

There are times when work should be marked. These are:

- **Corrections** - teachers identify where pupils are making misconceptions and provide feedback to address this. Corrections can fall in to two areas:
- **Mistakes** - something pupils can usually do correctly but on this occasion have not done so.
- **Misconceptions** - something the pupil has not mastered or has misunderstood i.e. an error in understanding. If misconceptions are repeated by several pupils within a class, curriculum planning will need to be amended to specifically re-teach this aspect to correct the shared misunderstanding. Teachers can use their professional judgement to decide whether a whole class, small group or an individual approach is required to overcome the misconception.

In-depth, targeted marking will also be used to support and underpin live marking and for Assessment for Learning.
Where subjects are taught 1-2 times per week, at least one piece, per pupil, per term.
Maths, English and Science, at least two pieces per pupil, per term.

WWW (Inspirational)/EBI (aspirational) will be used as feedback on any piece of in-depth marking . Pupil responses to EBI must be suitable for the pupils Key Stage, ability, subject area, and type of work.
This is an example of how the marking grid could look on in-depth marking (This is subject to modifications to suit different subjects):

Inspirational (What Went Well)	Aspirational (Even Better If)	GPS focus

Professional Development: Staff will receive regular training on the policy and how to use it effectively to ensure high standards and progress are maintained. Current research will be shared with staff and the policy updated to reflect this when needed.

4.1 Curriculum

Learners work overtime shows the development of detailed knowledge and skills. The work is high quality throughout and clearly shows good progress and embedded knowledge.

- weekly plans
- learning objective of lesson
- targets for each pupil for literacy and numeracy
- ICT and resources
- Set texts

Assessment is an integral part of the planning process. Teachers' curriculum planning is informed by:

- Rigorous baseline testing on joining the school
- On-going observation, marking and pupils self and peer assessment
- Weekly rewards certificates recognising achievement .

4.2 Progress and Learning

Learners work across a range of subjects show clear and consistent progress overtime, building on previous learning, increasing in accuracy and eliminating misconceptions or misunderstandings.

- Ticks within work to acknowledge good work
- Positive and purposeful
- Linked to success criteria
- Comments in language pupils understand
- Age/ability appropriate
- All pupils will know their school target grade. This should be displayed in the front of their book/folder unless it damages pupil confidence.

4:4 Quality of feedback

Feedback to learners is clear regarding how learners can improve their knowledge, understanding and skills- it demonstrates the teachers' deep understanding of the subject. It is very clear that feedback and dialogue have happened in the lesson and this is being built upon in written feedback.

- Verbal feedback indicated in margin with VF. Pupils will respond to verbal feedback with staff highlighting in purple where improvements have been made.
- Detailed feedback linked to success criteria or pupils' literacy or numeracy targets.
- Pupils are expected to act upon the feedback received so that misconceptions and misunderstandings and errors can be addressed and corrected. For example, pupils could make the improvements on the body of work and highlight or circle in purple. Alternatively, they could redraft or make improvements to a certain section of their work.

- There is evidence that self and peer assessment is done well and that peers comments have impact on progress (depending on Key Stage).

4:5 Forms of marking

As a school we promote in class marking to support student progress and outcomes. Live marking allows feedback to be instant and this will have a greater impact both in the progression and confidence of our pupils.

- **In lesson marking**
- **Immediate feedback strategies**. The use of immediate feedback will result in improved work, student conversations about their lessons and observation of teaching over time. Strategies include:
- **Verbal Feedback** – Meaningful feedback delivered closest to the point of action is most effective, and as such verbal feedback delivered in lessons is more effective than comments provided at a later date. Verbal feedback will be highlighted using green verbal feedback stamps and staff will highlight where the improvements/progression have happened with a purple highlighter.
- **Live Marking** – this is a quick, immediate feedback methodology where teachers give verbal feedback and mark aspects of the work students are completing in lessons.
- **Peer and self-assessment** - these are effective assessment for learning tools and should be used regularly every term as appropriate, based on group dynamics. Opportunities need to be regularly offered to enable pupils to look at and learn from each other's work.

5. Literacy

Literacy marking should also be completed using codes written into the margins and errors circled- differentiation by allowing pupils to spot where the mistake is and correct it, always done in green pen. If marking digitally, work can be highlighted in pink and comments written in the comments box.

