



Parallel Learning Trust



MARKING AND FEEDBACK POLICY

Approved by:	Richard Searle	Updated:	03/06/2024
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1. Aims

The explicit aim of the Parallel Learning 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 Parallel Learning 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 Academy Councillors (Regional Academy Council 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 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. Guidelines for marking

All marking should be completed using WWW (What went well), in pink pen, and EBI (Even better if), in green pen. Any SPaG errors will be highlighted in green and will need to be corrected. Marking should be evaluative or descriptive- letting the pupils know what they have completed and done well. E.g. Good use of adjectives "colossal" and "extravagant", correct punctuation used and various sentence structures. EBI's should be closely linked to the lesson objective with the aim of allowing the pupil to improve, for example, list three more adjectives to describe the main character's feelings. Pupils are expected to complete EBI improvements using a purple pen.

Digital marking should also follow the same format. WWW and EBI typed into the document itself or typed into the comments box at the side of the page. WWW, EBI and improvements should be highlighted in the correct colours e.g. improvements in purple.

The comments boxes should also be used, where possible, to comment on the standard of work, literacy, and to ask challenging questions.

Marking should occur regularly to ensure that pupils are achieving the learning objectives set for each subject and improvements can be made to support them to achieve these if they haven't done so in normal lesson (through WWW and EBI marking). The marking process differs depending on the amount of lessons taught per subject and is as follows:

- If a subject is taught 3-4 times per week, for example English and Maths, there is the minimum expectation that there will be 1 WWW and 1 EBI per week.
- If a subject is taught 2 times per week, for example Science, there is the minimum expectation that there will be 1 WWW and 1 EBI every other week.
- If a subject is taught once per week there is the minimum expectation that there will be 2 WWW and 2 EBI per term.

General marking should still take place across all pieces of work e.g. literacy marking, ticking or crossing of answers and presentation marking e.g. indicating where a ruler should have been used or where things may need to be re-written. This is for all subjects and should take place weekly.

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.

4:3 Ambition

Learners work across a range of sources is at least good and reflects the ambition of the school to provide demanding work which stretches all individuals (including SEND) based on their ability.

- Evidence of group work (if SEMH needs allow)
- Independent learning,
- Relating to other subjects within the curriculum

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.

- Detailed feedback linked to success criteria or pupils' literacy or numeracy targets.
- Pupils will be given appropriate time in lessons to improve upon feedback coded by EBI (Even better if). This will remain the case where teaching is taught remotely, pupils will be given the opportunity to respond to marking during or after live lessons. Teachers need to circle or highlight this in purple.
- 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 and write it under 'Pupil Response'.
- There is evidence that self and peer assessment is done well and that peers comments have impact on progress (depending on Key Stage).
- Verbal feedback indicated in margin with VF plus comment.

4:5 Different Types of Feedback

There are several types of feedback that teachers can use. We acknowledge that marking and feedback is the class teachers' responsibility, however, PLT staff aim to encourage pupils to take ownership by checking, correcting and re-drafting their work:

- Recap knowledge activities every lesson

- Respond to EBI (Even better if) comments in their books or online
- Knowledge tests
- Whole-class feedback
- Verbal feedback
- Peer and self.

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 or EBIs highlighted in green.

