

Inspiring Excellence: MARKING AND FEEDBACK POLICY

Abstract

The staff at Madeley School see feedback as integral to quality teaching and learning. Our best practice should enable teachers and pupils to recognise and value their achievements and improve and build on previous performances. Fundamentally, the aim of feedback is to raise the achievement of our pupils in all areas of their school experience. This policy should be considered in tandem with the Assessment Policy which provides further details of the rationale underpinning its implementation. The school's core values of pride and respect, confidence, resilience, aspiration, positivity, enjoyment and politeness are all inherent in the interactions between staff and pupils when discussing work and progress.

Introduction

The staff at Madeley School see feedback as an integral part of all schemes of work and lesson planning. We believe that our practice should enable pupils to have pride in their achievements, to be resilient, learn how to improve and build on their previous performances. We also feel that parents can support their children by having a full knowledge of our expectations. Assessment can take many forms, including marking, written comments, reports and individual teacher and pupil discussion.

Implementation

In years 7-9, the curriculum is directed by preparing pupils for the demands of the GCSE subject specifications and assessment is in-line with key skills required at GCSE. In Years 10 and 11, pupils will formally begin their GCSEs therefore the method and style of marking is largely dictated by the demands of the examination specification being followed. However, it is important that it is fully explained to pupils and helps them to develop their aspiration and potential to the full. Moderation is completed routinely to ensure grades are consistent across the Faculty/Subject.

Each Faculty may adjust the Marking and Feedback Policy within the guidelines in this document which forms the core and central ethos of the school. It is the responsibility of Subject Leaders to ensure that their teams have a clear explanation of Faculty/Subject marking policy and that this is fully understood by all staff. The consistency and impact of this is should also be monitored by the Faculty/Subject Leader.

Bearing this in mind, the following is a summary of the methods used to implement assessment at Madeley School:

Marking and Feedback of Formative and Summative Assessment

The marking of pupils' work is an extremely important part of the assessment process. It is essential that the process is formative, manageable and set against criteria which can be easily understood by staff, pupils and parents. It should also be consistent within a Faculty/Subject. Pupils in years 7-11 will be assessed against topic tests and cumulative summative tests. Pupils will receive a score from the assessment, and strengths / weaknesses / next steps will be identified. It is crucial that pupils understand the criteria by which they are being assessed, and this is clearly articulated to them.

In summary, with regards to Marking and Assessment:

- There is a whole-school approach to assessing pupils' work against key skills and knowledge
- The wording of assessment is shared with pupils and used when marking books
- Assessment Points are tracked by staff and reported to parents/carers twice a year
- Formative and summative assessment enables teachers to make judgements about pupils' attainment, keyed into GCSE standards and life skills.

- It develops and refines teachers' understanding of progression in their subject meaning that teaching is adaptive to pupils' needs and understanding.
- Provides diagnostic information about the strengths and weaknesses of individual pupils and groups of pupils
- Enables teachers to assess and monitor pupils' progress over time
- Informs curricular planning and intervention
- Facilitates the setting of meaningful targets that can be shared with pupils and parents
- Promotes teaching that is matched to pupils' needs
- Supports the transfer of meaningful information in preparation for GCSEs and for life
- Gives opportunities for pupils to reflect on feedback and respond to it to build pride and respect for their achievements, promotes positivity and builds resilience.

These aims are achieved in the following ways:

1. Year 7-11 schemes of work in subject areas identify assessed pieces that need to be completed at regular intervals. Skills that are covered each half-term are identified in at least one example, which could include: a written piece, response to a text, presentation, module test, controlled assessment or practical activity. **These key pieces need to be assessed each half-term by the teacher who will complete a SWAN assessment that identifies a score and strength/weaknesses and next steps.**
2. Summative Assessed pieces (**using the SWAN- Strengths, Weaknesses and Next Steps process**) are marked routinely by the teacher and **personalised comments** celebrate achievement and give pupils' targets on how to improve/develop their skills. SWAN marking will also evidence a score which is relevant to each subject. **These summative assessments will be completed in Progress Books or Progress Folders to enable the learning journey to be explicit and so that pupils may refer easily to specific feedback.**
3. **Moderation of assessed pieces** is completed by staff in subject and faculty areas to standardise levels across the curriculum area. Each Faculty meeting should be used to discuss this marking policy and moderation carried out to check that it is implemented consistently. It is best practice for Faculties to build an exemplar folder of work which contains moderated examples of pupil work at different bands or levels to support future moderation.
4. Staff use **on-going formative assessment** to recognise where there is a need for intervention or scaffolding strategies to be used. **Assessment for Learning** involves both teacher and pupil in reviewing and reflecting on assessment information, identifying further areas for development and ways in which this can be realised lesson by lesson. Formative Assessment can be verbal, peer or self-assessment, whole class feedback following a Book Look or teachers may use Live Marking. In class low stakes quizzing and retrieval practice is also key to formative assessment. Formative assessment should inform the day to day, week to week adjustments to planning so that pupils' needs are supported.
5. Teachers should consciously provide opportunities for pupils to **respond to feedback**. This should take the form of improvement and not simply an acknowledgement that feedback has been read. This revised work should be briefly checked by the teacher, and **further appropriate interventions should be implemented**. The checking of the work could be completed using a "Book Look" technique and signed off or stamped by the teacher.
6. In Year 7, Year 8 and Year 9, iPads allow staff to provide recorded verbal feedback and a work flow where tasks can be directly annotated by staff via Teams or Showbie, for example.