6. Monitoring

It is the professional responsibility of classroom teachers to ensure that pupils receive feedback on a regular basis and keep clear and appropriate records.

- The quality of marking and feedback will be monitored by the Teaching and Learning Lead; Subject Leads and SLT in accordance with calendared QA. This may involve looking at books through learning walks or looking at work during digital learning walks.

- There is a rota in place for staff to share good practice through book scrutiny involving members of staff: teachers and LSA's. The generalised outcomes of work scrutiny will be shared with subject areas and individuals and may inform part of the appraisal process. The same process will take place for digital work scrutiny, however this may take place as a virtual work scrutiny.

- All staff must utilise Go4Schools Data Sheets for their classes. These records should show the results, assessment tasks and the resulting interventions for each pupils. These form the basis for reporting attainment and progress to parents and line managers. Teachers should also use this information to inform lesson planning.

7. Evaluation

The Marking and Feedback policy will be reviewed in response to;

- The content of the policy in the light of changes within and outside school.

- The levels of achievement of pupils across the school
- The use and range of resources available in school.

Appendix - How To Mark Digitally

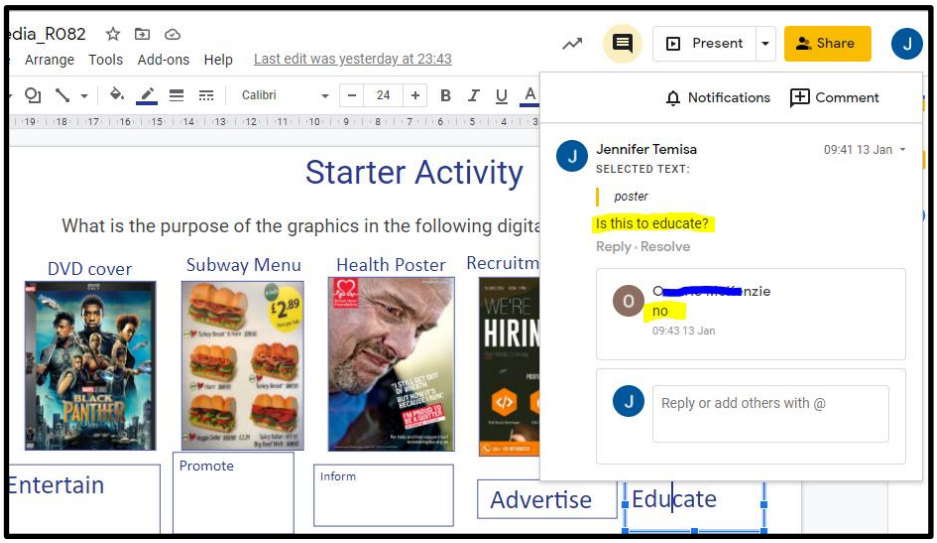
- **Method 1 –** Virtual learning platform e.g. Google Classroom
- **Method 2 –** In school via 'Student Work' area on the computer

Method 1 – Virtual Learning platform

- Rivermead Inclusive Trust is currently using Google Classroom for delivering remote teaching and learning. Google Gsuite is equipped with generic software, Doc, Slide and Sheet, which has similar features to Microsoft Word, Excel and PowerPoint. Therefore, teachers and students are already familiar with some basic features in these applications.
- Marking policy can easily be implemented on Google Classroom either during a live lesson or after a student has submitted the work.
- When teaching a live lesson, the teacher can make comments on a student's work in real time and the student can also respond in real time. This is a very good way of formatively assessing during a lesson.