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

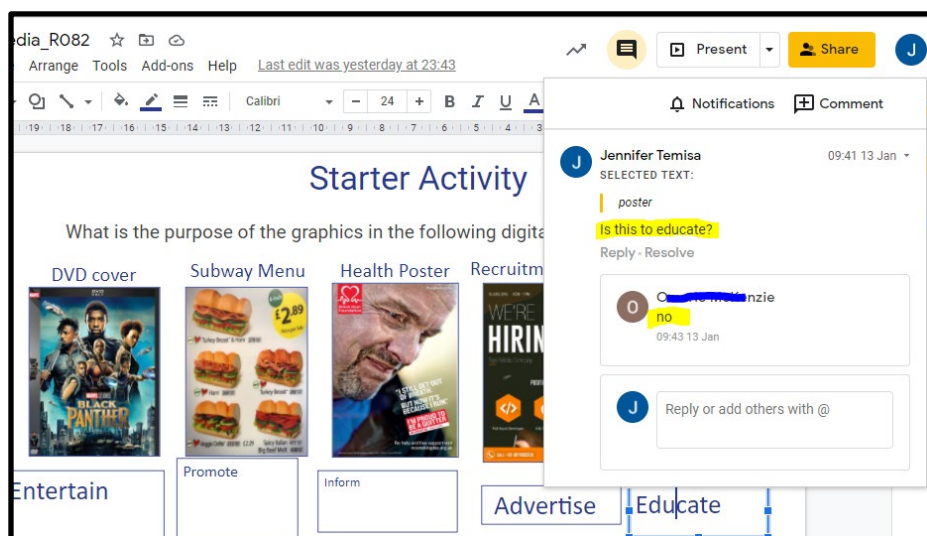
- **Method 1** – Virtual learning platform e.g. Google Classroom
- **Method 2** – In school via 'Student Work' area on the computer

Method 1 – Virtual Learning platform

- PLT 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.

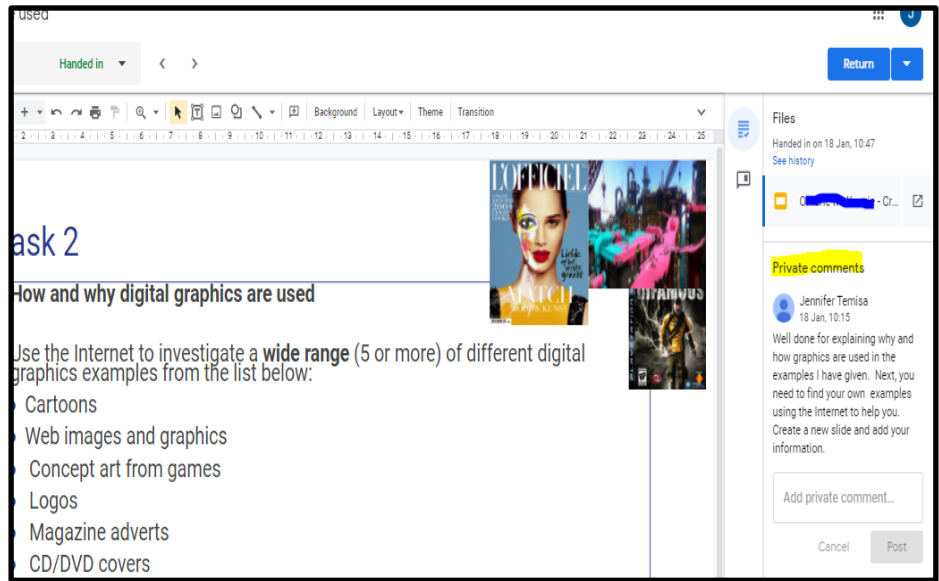
Example 1: This example shows commenting on the work during a live lesson and the student responding to the feedback.

The task was carried out using Google Slide (PowerPoint equivalent). Comments can be added by highlighting the slide or 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.

The top screenshot shows a Google Spreadsheet titled 'Jennifer Temisa - Holidays .XLSX'. The spreadsheet contains the following data:

Employee	Hours Taken	Hours Left	Days Left
Gareth Canterbury	136.5	13.5	yes
Dawn Keenan	150	0	no
Riley Tinsley	142.5	7.5	yes

The bottom screenshot shows a Google Classroom comment from Jennifer Temisa, dated 7 Jun 2020. The comment includes a screenshot of a search engine results page for 'The Colosseum' and the text: 'For this task, you should show the screenshot of the search engine (Google) to get the full 2 marks.' Below the comment, the question '(a) Complete the table.' is visible, followed by '2 marks'.

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.

