



**Kidsgrove**  
**Learning Campus**  
INSPIRE INNOVATE CREATE



## **Marking and Feedback Policy**

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Date of Approval	<b>September 2023</b>
Approved By	<b>Local Advisory Panel</b>
Review Date	<b>January 2025</b>

## Marking and Feedback

### Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process supports students in their quest to make progress over time.

To support teaching and learning all marking and feedback should be underpinned by the same approach that governs lesson planning and structure:

- What do students already know?
- What do students need to know?
- How will they get there?

### Responsibility of the teacher

It is the responsibility of the teacher to ensure that the quality of their assessment of knowledge and their feedback is of the highest possible standard and is timely. Through continuous reflection, review and action (discussed in the assessment policy) it is the teacher's responsibility to ensure that in the lesson, their verbal and written feedback comments are of a high standard and related to success criteria and that they set students improvements and/or challenge activities. Teachers must ensure that they provide opportunities for students to respond to feedback in green pen where appropriate. It is also the teacher's responsibility to go back and check students' responses to improvements and/or challenge activities to acknowledge their efforts and secure their progress.

Staff will ensure that students are provided with the necessary time to respond to feedback and that planning addresses areas of misconceptions. Students will be required to respond to their teacher's feedback by:

- ✓ Extending / further developing answers.
- ✓ Rewriting pieces of work.
- ✓ Completing incomplete work.

Feedback may take different form, personal or whole class feedback. Students are required to respond to their teacher's feedback and correct the following using green pen.

- ✓ Corrections of spelling or grammar.
- ✓ Language development (the inclusion of subject-specific key words and concentration on more descriptive vocabulary)
- ✓ Corrections of incorrect work.

Teachers will keep a *messy markbook* which allows them to identify students who are thriving, a concern or of whom they are not sure. These will be discussed in faculties at RRA meetings which will support timely and appropriate intervention, sharing of good practice and support.

### Responsibility of the Faculty Leader

It is the Faculty Leader's responsibility to monitor the quality of performance assessment within their curriculum area, ensuring that the quality of performance assessment and feedback is meaningful and personalised. Faculty Leaders will conduct formal reviews of students work within each of the key stages in line with the whole school quality assurance process. It is also the expectation that Faculty Leader will be continually monitoring and evaluating the quality and frequency of feedback in student's books in accordance with this policy. It is the expectation that the format of this monitoring be both regular and rigorous.

## Responsibility of the Senior Leadership Team

It is the role of the Senior Leadership Team to support the Faculty Leader in quality assuring continuous reflection and assessment within that curriculum area. It is the expectation that they too, will be continually monitoring and evaluating the quality of feedback in addition to and alongside the Faculty Leaders. They will triangulate the quality assurance process and are responsible for ensuring the high standards of continuous reflection and assessment expected at The Kidsgrove Secondary School are adhered to within their curriculum area. Ultimately, they are accountable for the quality of assessment and feedback.

## What are the principles that guide the approach to feedback and marking?

Feedback and marking should:

- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement and presentation;
- offer clear personalised strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- ultimately be seen by students as a positive approach to improving their learning.

## Feedback and marking

Knowledge and understanding will be monitored throughout lessons and through the work students produce. Continuous review is the regular and constant use of feedback that happen in all lessons, mostly in informal scenarios which a teacher will use to immediately address misconceptions and close gaps in knowledge.

Strategies that a teacher might use to formatively assess are;

- Retrieval and review
- Questioning
- Quizzes/knowledge tests
- Use of mini whiteboards
- Spelling, literacy or subject-specific vocabulary tests
- Assignments
- Pieces of extended writing
- Exam questions
- Verbal discussion
- Exit tickets

Feedback and marking may be in different forms:

✓ **Verbal feedback** for individual learners or for the whole class. Students should receive regular verbal feedback within lessons. This should be positive and also help the students to develop in their learning. They will be given time in lesson to reflect, review and respond to this feedback in green pen.

✓ **Live marking** this will be done live in lesson where teachers have checked students work. Students work should be checked regularly and acknowledged, possibly through the use of ticks, simple literacy corrections and/or brief attainment-based comments. This will be evident in books in red pen. It will be supported by green pen work.

✓ **Written feedback** which is student specific and focusses on what the student has done well and what the student needs to do to progress further. Students should receive this twice a half term.

Students need to be given the opportunity to respond to the teacher feedback in a way that adds value to their learning through 'fix it' time. The time for this to happen needs to be planned into lessons and it is the responsibility of the teacher to provide these opportunities to the students.

✓ **Whole class feedback** will be used for the teacher to gauge a class approach to a new topic or set piece of work. Staff will identify the misconceptions for the class, this information will then be used to guide the teacher's approach towards the planning for the next lesson. The following lesson should be structured to allow staff to address the identified misconceptions using new or adapted teaching to support progression.

✓ **Peer/Self-Assessment** where the student is familiar with the appropriate success criteria and is able to assess their own/ others performance and set targets for improvement. This will be evident in books in green pen.

✓ **Marking for Literacy** It is not expected that staff correct every punctuation and grammatical error in every piece of writing. However, every teacher is a teacher of literacy and should address poor literacy in their assessment of students learning.

Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. This will be evident in books in red pen, and will utilise the marking symbols below:

Key to marking symbols:

Sp: Write spelling correctly three times in the margin.

P: Add or correct any missing or incorrect punctuation.

G: Check and rewrite sentences that do not make sense

PR: Proofread your work.

### **Presentation of classwork in books or digitally**

Presentation of work It is important that students are encouraged to present their work in an acceptable and professional manner.

- Students are to write or type in blue or black ink only.
- Response to feedback or self-assessment in green ink/font
- Dates/titles are to be underlined.
- Digital documents must be clearly named with the lesson content
- Students must use rulers to draw straight lines.
- Diagrams/drawings/ graphs are to be completed in pencil.
- Neat/well-presented work is modelled/praised.
- All books and folders must clearly display the full name, subject, class teacher and group
- Digital folders must clearly display the subject and topic where appropriate.
- Any mistakes should be crossed through with a neat ruled line.
- Worksheets should be glued in neatly
- It should be evident where a lesson end is (either draw a line underneath or "new lesson new page").
- Poorly presented work should be addressed.
- Doodling/graffiti in books is not acceptable and must be challenged by staff.