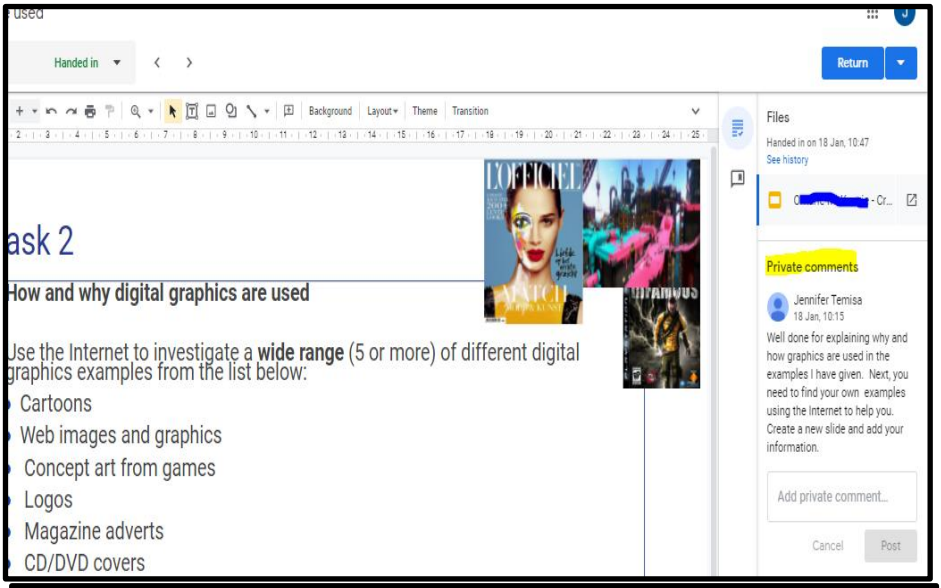
Example 1: This example shows commenting on the work during a live lesson and the student responding to the feedback.

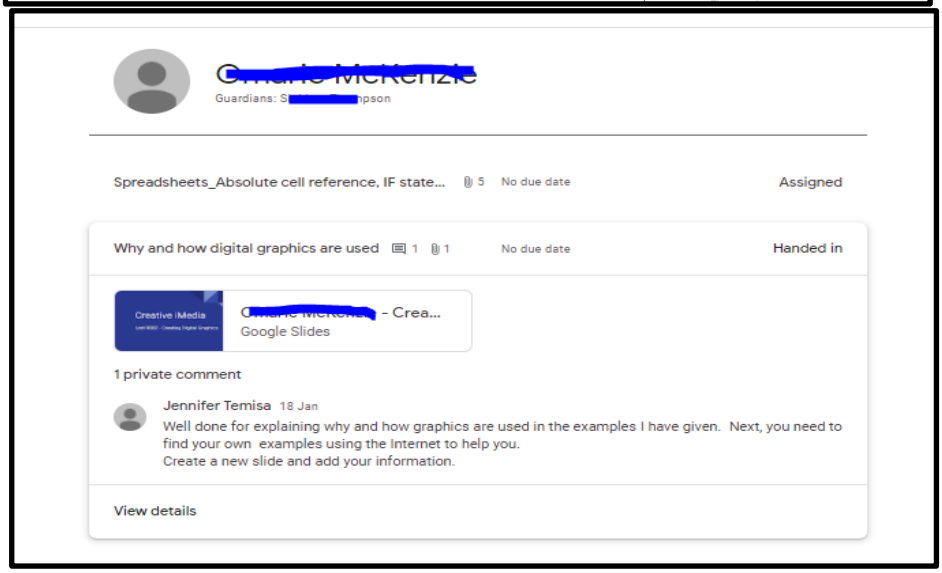
The task was carried out using Google Slide (PowerPoint equivalent). Comments can be added by highlighting the slide or selecting a section of text or an image on the slide and clicking on the comment icon.



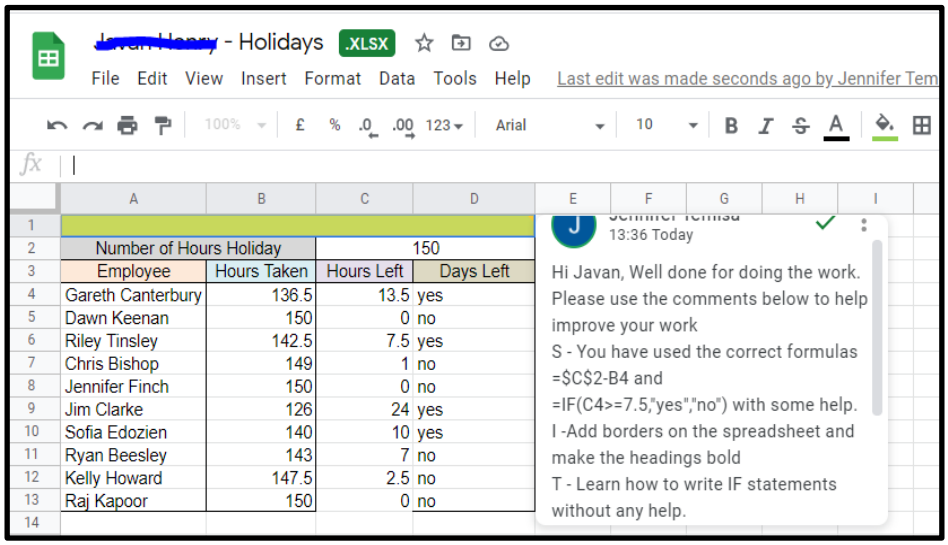
Example 2: Comments can also be added to the whole document as 'Private comments' and should appear on the student's Classwork page in Classroom. This example shows feedback given at the end of a task during the lesson.