The screenshot shows a Google Form titled 'Assessment' for 'Year 9 ICT Spreadsheet'. The form includes a 'Name' field with a red asterisk and a 'Short-answer text' input. Below this is a 'Quiz Questions' section with a description '(optional)'. The first question is 'What symbol is use for dividing in a spreadsheet?' with two radio button options: '*' and '+'. The form is set to collect email addresses for Park Campus Academy users.

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

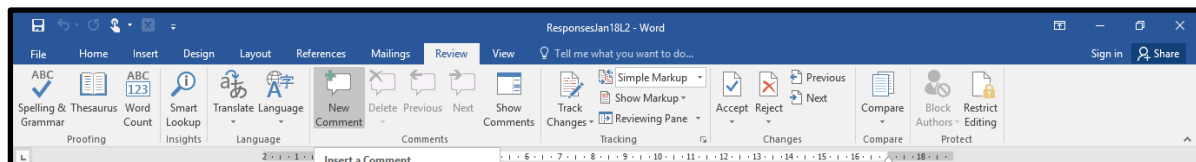
	A	B	C	D	E	F	G
1	Timestamp	Email address	Score	Name	What symbol is use for d	What symbol is use for r	Fill in the gap. Each ...
2	18/06/2020 12:29:39	[redacted]	4 / 10	Tomy	-	*	collam
3	18/06/2020 12:30:20	[redacted]	8 / 10	Omole	/	*	Row
4	18/06/2020 12:37:12	[redacted]	9 / 10	mogda	/	*	column
5							
6							

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

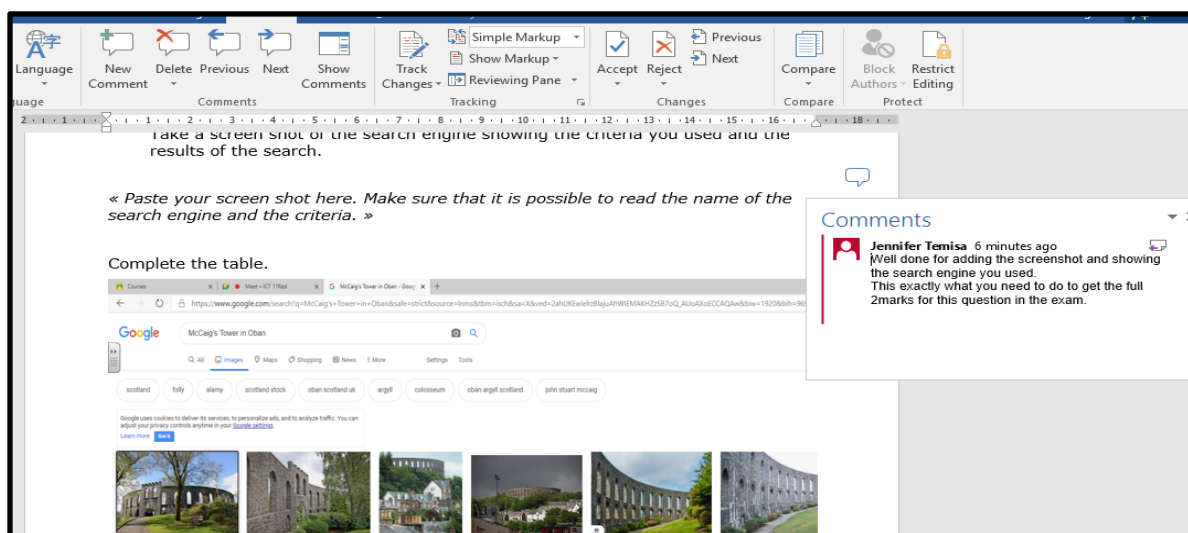
- When students are in a ‘brick and mortar’ classroom and they complete work in class, the work is saved to their ‘Documents’ folder, which can be accessed via the Student Work drive.
- If a student completes work using any of the Microsoft Applications (Word, Excel, Powerpoint or Publisher), the teacher 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 and the