Assessment for Learning (AfL)

Educational research demonstrates that assessment of this nature can have a significant impact on raising achievement. Indeed, there is evidence that it can improve the performance of students in GCSE examinations by between one and two grades above expectation.

In order for pupils to make progress and to be awarded bands and grades appropriate to their ability, it is important to establish a whole-school approach to AfL and the integration of it in all lessons to ensure:

- **Pupils are involved in their own learning, using self/peer assessment**, success criteria and a knowledge of their bands or grades in order to consider the next steps in their learning. This is supported by the plotting of assessment points and reflection on targets after a piece of summative assessment.

- **Modelling** of assessment tasks and collaborative working are essential for setting assessment standards. This can be achieved using iPads, interactive screens, visualisers or by providing worked examples.
- Promote pupil confidence and to recognise they can achieve regardless of their starting point with the **promotion of core values of our school, and a school drive to inspire excellence.**
- **Help pupils to recognise the high standard of work they are aiming for** by modelling, examples and displays.
- **Provide feedback that is informative and helpful to pupils** in knowing what they do well and targets for the next lesson.
- Involves both teachers and pupils in the **reviewing and reflecting on the learning.**

Self/Peer-assessment

Self-assessment by pupils is a powerful tool and should be made use of wherever practical. If pupils know what it is they are expected to learn or achieve by the end of a lesson or topic they can assess their own progress both during and at the end. Pupils should be critical thinkers. These are used by pupils to assess their understanding at the end of each lesson or topic. Pupils can also use each other to help evaluate their progress (peer assessment). This can often be done during group or pair work and discussion sessions. iPads can support self/peer assessment through collaboration, and Apple Classroom allows staff to share student work in real time on the classroom screen. **In order for this to be successful, it is crucial that pupils are clear about the success criteria that they are using to undertake self/peer assessment. The language of SWAN should also be used to complete self/peer assessment.**

Oral and Aural Assessment

This is part of the formal assessment process in subjects such as English and Modern Foreign Languages. However, it can be a useful assessment tool in all subject areas. By asking appropriate questions that develop and aid cognitive ability, a great deal can be learnt about pupils' understanding of a topic in a short space of time. Question and answer and discussion sessions can also build up pupils' confidence in their own ability and are an important teaching tool, and in building effective meta-cognition. Kagan talk structures and questions stems can also be helpful.

Annual Reports

Year 7-11 pupils are issued with an annual progress reports in accordance with current Government guidelines, which highlights pupil progress across subjects using on/above/below track. Form tutors will provide a summary of progress, and teachers will also include any intervention strategies required to maximise progress, as well as an attitude to learning score. Additional progress reports will also be shared which include during the year which include on/above/below track progress statements and attitude to learning scores.

MONITORING AND EVALUATION

The various strands of both the Marking /Feedback and Assessment Policy are monitored and evaluated in the following ways. Obviously, some strategies are more effective to some situations than others. Fundamentally we ask the question, "Are the strategies we employ contributing to excellent pupil outcomes for all?"

- Updates to the Marking and Feedback Policy and procedures in-line with government recommendations and based on academic research
- Regular review of assessment tools both Faculty and whole school
- Reporting to parents
- Consultation Evenings and parental feedback
- Regular reports of pupil achievement to the Academy Council
- Line management link meetings
- Discussions in staff meetings
- Discussion at SLT meetings
- Statistical analysis of all internal and external examination results
- Discussions with pupils through regular Pupil Voice at multi-academy, whole school and subject level
- Feedback with parents through the twice annual multi-academy survey. Feedback is also welcome from parents via email, letters or in face to face meetings
- Monitoring of pupil target setting in class books
- CPDL groups and their investigative approach to the use of effective teaching and learning methods

- Learning Walks and Work Scrutiny by SLT and Middle Leaders

In addition, the policy will be evaluated and reviewed regularly and any suggestions for changes passed to the Senior Leadership Team and Academy Council for their approval.

Policy Review:

Review Date: September 2024

Signed by: (Chair of Academy Council)