Below is how comments shows up in the classwork page in Classroom. If the student responds to the feedback, it will also show a trail of responses between the teacher and student.



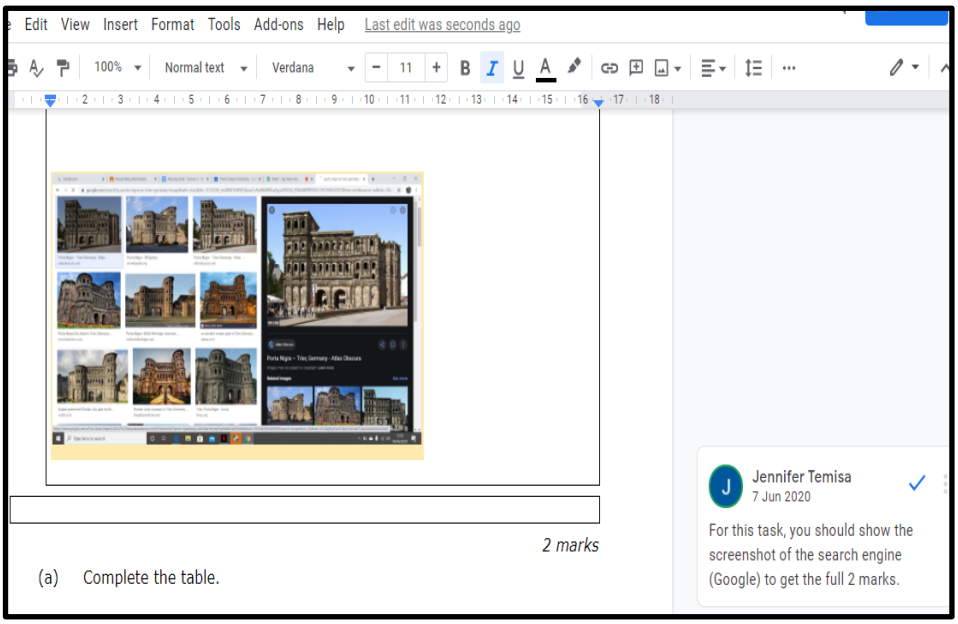


Example 3: Here the student completed a spreadsheet task and the SIT marking policy has been used to give feedback.



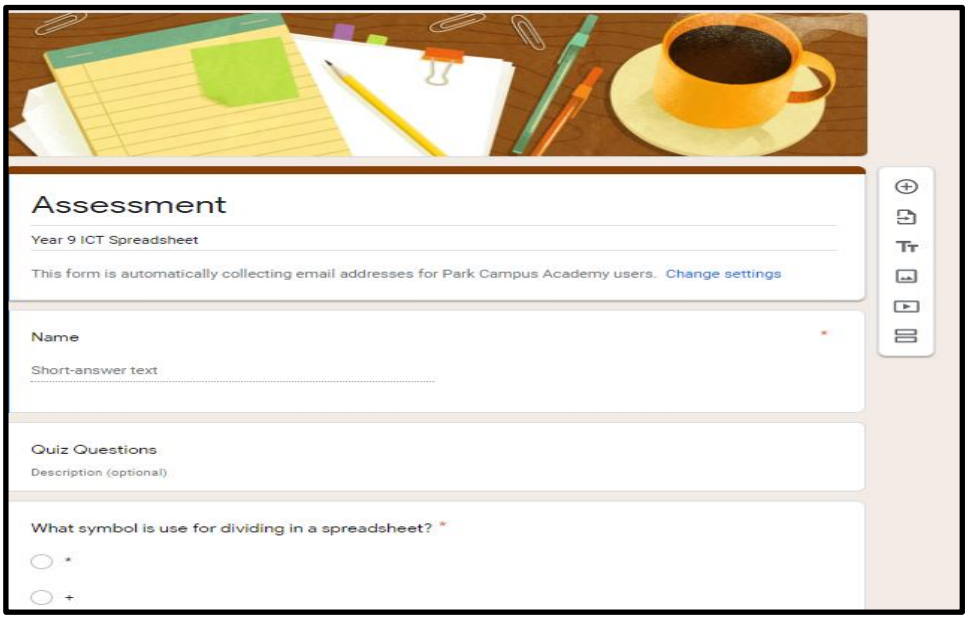
Example 4 – Exam questions with grading criteria

Here the exam paper was uploaded to Google Classroom and set as an assignment for students to complete. The comment added tells the learner the grade achieved for that particular question and what to do to achieve full marks.

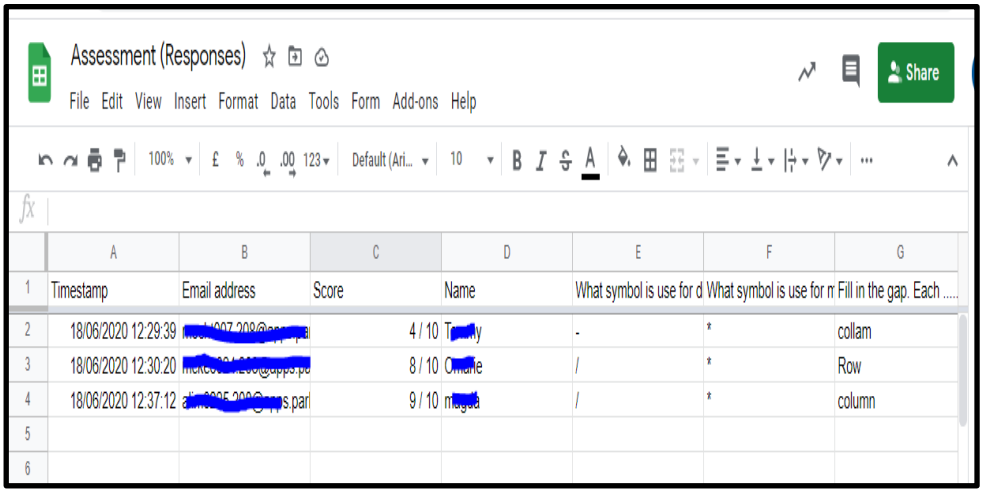


Example 5 – Google Forms can be used to assess students and if set as multiple choice questions, the grade will be generated automatically.

The teacher can download the results into a spreadsheet for analysis.



Below is the responses from the assessment download as a spreadsheet file

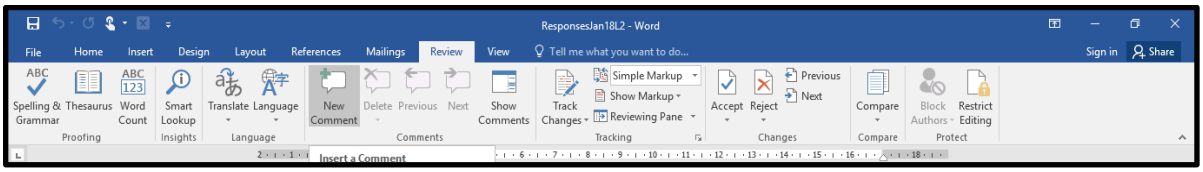


Method 2 – In school via 'Student Work' area on the computer

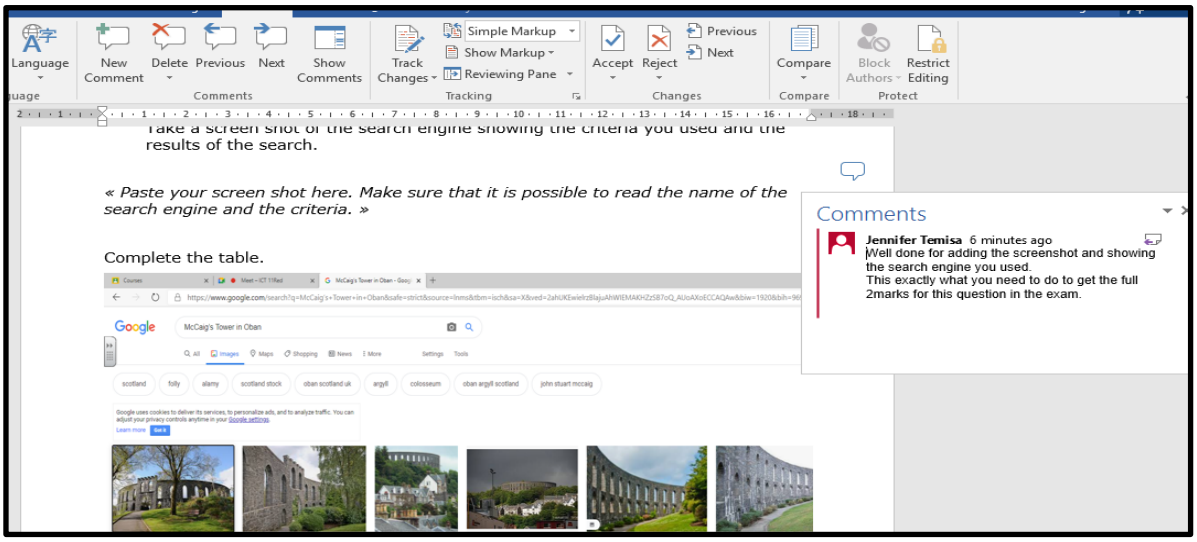
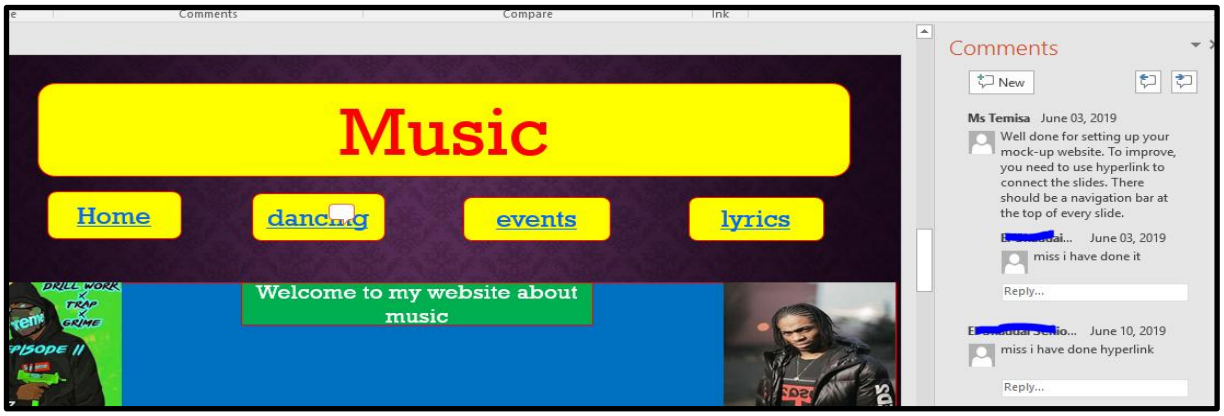
- When students are in a 'brick and mortar' classroom and they complete work in class, the work is saved to their 'Documents' folder, which can be accessed via the Student Work drive.
- If a student completes work using any of the Microsoft Applications (Word, Excel, Powerpoint or Publisher), the teacher can add a comment digitally to the work.
- When the student opens the work in the next lesson, the comments should appear by the left margin of the document and the student would be able to respond to the feedback given.

How to add comments

Example 1 - Comments in Microsoft Word: Click on the Review tab > New Comments



- The comment box appears to the right and then the teacher can add a comment.
- Another way of adding comments is to ***right click*** on the mouse, bring up the side menu and click on **New Comments.**



Example 2 - Comments in Microsoft Powerpoint.
Below is an example of using the Comments features in Powerpoint to give feedback